



Pupil Premium Strategy Statement

1. Summary information					
School	Castleford Park Junior Academy				
Academic Year	2018/19	Total PP budget	£124,380.00 £1320 per pupil	Date of most recent PP Review	March 18
Total number of pupils	410	Number of pupils eligible for PP	85 (currently in school)	Date for next internal review of this strategy	Jan 19

2. Current attainment			
Results based on 35 (34%) Pupil Premium Pupils in Year 6 in a cohort of 104 pupils in 2017-18	<i>Pupils eligible for PP (our school last year) Shadow – 5 chdn. Disapplied due to individual context</i>	<i>Pupils not eligible for PP (national average)</i>	<i>For all Pupils (national average)</i>
% achieving ARE in reading, writing and maths combined	42% 14 chdn. (47% of 31 pupils)	58%	64%
% achieving ARE in reading	69% 21 pupils (77%)	80%	75%
% achieving ARE in writing	69% 22 pupils (80%)	81%	78%
% achieving ARE in maths	56% 15 pupils (63%)	72%	76%
% achieving ARE in GPS	67% (80%)	78%	78%
Progress score for reading	-0.8 0.61	-0.7	0
Progress score for writing	-1.1 0.38	0.2	0

Progress score for maths	-2.9 -1.98	-1.7	0
% making accelerated progress of at least 6 steps or more in reading	85% (30 pupils)		93% (62 pupils)
% making accelerated progress of at least 6 steps or more in writing	89% (31 pupils)		96% (64 pupils)
% making accelerated progress of at least 6 steps or more in maths	66% (23 pupils)		88% (59 pupils)

Evidence of School Performance

Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils: See Ofsted report Sept 2016 for key performance statements.

[Ofsted Sep 2016.PDF](#)

See Pupil Premium review January 2017 for key findings and developments.

[Castleford Park Junior Academy Pupil Premium Review Final\(2\).pdf – 2017](#)

See Pupil Premium review March 2018 for key findings and developments.

[C:\Users\jroberts\OneDrive - Castleford Academy trust\2017-18\Pupil Premium\Park Junior PP Review Action Plan - 2018 \(1\).docx](#)

Recommendations from Pupil Premium Review March 2018	Steps Taken
<ul style="list-style-type: none"> Ensure that the recent work to develop strong practice in reading lessons and comprehension work is further developed. 	<ul style="list-style-type: none"> The vast majority of pupils are now involved in whole class guided reading lessons that are led by teachers so that there is greater consistency of practice and to support the academy in its aspiration for every pupil to have high quality first teaching; School have begun to develop a bank of examples of age related reading questions which cover the full range of comprehension skills and which are then utilised by teachers in all year groups to support their lesson planning; School is now considering ways of developing more time effective approaches to pupils recording their comprehension work, particularly in upper Key Stage 2, so that older pupils answer more questions and maximise their learning in reading lessons; Teachers are more consistent in checking the accuracy of pupils' purple pen responses in reading work so that any misconceptions are addressed as a matter of urgency within the lesson to support pupils' learning;

- **Ensure that pupils' literacy development is as well-supported as possible by having a greater focus on how classes are using their learning environment and by more actively developing pupils' speaking and listening work.**

- Important work has taken place in recent months to promote better practice and greater consistency in reading approaches, including the particularly notable contribution of the recently appointed English Leader to increase the range of comprehension questions in Year 3.
- Good examples of Literacy 'Working Walls' and 'Magpie Trees' are used as models for other classes, so that there is greater consistency in displaying and celebrating pupils' ideas and so that these displays are being actively used to support the learning of all pupils;
- More examples of high quality completed pieces of writing are used to support pupils' learning and raise expectations;
- Key developments have focused on the development of pupil ability to reason and explain and challenging pupils to work at a deeper level
- At the beginning of the week, discussion to clarify key vocabulary has been essential and has begun to impact on writing outcomes
- Non-Negotiables and agreed teaching practice handbook for teaching and learning in place so that there is a greater clarity of expectation for staff and more consistent approaches which benefit pupils;
- Greater expectations as to how pupils work with Talking Partners (which are introduced at the start of Year 3) in order to ensure that all pupils are clear as to what constitutes good speaking, good listening and good peer work and are taught how to do work in these ways at an early stage in their school journey; the same practice has been used to develop staff understanding of what good collaborative learning looks like
- Modelling of good talking partner work around the academy by teachers and support staff teaches pupils the most important skills - including how we ask questions, take turns and listen to the views of a partner. This is very well understood in Years 5 and 6
- The academy has worked hard on developing many aspects of its provision in reading and writing.
- School have started to facilitate adult classes, particularly to inform parents and carers of how their children are taught to read and how they can support their children's reading at home;
- Open mornings every Friday focus on reading and mental maths;

