



## Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Castleford Park Junior Academy				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£131,840 £1320 per pupil	<b>Date of most recent PP Review</b>	Nov 16
<b>Total number of pupils</b>	406	<b>Number of pupils eligible for PP</b>	99 (24%)	<b>Date for next internal review of this strategy</b>	Jan 2020

2. Current attainment			
<b>Results based on 23 Pupil Premium Pupils in Year 6 in a cohort of 89 pupils in 2016-17</b>	<i>Pupils eligible for PP (our school last year)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>For all Pupils (national average)</i>
<b>% achieving ARE in reading, writing and maths combined</b>	61% 23 pupils (30% 27 pupils)	60%	53%
<b>% achieving ARE in reading</b>	74% (41%)	71%	66%
<b>% achieving ARE in writing</b>	65% (63%)	79%	74%
<b>% achieving ARE in maths</b>	70% (37%)	75%	70%
<b>Progress score for reading</b>	-1.76 (-1.17 27 Pupils)	-1.12	0
<b>Progress score for writing</b>	-3.49 (-0.16)	-1.67	0
<b>Progress score for maths</b>	-2.3 (-3.35)	-1.47	0
<b>% making accelerated progress of at least 6 steps or more in reading</b>	20% (16 pupils)	64% (42 pupils)	65% (58 pupils)
<b>% making accelerated progress of at least 6 steps or more in writing</b>	65% (15 pupils)	68% (45 pupils)	67% (60 pupils)

<b>% making accelerated progress of at least 6 steps or more in maths</b>	87% (20 pupils)	71% (47 pupils)	75% (67 pupils)
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**Evidence of School Performance**

- Governors to receive clearer data summaries which they can use to challenge senior leaders. The new pupil premium leader can act on behalf of the governors to visit school to challenge and support data, seeing detailed examples and reporting back on the detail behind the data at future meetings.
  - Pupil Premium Strategy document to be updated to include:
    - ❖ numbers of pupils,
    - ❖ progress over time,
    - ❖ less about day-to-day interventions being run by the school
    - ❖ removing the non-pupil premium and gap data as this is no longer needed within the strategy.
- This will result in a document that can be understood and evaluated at the end of the year looking at the impact of the work around the barriers identified by the school.

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](#)

**Recommendations from Pupil Premium Review**

- Add a clear context section to the SEF which highlights those varying behaviour expectations of the different feeder schools arriving in Year 3, as well as unpicking the ethnicity of the pupil premium group within school and for how many pupils are they always in receipt of free school meals. This will sharpen behaviour understanding in September but also allow school to track the most vulnerable White British cohorts within school.
- Work with feeders at both infant and secondary level to create more opportunities for transition so that new Year 3 pupils have an opportunity to embed and understand the behaviour strategies of the school before starting in September, so that issues around early inspection and behaviour not being 'where the school would like' can be addressed before the summer term ends.

**Steps Taken**

There is a clear context given in the SEF that illustrates the differences from each of the feeder schools including behaviour expectations and accuracy in assessment judgements. Children's phonics results have also been looked at to see if there are any patterns in inaccuracies. We have found that the most vulnerable children in school also have undiagnosed SEND which school is working hard on identifying so that provision can be put in place to support these children.

As a school we have increased the amount of transition days for the year 3 children. We have approached the high school to do this for the year 6 children but this is still under discussion. Although this worked extremely well for the year 3 children and meant that their transition was much more settled along with the rest of school as they all moved on to their new year groups for extra transition it did however mean that the year 6 children had to be catered for differently and this may not always be an option as we were fortunate to have a floating teacher this year. Therefore more work is needed to ensure that this has an impact for all pupils including the year 6 children. Staff also had the opportunity to observe and work with the children in their KS1 setting ensuring that staff had a

