

Pupil Premium Grant Expenditure and Impact Statement

Report to Parents and Carers: 2016/2017

Overview of the school

| Number of pupils and pupil premium grant (PPG) received | |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Total number of pupils on roll | 268 + 11 (nursery) |
| Total number of pupils eligible for PPG | 34 in Reception to Y6 / FSM, Looked After and Service Children |
| Amount of PPG received per pupil | £1320 for Reception to Y6 Ever 6 / FSM £1900 for Looked After children £300 for Service Children / Ever 4 |
| Total amount of PPG received | £45,300 |

Nature of support 2016/2017

We have high aspirations for all our children and are determined to ensure that our children are given every opportunity to realise their potential. The Sutton Trust (2015) summarises research evidence on improving learning. We have used this to make informed decisions about classroom practice and organisation. We have also used this research, along with staff training, to make informed choices about which interventions will be the most effective. With this in mind, interventions have also focused on removing any barriers or potential barriers to learning.

We have analysed the impact of teaching and learning at Castle Park using our own data to support us in our decision-making. Academic research has found that feedback to children, so that they know their next steps in learning, is critical to children's progress. Additionally, we have developed children's meta-cognition and self-regulation so that pupils take more responsibility for their learning.

As part of our philosophy and ethos, to meet the needs of children and to maximise progress, there is a Higher Level Teaching Assistant in each department and additional Teaching Assistants to provide support in classrooms and provide small group focussed tuition for targeted objectives, reducing class sizes for specific areas of learning, as well as 1:1 support and tuition for specific intervention programmes. Every child is assessed individually, and programmes of work developed with individual targets, to enable them to make the best progress they can. This may involve pre-teaching and post-teaching recap of concepts which enables the needs of all targeted children to be met, whether they be lower ability, meeting age-related expectations or more able pupils.

Support can be broadly organised in the following areas:

Welfare Support:

- Access to Breakfast Club to ensure children have had breakfast.
- After School Activity and Homework Club giving children an opportunity to do art/crafts, projects and sporting activities alongside reading and homework support from Teaching Assistants.
- Access to external agencies if required e.g. School Counsellor, Parent Support Advisor, Education Welfare Officer.
- PE kit and school uniform where requested.

Social and Emotional Well-being:

- Promoting self-confidence and self-esteem through funded participation in clubs e.g. After School Homework and Activities Club; sporting clubs e.g. dance, football, hockey; interest clubs e.g. art, Lego and construction, music clubs, outdoor educational experiences, social and emotional support groups etc.
- Support at the start of the school day and during the day to ensure children are 'ready to learn'.
- Nurture / life skills group to develop social and emotional skills.

Wider School Opportunities:

- Funding educational visits and workshops including outdoor and adventurous residential experiences.
- Funding peripatetic music lessons and instrumental hire.

Individual Support may include:

- 1:1 Reading Intervention
- Individual additional reading
- 1:1 mathematics RECAP
- Additional targeted support from Teaching Assistants in the classroom
- Additional targeted phonics support
- Access to an Educational Psychologist
- Access to Specialist Advisory Teachers

Small Group Support may include:

- Additional handwriting group
- Additional Literacy group
- Additional phonics/spelling groups
- Additional guided reading and comprehension sessions
- Social Use of Language Programme (SULP)
- Social Interaction groups
- RECAP maths groups to feedback and address misconceptions
- Additional support from Teaching Assistants in the classroom for groups
- Higher Level Teaching Assistant in each department to focus on specific objectives in English and mathematics with targeted groups
- Access to Mathletics and Skoolbo
- Access to school website links for children
- Additional Teaching Assistant employed to support behavioural and emotional needs of targeted pupils.
- Smart Moves

Curriculum focus of PPG spending 2016/2017

The curriculum focus and subsequent support is informed by evidence from a variety of sources:

- Analysis of pupil progress and attainment
- Analysis of the effectiveness of interventions
- Liaising with colleagues in other schools
- Evaluating current research such as the work of The Sutton Trust

Improving achievement (attainment and progress) for all pupils, where identified, to enable them to reach the expected standards or better in reading, writing, grammar and mathematics.