	<ul style="list-style-type: none"> • Ensure that there are more opportunities for family members to be involved in children’s education and reading, and develop stronger links within the community to support this aspiration. 	<ul style="list-style-type: none"> • Aspiration events where parents come in to discuss their career paths and inspire children continue to take place; • Reading events where parents have come in to share their favourite reading book with their children have taken place and will continue to do so at specific points throughout the year; • Links with Castleford Library and the high school library are being further developed to actively encourage parents and carers to join so that they are more likely to take their children and borrow books; • The academy has good relationships with families and good links with local partners. We will continue to work hard to involve as many parents as possible • The Bloomz communication APP is used to promote parent engagement and is increasing parent confidence in working with teachers as part of a team • Reading bookmarks sent home each year support parents in understand how to ask questions of their children when reading and how to develop comprehension – as well as fluency 	
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Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	<p>Reading and Writing Attainment: Compared to KS1 results at ARE (old 2b) less children (particularly the previously 2c) reached this benchmark at KS2 in reading and writing – action: to develop vocabulary to be able to access higher level comprehension texts and to make more complex inferences based on their background knowledge.</p>
B.	<p>Maths Attainment: Less children have reached this benchmark in maths than at KS1 if shadow data isn’t taken into account, widening the gap between Pupil Premium Pupils and non in maths (two less boys and one less girl achieved EXS than last year). Action: support Pupil Premium pupils to utilise higher level thinking and reasoning skills and increase their fluency when mentally calculating therefore enabling access to tasks of greater complexity – with a priority focus on girls fluency and boys’ resilience.</p>
C.	<p>In School Progress: Every PP pupil to make more than expected progress across the school. Improve progress over time measure for PP children – as many individuals as possible achieve their targets. Track carefully progress made by pupils in multiple groups (eg. Pupil Premium and SEND) as these are the pupils for whom accelerated progress is harder to achieve; regularly monitor their barriers and develop staff knowledge to reduce them as much as possible; track provision for specific pupils to ensure all are in receipt of the support they need and that it is having a demonstrable impact.</p>
D.	<p>Pastoral: Within school there is a high proportion of pupils that have social, emotional and mental health related difficulties that impact on behaviour in school and at home, in particular the PP children who are in multiple risk groups (LAC, SEND).</p>

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance rates for pupils eligible for PP in 17/18 was 94.2 % compared to non PP children at 96.2%. This reduces their school hours and causes them to fall behind on average.	
F.	Parental engagement for PP children could improve through even greater attendance at parent evenings and Supporting Me to Learn Plan meetings and engagement with the school's online app - resulting in less awareness of the end of year expectations and less strong communication links with the school.	
G.	Enrichment: Many of our pupils eligible for the Pupil Premium do not have the wealth of life experiences or high standard of vocabulary needed to be able to comprehend and justify at a higher level. They also do not have the access to technology that non PP children may have - reducing their access to online resources that the school provides. This also equates to physical resource with many of them having less access to books and a quiet place to do their homework	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	That disadvantaged pupils make accelerated progress to achieve their individual targets –in Reading and Writing.	PP gap to National Others in Progress narrows.
B.	That disadvantaged pupils make accelerated progress to achieve their individual targets –in maths.	PP gap to National benchmarks in Progress narrows.
C.	All PP pupil progress monitored and addressed through Pupil Progress Meetings. Extra provision tracked and evaluated half termly.	Pupils eligible for PP in all year groups make rapid progress by the end of the year so that the % of for PP pupils at age related increases.
D.	Increased awareness and support with social, emotional and mental health difficulties in particular the PP children who are in multiple risk groups (LAC, SEND)	PP pupils' social, emotional and mental health is improved and result in more positive attitudes and results in work as their behaviours improves. Confidence building through work with the inclusion team and PP ambassadors with an increased focus on those children in multiple risk groups.
E.	Increased attendance rates for pupils eligible for PP including FSM pupils and pupils with multiple barriers to attendance.	To reduce the number of persistent absentees among pupils eligible for PP and FSM. Overall PP attendance improves from 94% to the expected target of 96.5% in line with 'other' pupils – and our school target for this year.
F.	Increased Parental Engagement for pupils eligible for PP.	Parents of PP pupils aware of age-related expectations and home/school can help pupils. New initiatives are in place to encourage disadvantaged parents to attend events, parent's evenings and SMTLP meetings and school to raise awareness of school app to improve communication and engagement.

G.	That our Disadvantaged pupils experience a range of enrichment/extra-curricular and have high aspirations for their future.	That the % of PP children accessing after school clubs has increased by at least 50% - giving the PP children priority access to specific clubs – dodgeball, homework, lego club club etc. School to help subsidise for paid clubs and trips.
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4. Proposed Planned expenditure								
Academic year	2018/19							
Castleford Park Junior Academy's Pupil Premium Profile 2017-2018								
Total number of pupils in the school:	410							
Number of PP eligible pupils:	85 (currently this year)							
Total pupil premium budget:	£124,380.00							
Amount per pupil:	£1320							
Barrier Area	A: Reading/Writing Attainment/Progress							
Approach	Success Criteria	Staff Lead	Who does it target?	Evidence/ Rationale	Desired Outcome	Start/End	Cost per Pupil	Total Cost
Literacy Booster Interventions SATs	Raise the attainment levels in reading for all PP pupils and close the gap to National Others.	Year 6 JR KL LH SM	All PP pupils with a Year 6 priority	PP attainment levels in reading are lower than Non-PP children. Reading, understanding and interpreting unfamiliar vocabulary is a key barrier for PP children in our school when monitoring and data analysis of test outcomes takes place. Summarising main ideas, making comparisons and inferences were specific areas we aim to target this year.	Children to be attending each week consistently to ensure they are receiving the intervention in its entirety so that they meet national expected standard.	May 2019 (Year 6) July 2019	£291	£12,698
Pupil Premium TA intensive support	To ensure the needs of the child are met so that they can make the most progress possible using support and strategies from outside agencies.	OS JR LB	Individual 1:1 intensive support Y6 pupil	This individual child is working well below national expectations and requires a high level of adult support to ensure his needs are met over and above the WAVE 1 quality first teaching. A request to asses has been made to the LA. +5 impact based on EEF research when delivered in this way.	Provision in place as suggested by outside agencies to meet pupil needs. The child to make expected progress using WPS.	Sept 2018 Spring 1 2019 (Review impact spring 1)	£163	£13,850
Homework Club	Children to receive quality staff support to consolidate learning and have access to resources to help.	JR KL	All PP children given priority access then opened	Homework club has proven to be well attended and helped restore relationships with parents and pupils. This will be given as a priority to PP pupils.	Children receiving support to complete and return homework on time.	Sept 2018 July 2019	£16	£1,357