	<ul style="list-style-type: none"> <li>• Look at the sharpening of pupil progress meetings so that time is being used well and meetings are efficient and create swift future intervention plans.</li> <li>• Write an assessment summary for school that captures expectations within each year group for attainment, progress and progress over time.</li> <li>• Continue to embed cultural opportunities for pupils so they can articulate their place within the local, national and international communities.</li> <li>• Further improve the consistency around marking and feedback so that the policy is interpreted in the same way across school.</li> <li>• Maths – examine whether the most able are being sufficiently challenged to reach new high standards. Ensure that there are opportunities to consolidate, as well as ensuring staff are encouraging pupils to tackle the appropriate level of challenge for their prior attainment as a starting point.</li> <li>• Writing – Use good planning examples around innovation and invention to ensure that writing in these stages of Talk4writing is developing an evidence bank of independent writing and that the imitation stage contains the scaffolds that are developed as toolkits throughout the next 2 week teaching sequence.</li> </ul>	<p>more informed picture of where the children were at the end of the year in preparation for the start of year 3.</p> <p>Pupil progress meetings are much more focussed where staff are asked to prepare particular documents that will show staff entry data and where children are currently therefore highlighting which children are at risk of not meeting targets. Class action plans are created as a result of the meeting so that children are targeted for specific interventions.</p> <p>Assessment document has been created for staff including an SEND assessment toolkit so that assessment can be consistent across school including assessment for the vulnerable groups.</p> <p>This is something that still needs to be developed in school and is a focus with new curriculum developments. Although links with the local community have already been made to consider community beliefs.</p> <p>New marking and feedback policy has been rolled out so that staff have a clear system to marking and feedback. Further AFL training planned so that staff can use this to inform planning for the needs of their class.</p> <p>More able challenge is still very much a focus in school development. Although standards have improved across the board the more able pupils did not achieve as well as national. Staff AFL strategies will see pupils being challenged appropriately within lessons.</p> <p>Teachers are becoming more confident in using suitable and challenging texts to enable pupils to be able to invent their own writing. Toolkits are now being created with the children and used to help structure their writing and develop key skills. The development of Talk4 writing is still a key priority this year to ensure that it is embedded and children continue to grow in confidence as writers.</p>
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	<ul style="list-style-type: none"> <li>• Senior leaders to consider the wider curriculum for pupils who could attend lots of afternoon interventions and look at reducing these over time as pupils catch up on previously missed learning.</li> <li>• Governors to receive clearer data summaries which they can use to challenge senior leaders. The new pupil premium leader can act on behalf of the governors to visit school to challenge and support data, seeing detailed examples and reporting back on the detail behind the data at future meetings.</li> </ul>	<p>As above – the wider curriculum is under review and steps have already been taken to make the wider curriculum more exciting for our learners. Ensuring children are given the opportunity to write across the curriculum and apply their mathematical knowledge in context based learning. This will benefit all groups of children and develop life skills – children will learn to be geographers and scientists.</p> <p>Governors are presented with a clear assessment over view which clearly shows progress over time for all groups of children and comparisons from the previous year. Governors to become more involved with identifying the barriers for the PP pupils in school. Governors to be informed in the planned expenditure and a review of previous spending.</p>
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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)

<b>A.</b>	<b>Reading and Writing Attainment:</b> Compared to KS1 results at ARE (old 2b) less children reached this benchmark at KS2 in reading and writing –some of this can be attributed to new National Curriculum standards which considerably raised the bar for this group of pupils with only one year to teach the new content expected – particularly considering the expectation of understanding of much more unfamiliar vocabulary. Independent comprehension strategies – Although PP were in line with National this year the FSM children were not however we aspire to a greater percentage achieving greater depth.
<b>B.</b>	<b>Maths Attainment:</b> Less children have reached this benchmark in maths than at KS1, widening the gap between Pupil Premium Pupils and non in maths – indicating that the focus needs to be to 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. Again PP children were above national this year showing they have accelerated progress from the previous year.
<b>C.</b>	<b>In School Progress:</b> Every PP pupil to make at least 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 who are regularly underperforming; 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.
<b>D.</b>	<b>Pastoral:</b> Resilience, confidence and tackling the unknown for all year groups in particular the PP children who are in multiple risk groups (LAC, SEND) School achieved above national for RWM indicating that school is raising the attainment of all children however compared to their starting points, the progress is not as positive.

#### External barriers (issues which also require action outside school, such as low attendance rates)

<b>E.</b>	<b>Attendance</b> rates for pupils eligible for PP in 16/17 was <b>94.7%</b> compared to non PP children at <b>96%</b> . This reduces their school hours and causes them to fall behind on average.
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<b>F.</b>	<b>Parental engagement</b> for PP children has fallen due to non-attendance at parent evenings and one page profile meetings, resulting in a lack of awareness of the end of year expectations.	
<b>G.</b>	<b>Enrichment:</b> 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.	
<b>3. Desired outcomes</b>		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	That the disadvantaged pupils make at least as much progress as National Others in Reading and Writing.	PP gap to National Others in Progress narrows.
<b>B.</b>	That the disadvantaged pupils make at least as much progress as National Others in Maths.	PP gap to National Others in Progress narrows.
<b>C.</b>	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.
<b>D.</b>	Increased resilience, confidence and tackling the unknown for all year groups in particular the PP children who are in multiple risk groups (LAC, SEND)	PP pupils' mindset and resilience is improved and increased confidence result in more positive attitudes and results in work. Confidence building through work with the inclusion team and PP ambassadors with an increased focus on those children in multiple risk groups.
<b>E.</b>	Increased attendance rates for pupils eligible for PP including FSM pupils.	Reduce the number of persistent absentees among pupils eligible for PP and FSM to 10% or below. Overall PP attendance improves from 94% to the expected target of 96% in line with 'other' pupils. Ensure that the attendance figures for PP and FSM pupils is in line with National Others.
<b>F.</b>	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 OPP meetings.
<b>G.</b>	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 club etc. School to help subsidise for paid clubs and trips.