Supporting pupils to secure expected standards (or better) in statutory assessments through targeted homework and revision sessions at key times of the year.

Targeted support of pupil in mathematics and English through 1:1 interventions, pre-teaching, post-teaching and precision teaching techniques such as Reading Intervention, maths RECAP delivered by teachers and Teaching Assistants.

Supporting targeted pupils in their development of positive behaviour strategies and a positive work ethic by reducing barriers to learning, through an extra senior teaching assistant to support targeted pupils at breaktime and lunchtime.

Providing access to wider curriculum opportunities through funded instrumental and singing lessons, dance lessons and sporting activities to build self-esteem and confidence through participation in the arts and sport.

Measuring the impact of PPG spending

The school rigorously evaluates the impact of PPG spending on pupils each term through Pupil Progress Meetings with the Headteacher, Inclusion Managers, class teachers and Higher Level Teaching Assistants. Evaluations focus on academic gains, improvements in learning behaviours and how pupils' well-being and self-confidence have developed as a result of the support, interventions and wider opportunities they have received. Trends and next steps are identified for groups and individual pupils. Next steps focus on known effective strategies that are proven in the school as well as by making reference to research e.g. The Sutton Trust.

Progress and attainment of this group of pupils is monitored by the Headteacher, Senior Leadership Team and the Curriculum and Behaviour Governors' Committee. The Governing Body is also kept informed of the achievement of these pupils each term.

Pupils are assessed every half term and personalised targets reviewed with the child. These learning conversations between the child and their teacher ensure learning remains focused and personalised.

Attendance is monitored daily by the Headteacher and half termly by the Governing Body.

To fully analyse the outcomes for Year 6 in 2017, it is important to consider the cohort in context:

| PP Total | PP Boys | PP Girls | PP and SEND support | PP and SEND Statement or EHCP | Total PP and SEND | PP At Risk | PP Children joined school in KS2 | PP and EAL | Each child as a % of PPG group | Each child as a % value of year group |
|----------|---------|----------|---------------------|-------------------------------|-------------------|------------|----------------------------------|------------|--------------------------------|---------------------------------------|
| 8 | 3 | 5 | 0 | 1 | 1 | 2 | 1 | 0 | 12.5% | 3.2% |
| 100% | 37.5% | 62.5% | 0% | 12.5% | 12.5% | 25% | 12.5% | 0% | | 31 |

Attainment

The table below details an analysis of outcomes for the year 6 pupils in 2017.

Disadvantaged pupils in receipt of pupil premium grant achieved as well or better than non-disadvantaged pupils in reading and writing and maths at the expected standard and at greater depth in reading and writing. Disadvantaged pupils achieved in the top 10% nationally in reading and writing in 2017.

The school is working to improve outcomes at greater depth in mathematics for disadvantaged pupils (and all pupils).

| 2017 | KS2 Attainment - Expected standard or better | | | | KS2 Attainment – Greater Depth | | | |
|--------------|----------------------------------------------|-------------------|-------------|---------------------|--------------------------------|-------------------|-------------|---------------------|
| | School PP | School All pupils | National PP | National All pupils | School PP | School All pupils | National PP | National All pupils |
| Reading | 100% | 100% | 71/77% | 71% | 38% | 35% | 25/29% | 25% |
| Writing | 88% | 87% | 76/81% | 76% | 25% | 26% | 18/21% | 18% |
| Maths | 75% | 77% | 75/80% | 75% | 13% | 23% | 23/27% | 23% |
| RWM combined | 75% | 74% | 67% | 61% | 0% | 13% | 11% | 9% |

Progress

Disadvantaged pupils in receipt of pupil premium grant made very good progress by the end of their primary education at Castle Park School, significantly more than non-disadvantaged pupils and all other pupils nationally in reading and writing, as detailed in the table below.

The school is working to improve progress in mathematics for disadvantaged pupils (and all pupils).

| 2017 | Reading | Writing | Maths |
|------------------------------------------------|--------------|--------------|--------------|
| Progress score for all pupils | +3.92 | +1.67 | -0.18 |
| Progress score for disadvantaged pupils | +5.90 | +3.58 | -0.67 |
| Progress score for all pupils nationally | +0.33 | +0.17 | +0.28 |