	complete homework.		to rest of the school.		Children will utilise resources in school to support their learning and academic achievements.			
Reading Interventions Reading Catch Up (Y 5,6), All-stars Premier Reading (Y 6), Accelerated Reader (Y3,4,5,6)	Children will make sustained progress towards ARE. Progress will be accelerated for these pupils.	JR KL SD CR JT	Selected underperforming readers across school with PP pupils as a priority.	Interventions run last year and recommended as having moderate impact on the EEF toolkit, All-Stars Premier Reading have proven to have clear impact on the reading progress pupils make, their vocabulary development, speaking and listening capacity and engagement levels. The Accelerated Reader programme has been extremely successful and pupils enjoy reading the wide range of texts available and taking the quiz at the end to test their comprehension developing their fluency and thereby increasing their comprehension levels- this is now also used across school.	Progress tracked and discussed every half term at Pupil Progress meetings to measure impact. Children to meet half termly targets. Children to meet expected standard at the end of KS2.	Sept 2018 July 2019	£107	£9080
Challenge Group for GD Pupil Premium pupils (children with entry levels of 2A and above) – use of ‘Cracking Comprehension’	More Able PP pupils to be challenged to ultimately achieve greater depth at KS2.	JR KL SD LB	All PP pupils with entry levels of 2A and above.	More able PP pupils need to be stretched to achieve ‘greater depth’ in line with more able national others. Providing high quality, small group ‘feedback’ and coaching that is proven to have an impact on progress – as identified in the EEF toolkit +6 impact.	MA pupils will attain greater depth over the year as their performance increases.	Ongoing review at the end of the year	£33	£2,768
Reading Party	Children to be selected on their reading achievements to visit a local book shop to purchase a new book.	SD KL	PP pupils to be targeted to engage with this.	Reading incentives in school have contributed to the upward trend in pupil outcomes for reading. School are building on what is already successful to continue to raise attainment in particular for the most disadvantaged pupils.	Disadvantaged children to develop love of reading and experience visiting book shops to buy books of interest.	Autumn 2	£9	£787
Forest School	To increase the engagement level of the disadvantaged	KL JR SB	All PP children have access to	Running last year it has been evidenced through increased parental engagement and pupil enjoyment that it is impacting on	Further increase pupil’s engagement with the wider	Sept 2019 Review July 2019	£25	£2,135

	pupils by offering an exciting and enriching curriculum.		this through the curriculum.	children's love of learning. Work completed with the forest school teachers is transferred to the wider curriculum back in the classroom – engaging more PP children to write.	curriculum to impact of outcomes in writing.			
Barrier Area	B: Maths Attainment/Progress							
Approach	Success Criteria	Staff Lead	Who does it target?	Evidence/ Rationale	Desired Outcome	Start/End	Cost per Pupil	Total Cost
success@arithmetic Y3/4	Children will make sustained progress towards ARE. Progress will be accelerated for these pupils.	LB NH	Underperforming Year 3 pupils – pupils working at band 2b	Supports the development and consolidation of basic maths skills (place value, calculation) to develop confidence and competence, narrowing gaps for pupils involved.	Progress tracked and discussed every half term at Pupil Progress meetings. Children will be working at ARE by the end of the intervention.	Sept 2018 Spring 2	£70	£5,980
success@arithmetic Y5/6	Raise the attainment levels in maths for all PP pupils and close the gap between National Others.	LB JR KL SM LH JB	All PP pupils with a Year 6 priority of children just working below ARE	Success@Arithmetic is a light touch calculation-based intervention for learners who have difficulties with arithmetic proficiency and need support to improve their understanding of number and written calculation skills. It helps them to make faster progress and to catch up with their peers through a mastery approach.	Progress tracked and discussed every half term at Pupil Progress meetings.	Sept 2018 Spring 2	£110	£9,378

Same Day Intervention	Raise the attainment levels in maths for all PP pupils and close the gap between National Others.	LB JR KL SD All staff	All children with a focus on PP pupils	This form of assessment and feedback has been evaluated in other schools and has been extremely effective –monitoring reveals that both staff and pupils feel it helps them and there is a real buzz about maths as a result. Children often explain it is their favourite subject as a result. Evaluated by the EEF toolkit as ‘high impact’ as it works on instant, specific feedback given +8 impact.	PP pupils to be accessing SDI when necessary to ensure misconceptions are addressed quickly to ensure maximum progress.	Sept 2018 July 2019	£26 Quality first teaching and staff CPD	£2,232 (5 x days supply for CPD + LB Monitoring Time)
Challenge Group for MA Pupil Premium	More Able PP pupils to be challenged to ultimately achieve greater depth.	LB JR KL SD	All PP pupils with entry levels of 2A and above.	More able PP pupils need to be stretched to achieve ‘greater depth’ statements in line with more able national others.	MA pupils will reach greater depth. KS2 GD figures to be in line with National.	Autumn 2 2018	£33	£2,768
Maths Resources	Resources to enhance the provision and curriculum offered to all pupils to increase mathematical understanding. This will increase progress and raise attainment across school. This will develop the schools philosophy of concrete learning.	LB KL JR	All PP pupils.	Evidence from practical interventions such as ‘success@ arithmetic’ and same day intervention strategies taught through CPD have demonstrated that children are able to use practical resources to bridge the gap between pictorial and conceptual.	All PP children will increase in confidence when using mathematical resources to support their learning. PP pupils to be in line with National figures and diminish the gap between PP and others.	Autumn 2 2018	£5	£2000
Barrier Area	C: In School Progress							
Approach	Success Criteria	Staff Lead	Who does it	Evidence/ Rationale	Desired Outcome	Start/End	Cost	Total Cost

Staff CPD (focus on wider curriculum)	Staff CPD- work with CH along with the T&L leaders SR, JJ to deliver CPD for all staff and all stakeholders and the sharing of the best T&L Strategies across the curriculum.	KL JR SR JJ	All PP pupils in the Academy benefit from this training as their needs will be met through the curriculum we offer.	We want to invest some of the PP funding in longer term changes which will develop all pupils. We want all teachers to be focused on curriculum content in their year group to provide stretch and encouragement. Quality first teaching – in all subjects - is the strategy proven to have the biggest impact on pupil progress New T&L leaders (SR,JJ) to develop staff's ability to make the wider curriculum engaging and exciting to raise pupil outcomes across school.	CPD to be delivered in the Autumn term as a key SDP priority linked to the previous Ofsted report.	Sept 2018 July 2019 – review impact and next steps	£37	£3,126
Leadership	A Deputy Headteacher with responsibility for PP oversees all approaches.	JR KL	All PP pupils	To have a core leader in school to drive PP to the forefront of the school and raise the profile of PP and the funding to ensure that all PP children are given the same opportunities than their peers through the provision provided by school.	As a result of the new leadership in the PP area will ultimately mean the results show gaps to National Others have diminished or are in line with	Sept 2018 July 2019 – review impact	£211	£10,000
Barrier Area	D: Pastoral							
Approach	Success Criteria	Staff Lead	Who does it target?	Evidence/ Rationale	Desired Outcome	Start/End	Cost per Pupil	Total Cost

<p>Behaviour Mentors Including the employment of an Inclusion Manager.</p> <p>The BM and IM work as part of the inclusion team who run circle time, friendship groups, provide behaviour support, home school liaison, general mentor support with reading, homework etc.</p> <p>IM also tracks attendance of pupils with a focus on PP pupils.</p>	<p>As a result pupils feel safe and comfortable at school, knowing that they can seek/access support from the inclusion team including the LM.</p> <p>Parents feel supported and can access the support of the LM.</p> <p>BM and LM reports half termly to SLT/PP lead on attendance and reflect use – actions taken and support given for those who need it to increase attendance for the more disadvantaged pupils.</p>	<p>DF AF LW JR KL</p>	<p>Any families and children who need support with a particular focus on those children who are in multiple risk groups.</p> <p>PP pupils and families.</p> <p>Vulnerab</p>	<p>Ofsted praised the support that the Inclusion team provide and how they operate/record their work with our disadvantaged pupils. School was judged 'good' in this area proving that this provision provided by school is effective and the parents and pupils are supported in many different ways.</p> <p>School now has two trained ELSA support staff to tackle the growing number of pupils who have emotional difficulties. There is a dedicated space available to run 1:1 and small group interventions covering a range of aspects around emotional literacy.</p> <p>Inclusion team will continue to heavily support transition plans that school have to ensure the most vulnerable children get the best start to their new educational setting.</p>	<p>Vulnerable pupils are identified and supported in order to improve outcomes for all pupils.</p> <p>Families feel supported and know where they can access support.</p> <p>Prepare children to access learning to the best of their abilities.</p> <p>Improve the pupil's emotional literacy so that they are able to feel confident to express</p>	<p>Sept 2018 July 2019</p>	<p>£179</p>	<p>£10,241</p>
<p>Attendance, including PP priorities, Target Key Pupils.</p>	<p>PP attendance and PP PA attendance gap to National Others, diminishes.</p> <p>Vulnerable families are support to improved attendance and reduce the PA % for PP pupils.</p>	<p>KL JR HP</p>	<p>Any PP pupils under 90%</p>	<p>Attendance tracking needs continuing refinement to bring about even more improvement. The school has the resources and relevant tracking systems to do this so this needs to be even more focused so that PP pupils are tracked more closely and actions can be taken to tackle persistent absences & 'lates'.</p> <p>There is a 'late gate' daily where families are challenged for being late and support is offered where needed to help this improve.</p> <p>Fortnightly meetings are had with the school's attendance officer to track and respond to trends and tackle poor attendance.</p>	<p>PP attendance to be at least 95%+</p>	<p>Sept 2018 July 2019</p>		<p>See EWO SLA</p>

Funding towards the cost of visits and residential visits.	Parents are not put in a difficult financial position and made to make the decision that their child can not attend school visits due to cost implications.	SB JR KL	All PP pupils in Y3,4,5 and 6	This has been effective over the recent years as some of our parents find financial commitments difficult. This has resulted in many disadvantaged pupils being able to attend various residential visits like their peers – developing the high quality experiences they receive	PP pupils identified and parents notified of the funding available. (33% contribution)	Sept 2018 July 2019	£26	£2,191
Pupil premium bank account	To enable all disadvantaged pupils access to the resources that they may need. Parent's to have support where needed with uniforms, trips, clubs.	SB JR KL	All pupil premium children	In order to reduce financial hardship to ensure that all pupils have the required resources at home to accelerate their learning – including books, revision resources etc.	PP pupils identified and parents notified of the funding available. (£50)	July 2018	£50	£4,250
Breakfast Club	Disadvantaged pupils to access a free Breakfast Club to ensure they have eaten before lessons begin and get a good start to the day.	JR KL SB NH LW	All PP pupils	PP pupils are encouraged to attend breakfast club and 12% of PP children do currently attend. This provides them with a balanced breakfast, enables them to be ready to learn and pastoral time with our behaviour mentor who does daily circle times with the children.	PP children to have priority access to the club from September 16 onwards.	Sept 2018 July 2019	£76	£5,000
EPS – increased to 30 hours of support compared to previous years 12 hours SLE	To provide school with support and strategies to meet the needs of individual children in school.	JR JH TB	All PP pupils will benefit from the ESP service in school as their individual needs will be met.	Currently we have 17 children who are open to the EPS service. These children are discussed in the three yearly planning meetings and support and advice is given throughout the year to ensure the needs of the pupils are met.	The support and guidance from this service will mean that children's outcomes will be improved in many areas including; socially, emotionally and behaviourally	Sept 2018 July 2020 Review impact for SLE renewal	£6	£547

<p>Sensory Room/Construction Room</p>	<p>The sensory room will be specially designed to combine a range of stimuli to help individuals develop and engage their senses. It will include lights, sounds and soft play objects within a safe environment.</p>	<p>KL JR SB JH TB</p>	<p>All PP pupils with additional needs – currently 19 of the PP have SEND.</p>	<p>There will be a timetable of availability where possible so that children have time slots to spend in the sensory room. However children may need to use this space as and when required to support their emotional well-being.</p> <p>Benefits of using this resource are:</p> <ul style="list-style-type: none"> • Sensory Stimulation – by encouraging the user to engage and explore the environment then it can have positive effects on their ability to react and interact with the larger world around them • Enhance Learning through Play – following on from this, sensory stimulation can engage different areas of the brain, helping children absorb and retain more information and better meeting the needs of the individual • Improve Balance, Movement and Spatial Orientation - Sensory rooms can help develop users' visual processing abilities as well as their 	<p>This room will support those with learning difficulties or sensory impairments learn to interact with the world around them in a safe environment that will aim to build up their confidence in an unrestrained, non-threatening environment where they can explore. This will also enable children to develop their communication skills. Sensory and</p>	<p>Autumn 2 Review impact Spring 2</p>		<p>£5000</p>
<p>Barrier Area</p>	<p>Other External Barriers</p>							
	<p>E. Attendance</p>							
<p>Approach</p>	<p>Success Criteria</p>	<p>Staff Lead</p>	<p>Who does it target?</p>	<p>Evidence/ Rationale</p>	<p>Desired Outcome</p>	<p>Start/End</p>	<p>Cost per Pupil</p>	<p>Total Cost</p>

EWO	To provide school and families with support and strategies to meet the needs of individual children in school to improve attendance and punctuality.	DF KL JR HP	All PP children have access to this support to improve their wellbeing in order for them to attend school more regularly and get to	The EWO works alongside the inclusion team to target the most vulnerable families for support. They also promote attendance through whole school assemblies and initiatives to encourage good attendance and punctuality. Clear pathway in place to track attendance in line with how Castleford Academy operate resulting in consistency across the MAT.	Vulnerable families are targeted for support from the EWO service by making links with other support agencies who can further support families with attendance issues. As a direct result of this input attendance figures will increase in	Sept 2018 July 2019 Review impact for SLE renewal	£102	£8,712
Tracking Systems	Inclusion manager taking a lead in attendance for PP children using a tracking system (Target Tracker) to identify persistent lates and non-attenders.	KL JR DF	All PP pupils under 90%	Clear tracking system and procedure in place to ensure that PP pupils' attendance is tracked carefully and followed up by the attendance team. Daily procedures continue to document PP pupils who are late or absent and they are contacted swiftly as part our school's first day response. Our Inclusion Manager accesses Target Tracker to report on attendance each week and highlight the vulnerable.	PP attendance to be at least 95%+	Sept 2018 July 2019	£2	£182
Attendance Incentives	Children who improve their attendance over the half term – in on time and attend all week receives raffles tickets to enter the end of term raffle for a kindle.	KL JR DF	All PP pupils under 90%	'Classopoly' is bringing about improved attendance. Rewards and incentives are given to the whole school. Monitoring of PP pupils separately addresses any issues still seen.	PP attendance to be at least 95%+	Sept 2018 July 2019	£8	£700
Barrier Area	F. Parental Engagement							
Approach	Success Criteria	Staff Lead	Who does it target?	Evidence/ Rationale	Desired Outcome	Start/End	Cost per Pupil	Total Cost

Bloomz App	Parental engagement to increase so that parents are more informed about what the children are learning and what is going on in school including parent consultation evenings etc.	KR KL SB	All PP pupils	This was phased in over the year last year, starting with year 6 and then whole school by the summer term. The interest and sign up has been positive and has meant that there has been increased engagement from harder to reach parents. Parental feedback on the app has been good and something as a school have decided to run again this year. This is running across school now and moving forward it is being used for 'Parent Consultations' which is another driver to get all parents on board.	Children to be supported by school and parents in order to make the best possible progress. Parents to engage with school events and kept informed about school achievements and those of the pupils.	Sept 2018 July 2019		Currently free – review mid-year to see if school would benefit from the upgrade which is at cost per pupil.
Barrier Area	G. Enrichment							
Approach	Success Criteria	Staff Lead	Who does it target?	Evidence/ Rationale	Desired Outcome	Completed	Cost per Pupil	Total Cost
University Visits Whole school careers week so that all children's aspirations could be raised.	Year 6 children have increased their life ambitions and have aspirations to go in to higher education to receive better qualifications to gain a better job.	JR LB RI	Year 6 PP children	This aims to raise the ambition and life goals for the more disadvantaged pupils so they have aspirations to go on to further education to ultimately become more skilled and obtain a skilled job which will increase life prospects.	Year 6 PP pupils to have had the opportunity to have visited a University to experience what it is like by the end of the year and also have some ideas of what they	Spring Term 2019	£5	£500

Yew Tree Arts Drama Club	All year 3/4 PP pupils receive this resource.	KL JR	All Year 3/4 children including all Year 3/4 PP pupils	Yew Tree Theatre company has a unique approach to work in schools. They design a drama experience for the school that is tailor made to fit the objectives, timetable, pupils and imagination. Alongside vocabulary and imagination development, the pupils learn collaborative, resilience and team work skills that they are able to take back to their writing. The work that the company does with the school helps staff develop their own practice which then feeds in to the weekly Literacy planning.	In Year 3/4 the gap between PP and ARE in writing will reduce as a direct impact of the Yew Tree Theatre Company input.	Sept 2018 July 2019	£170	£4,100
Chrome books / ipads	ICT to be used as a tool to develop children's ICT skills including the wider curriculum. Children to have access to online resources that school provides that they may not be able to access at home.	KL JR SB	All PP pupils have access to these resources.	The improved ICT suite now can offer a much more comfortable and accessible learning environment where all children have access to a computer and a teaching TV to support the learning process. To build on this, Chromebooks are soon to be accessible as a class set so that the capacity of ICT can be doubled as timetabling and access to ICT can be limiting for 14 classes and will allow for greater use of technology in a range of situations.	Children to develop their ICT skills across the curriculum and ICT to be more accessible across school. Develop basic computing skills for example, typing skills, using Microsoft office programmes like word and excel.	Ongoing	£188	£15,907
After school clubs – Elite dance, Spanish club, wider opportunities ukulele	PP children with a focus on FSM children to have an option to attend the afterschool clubs at a discounted rate or free (first 15 returned)		All PP children to have the opportunity to attend with FSM children to attend for free. First 15 to return slips.	Extending and enriching experiences and building confidence by offering FSM children in particular the opportunity to access the after school clubs for free or at a discounted rate	Children from more disadvantaged backgrounds who may not have the additional funds to encourage their children to take part in the afterschool activities that run in school to have the same opportunities as other children.	July 2018	£18	£1,530

Total budgeted cost							£135,625.31
5. Review of expenditure							
Barrier Area		A: Reading Attainment					
Approach	Desired Outcome/Success Criteria	Lead	Impact	Lessons Learned	Cost Per Pupil	Total Cost	To be continued next year?
Literacy Booster Interventions SATs (4 teachers a day a week each)	Raise the attainment levels in reading for all PP pupils and close the gap between National Others.	KL JR SD	Data dashboard of the year 6 PP children who took part in interventions. Children attended and enjoyed the extra support – they were provided breakfast prior to the booster which helped set them up for the day ahead.	Children to be attending each week consistently to ensure they are receiving the intervention in its entirety. Staff to actively engage parents where children are not attending – letters home, phone calls.	£541	£11,914	Yes
Pupil Premium TA intensive support	To ensure the needs of the child are met so that they can make the most progress possible.	JR CR	Identified pupil made 4 steps progress and developed a range of independence skills to ensure they can be fully involved in the whole class teaching.	This type of support is effective when planned for specifically – SMART targets and support for LSS to enable specific planning and targets to be worked to increase progress and independence.	£7840	£7840	Yes – this will transfer to two children in year 5 with CIA difficulties and a year 6 pupil with SLD.
Homework Club	Children to receive quality staff support to consolidate learning and have access to resources to help complete homework.	KL JJ SR CB SW	Homework club us offered to all pupils in school and the uptake for this is very high. 20% of the PP pupils attended. The impact of HW club is limited due to the number of pupils and the variety of homework requirements – some pupils were attending with no homework to complete therefore the time spent at homework club was less productive for these pupils.	For HW to have impact on pupil outcomes there needs to be clear plans in place so that pupils are productive with the time they spend at HW club. Pupils need to be prepared with HW and a focus on key skills – staff that run the club could have focus children to support with reading and homework. Homework club will change so that it runs over a shorter period of time during lunchtime so that the children who have homework to complete will attend.	£226	£4,755	Yes

Reading Interventions Early Birds (Y 3,4), Reading Catch Up (Y 5,6), All-stars Premier Reading (Y 6), Accelerated Reader (Y 4,5,6)	Children will make sustained progress towards ARE. Progress will be accelerated for these pupils.	KL SD	All children were able to make progress in different ways, academically and emotionally through confidence to tackle more challenging texts. Staff are now using the AR reports to help plan and support pupils better. SLT can use reports to focus monitoring and set up appropriate interventions through the PP meetings.	AR has now been rolled out to whole school which will mean reading assessments using the STAR reading will be more accurate.	AR £30	AR - £2,760	Yes
After school weekly ICT slot (30 mins)	Disadvantage pupils to have access to a range of resources they may not be able to access at home.	JR TB	The impact of this is unclear as it was not well attended and there was no measurable data to analyse. Children were able to access more online resources every week and were therefore taking part in the in school competitions for times tables and spellings.	Attendance was variable and was run 4 times a week by a teacher or TA which was very costly. This was adapted in the last term to run over once in the week and this meant that the groups was bigger and less costly.	£37	£3,663	No
Challenge Group for MA Pupil Premium	More Able PP pupils to be challenged to ultimately achieve greater depth.	JR KL SD LB	More able PP pupils need to be stretched to achieve 'greater depth' in line with more able national others. Providing high quality, small group 'feedback' and coaching that is proven to have an impact on progress – as identified in the EEF toolkit.	This was successful for a select few of pupils however to build on the success early intervention needs to take place through school. Groups of children who are expected to achieve ARE at the end of KS2 however are not currently on track need to be targeted for both maths and reading.	£856	£1,712	Yes with a more specific focus on a wider range of pupils through the year.
Barrier Area	B: Maths Attainment						
First Class at Number Intervention	Children will make sustained progress towards ARE. Progress will be accelerated for these pupils.	LB NH	Although this is an intervention for all underperforming pupils PP children can also access it. 5 PP accessed this last academic year and over the year all 3 children made 6 or more steps progress which was more than expected progress for the year group.	This is an intervention that targets underperforming pupils working well below ARE. As a school we have raised attainment over the past two years meaning that the next stage of intervention is the success@ arithmetic intervention.	£77	£924	No
Same Day Intervention	Raise the attainment levels in maths for all PP pupils and close	LB JR KL SD	This form of assessment and feedback has been evaluated in other schools and has been extremely effective – from	This is now a non-negotiable and embedded strategy within the teaching and learning sequence however school will	Quality first teaching	£1,900 (5 x days supply)	Yes

	the gap between National Others.	All staff	continuous monitoring both staff and pupils feel it helps them and there has continued to be a buzz about maths this year as a result. Evaluated by the EEF toolkit as 'high impact'.	continue to build on this to ensure that it continues to have the impact needed to meet the desired outcomes for the most disadvantaged pupils.	and staff CPD	for CPD + LB Monitoring Time)	
success@arithmetic	Raise the attainment levels in maths for all PP pupils and close the gap between National Others.	LB LH NH	Success@Arithmetic is a light touch calculation-based intervention for learners who have difficulties with arithmetic proficiency and need support to improve their understanding of number and written calculation skills. It helps them to make faster progress and to catch up with their peers through a mastery approach.	This was extremely successful last year and has seen 9 PP pupils who were not expected to meet KS2 expectations in maths to either reach, or almost reach this benchmark by accelerating their progress and giving them the confidence to approach the SATs with skills and techniques which allowed them to tackle more complex calculations.	£29	£2,700	Yes
Mathletics	Children will be access online maths resources at home and school to support their mathematical development.	KL JR SB LB	Online maths platform which children can access to further develop their maths skills in school and at home. Both children and parents speak very positively about this online tool and the children are enthusiastic to receive their certificates in celebration assemblies.	School have made the decision not to continue with Mathletics after April due to the fact that it is not being utilized to its full capacity and school feel through discussions with pupils and parents that a more basic skills type homework is needed. Times tables practice and spellings will be the main focus. Purple Mash has also been purchased which covers all areas of the curriculum and can also be used as a homework based software when required.	£13	£1320	No
Barrier Area	C: In School Progress						
Staff CPD (focus on AFL and developing vocabulary/reasoning skills)	Staff CPD- JR with support from SP to lead training to boost the profile of Pupil Premium for all staff and all stakeholders and the sharing of the best T&L Strategies.	All staff	The work done with other PP leads across the MAT has enabled a more consistent approach to closing the gap. Less support was required last academic year as it was evident that the school's journey to improving outcomes for PP pupils was well established through the impact of the strategies put in place and the	The next academic year CPD will include work with external providers to build skills and knowledge on the wider curriculum ensuring that pupil outcomes are improved for PP pupils across the wider curriculum. Work already well underway with experts to enhance the curriculum offer for pupils.	£33	£3,043	Yes

			improved outcomes for these pupils in the KS2 SATS.				
Leadership	A Deputy Headteacher with responsibility for PP oversees all approaches.	JR KL	A core leader in school to drive PP to the forefront of the school and raise the profile of PP has been successful and this has been quality assured by the recent PP review and section 8 Ofsted inspection. The PP lead in school along with SLT and school's business manager has meant that the funding is being spent effectively to improve the outcomes for the disadvantaged pupils in school and to ensure that all PP children are given the same opportunities than their peers through the provision provided by school.	The amount allocated to this this year has reduced due to the fact that outcomes are improving for PP pupils and staff and the school are clear about the continued vision for this group of pupils. All staff have a pupil assigned to them as a pupil premium ambassador which means they are able to check in with these children at certain points through the year and work alongside SLT and class teachers to feedback on anything that would make a difference to the pupils. There is a clear plan of action through the strategy plan as to where the school will spend funding to continue to close the gap for PP pupils therefore it can be justified to spend funding in other areas of the curriculum and pastoral aspects of this plan to secure a better future for these pupils.	£211	£10,000	Yes
Barrier Area	D: Pastoral						
Employment an Inclusion Manager The IM works as part of the inclusion team who provides behaviour support, home school liaison, running of CAFs safeguarding deputy attending CIN and CP conferences etc. IM also tracks attendance of pupils	As a result pupils feel safe and comfortable at school, knowing that they can seek/access support from the inclusion team including the LM. Parents feel supported and can access the support of the LM.	DF KL JR	Provided emotional support for both parents and pupils in order to maintain high attendance and support with emotional learning barriers. Learning mentor also one of Designated Safeguarding Leads so provided level of protection and care needed by some specific families and enabled access to wider support network. Provided supportive network for parents and a 'listening ear' and	The learning mentor is now the inclusion manager meaning that there is an increased oversight and accountability in this department which is having a massive impact on our most vulnerable families. Closer monitoring of attendance and support in the form of CAFs has increased school's capacity to identify key families to work with to improve the outcomes of our learners.	£50 40 PP accessed LM time – 2 looked after pupils where LM attended LAC meetings and supports the children in	£2000 (Pro-rata to P)	Yes

with a focus on PP pupils.	IM reports half termly to SLT/PP lead on attendance – actions taken and support given for those who need it to increase attendance for the more disadvantaged pupils.		advice when extra support/finance was needed for their children.	Continue with core functions of learning mentor and measure impact of one to one work with pupils more closely using 'emotional literacy' framework. School are also building on this through the use of the ELSA programme to support identified pupils with their emotional literacy.	various ways.		
Breakfast Club	Disadvantaged pupils to access a free Breakfast Club to ensure they have eaten before lessons begin.	LW NH SB	Gave the disadvantaged children the opportunity to be in school ready for the day.	10% of PP accessed Breakfast Club – 11 children out of the 101. Work will take place, alongside morning fitness club, to increase the opportunity for more disadvantaged pupils to attend.		£1410	Yes
Contribution towards trips including residential	Parents are not put in a difficult financial position and made the decision that their child can not attend school visits due to cost implications.	SB JR KL	This enabled the disadvantaged pupils the opportunity to attend trips and residential with their peers with support from the school.	Looking carefully at the PP children that are not attending the residentials, there is a need to be even more proactive when engaging disadvantaged parents in the trips so that they are able to have the same opportunities as their peers. Discussions over payment plans and payment support could be had with these parents and have already begun.		£2140	Yes
EPS	To provide school with support and strategies to meet the needs of individual children in school.	KL JR JH	School were able to review the support given by the service and have been satisfied that the support provided this year has been extremely successful in improving outcomes for key individuals and their families. This has meant that school felt confident in the LA service to this year increase the amount of hours support to 30 hours. New cases however average 7 hours of work so priority cases to be referred only.	The support and advice and through rigorous SMTLP process school has been able to implement many strategies and interventions to support pupils before the need to request involvement from EPS. Due to this way of working EPS are able to take on new priority cases knowing that advice and strategies have already been implemented by the school. This is making the process much more successful for the	£500	£4320 SLA	Yes

				pupils. The right level of support is in place at the right time.			
Barrier Area	Other External Barriers						
	E. Attendance						
EWO	To provide school and families with support and strategies to meet the needs of individual children in school to improve attendance and punctuality.	SB DF PT	Vulnerable families have been targeted for support from the EWO service by making links with other support agencies who can further support families with attendance issues. As a direct result of this input attendance figures have increased in line with national for PP pupils. This will also reduce the number of persistent absences.	Robust systems are now in place to ensure that the right families are monitored and supported. This has enabled school to be able to tackle PA. The number of PA has now reduced. Overall attendance has reduced due to term time holidays however we are still in line with national benchmarks. The decision has been made that the new EWO is going to be a key member of staff that works across all the schools in the MAT. This will mean more consistency in managing attendance across the schools and more consistent support for vulnerable families.	£15	£1500	Yes Working with the EWO from the high school to provide holistic support for families.
Tracking Systems	Inclusion manager taking a lead in attendance for PP children using a tracking system (Target Tracker) to identify persistent lates and non-attenders.	DF JR KL	Clear tracking system and procedure in place to ensure that PP pupils' attendance was tracked carefully and followed up by the attendance team. Daily procedures continue to document PP pupils who are late or absent and they are contact swiftly as part our school's first day response. Inclusion manager and EWO to accesses Target Tracker to track and report on attendance each week.	To build on the robust systems already in place to increase the impact of the EWO and the inclusion team on PA and school attendance with a focus on the most vulnerable families including those in multiple risk categories PP/SEND and LAC.	£2	£182	Yes

Attendance Incentives	Children who improve their attendance over the half term – in on time and attend all week receives raffles tickets to enter the end of term raffle for a kindle.	DF JR KL	Attendanceopoly is now established and children have responded well to this new 'Classopoly' system. Rewards and incentives are given to whole school then monitoring of which PP have attendance issues are address separately.	This will continue as a whole incentive so that children are aware of how important attendance is and how they individually play a part in their whole class target and outcome.	£8	£700	Yes
Barrier Area	F. Parental Engagement						
PP Phone Calls	Pupils struggling to attend or be on time receive a phone call of support for LM. Support parents in a range of ways to get their children to school every day and in on time.	DF PT HP KL JR	This continues to be addressed through the barrier area of 'Attendance' and 'Pastoral'.	Through the use of 'Bloomz' both of these incentives are now actively addressed. The interest and sign up has been positive and has meant that there has been increased engagement from harder to reach parents. Parental feedback on the app has been very positive and something as school have decided to run again this year. This is running across school now and moving forward it is being used for 'Parent Consultations' which is another driver to get all parents on board.		£300	Yes through Bloomz and first day response alongside EWO strategies
PP Parent Event Evenings	Parents to be invited in with pupils to learn how to help pupils with their work, enrich and with homework.	All staff	An audit of the PP attendance at 'Parent Consultations' showed an increase in year 6 from 63% to 80% due to the introduction to 'Bloomz'. Audit to be completed again in the Autumn term with an aim of 100% attendance for all PP pupils across school.				Yes – Friday morning guided reading/mental maths for all pupils
Barrier Area	G. Enrichment						
Yew Tree Arts Drama Club	All year3/ 4 PP pupils receive this resource.	KL JR All staff	Yew Tree Theatre company has a unique approach to work in schools. They design a drama experience for the school that is tailor made to fit the objectives, timetable, pupils and imagination. They deliver the ideal drama experience for the school. The work that the company does with the school helps staff develop their own practice which then feeds in to the weekly Literacy	This has impacted on writing in year 4 over the past 3 years and because of the impact the decision has been made to make this available to year 3 children as well to aid their transition to junior school.	£170	£4,100	Yes

			planning which ultimately impacts on the children's writing skills.				
University Visits Whole school careers week so that all children's aspirations could be raised.	Year 6 children have increased their life ambitions and have aspirations to go in to higher education to receive better qualifications to gain a better job.	Year 6 staff JR	This aims to raise the ambition and life goals for the more disadvantaged pupils so they have aspirations to go on to further education to ultimately become more skilled and obtain a skilled job which will increase life prospects.	School successfully ran an aspirations week where parents and the local community came to share their careers and educational journeys with the children. This is to be extended by more visits to the high school, colleges and universities to give the children real life experience of these places to further raise PP aspirations across school.	£5	£500	Yes
After school clubs – Elite dance, Spanish club, Lego club, wider opportunities ukulele	PP children with a focus on FSM children to have an option to attend the afterschool clubs at a discounted rate or free (first 15 returned)	SB JR KL	School has been able to extend and offer more enriching experiences to build confidence by offering children in particular the FSM children the opportunity to access the after school clubs for free or discounted rate.	PP lead to monitor attendance of the after school clubs in order to determine how many PP/FSM attend – this to be reviewed and PP children to be invited attend to increase the enriching opportunities these children get to access. This may also be linked to the PP bank account initiative.	£18	£1,530	Yes