4. Proposed Planned expenditure								
Academic year	2017/18							
Castleford Park Junior Academy's Pupil Premium Profile 2017-2018								
Total number of pupils in the school:	406							
Number of PP eligible pupils:	99							
Total pupil premium budget:	£131, 840							
Amount per pupil:	£1320							
Barrier Area	A: Reading Attainment							
Approach	Success Criteria		Who does it target?	Evidence/ Rationale	Milestones	Completed	Cost per Pupil	Total Cost
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.		All PP pupils with a Year 6 priority	PP attainment levels in reading are lower than those with 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.	Children to be attending each week consistently to ensure they are receiving the intervention in its entirety.	May 2016 (Year 6) July 2017 (all others)	£541	£11,914
Pupil Premium TA intensive support	To ensure the needs of the child are met so that they can make the most progress possible.		Individual 1:1 intensive support	This individual child is working well below national expectations and requires high level of adult support to ensure his needs are met over and above the WAVE 1 quality first teaching.	Provision in place as suggested by outside agencies to meet pupil needs.	Ongoing	£7840	£7840
Homework Club	Children to receive quality staff support to consolidate learning and have access to resources to help complete homework.		All PP children given priority access then opened to rest of the school.	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 from the Spring term.	Children receiving support to complete and return homework on time.	July 2017	£226	£4,755

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.		Selected underperforming readers across school with PP pupils as a priority.	As interventions run last year and recommended as having moderate impact on the EEF toolkit, Early Birds and All-Stars Premier Reading have proven to have a massive impact on the reading progress pupils make, their vocabulary development, speaking and listening capacity and engagement levels. 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.	Progress tracked and discussed every half term at Pupil Progress meetings.	July 2017	AR £30	AR - £2,760
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.		All PP pupils including more able – general disadvantaged target group	The rationale for this intervention is to increase the opportunities offered to the more disadvantaged pupils so they have access to resources that will help them make the best progress possible.	Pupils will feel they have similar opportunities to others by being able to access ICT and other resources to support their homework projects and extra practice on school online resources.	July 2017	£37	£3,663
Challenge Group for MA Pupil Premium	More Able PP pupils to be challenged to ultimately achieve greater depth.		All PP gifted and talented PP pupils	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.	MA pupils will attain greater depth over the year as their performance increases.	Ongoing review at the end of the year	£856	£1,712
<b>Barrier Area</b>	<b>B: Maths Attainment</b>							

Approach	Success Criteria		Who does it target?	Evidence/ Rationale	Milestones	Completed	Cost per Pupil	Total Cost
First Class at Number Intervention	Children will make sustained progress towards ARE. Progress will be accelerated for these pupils.		Underperforming Year 3	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.	July 2017	£77	£924
Same Day Intervention	Raise the attainment levels in maths for all PP pupils and close the gap between National Others.		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 – from early monitoring both staff and pupils feel it helps them and there is a real buzz about maths this year as a result. Evaluated by the EEF toolkit as 'high impact'.	PP pupils to be accessing SDI when necessary to ensure misconceptions are addressed quickly to ensure maximum progress.	July 2017	Quality first teaching and staff CPD	£1,900 (5 x days supply for CPD + LB Monitoring Time)
success@arithmetic	Raise the attainment levels in maths for all PP pupils and close the gap between National Others.		All PP pupils with a Year 6 priority	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.	July 2017	£29	£2,700
Challenge Group for MA Pupil Premium	More Able PP pupils to be challenged to ultimately achieve greater depth.		All PP gifted and talented PP pupils	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.	June 2017	£781	£1,563



<b>Mathletics</b>	Children will be access online maths resources at home and school to support their mathematical development.		All pupils	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.	Children will be access online maths resources at home and school to support their mathematical development.	June 2017	£13	£1320
<b>Barrier Area</b>	<b>C: In School Progress</b>							
<b>Approach</b>	<b>Success Criteria</b>		<b>Who does it target?</b>		<b>Milestones</b>	<b>Completed</b>	<b>Cost per Pupil</b>	<b>Total Cost</b>
All of the above approaches will also increase pupil progress across subjects.								
<b>Barrier Area</b>	<b>D: Pastoral</b>							
<b>Approach</b>	<b>Success Criteria</b>		<b>Who does it target?</b>	<b>Evidence/ Rationale</b>	<b>Milestones</b>	<b>Completed</b>	<b>Cost per Pupil</b>	<b>Total Cost</b>

<p><b>Behaviour Mentors Including the employment of a Learning Mentor</b></p> <p>The BM and LM 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>LM 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>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</p>	<p>Ofsted praised the support that the Inclusion team provide and how they operate/record their work with our disadvantaged pupils. School were 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>Vulnerable pupils are identified and supported.</p> <p>Families feel supported and know where they can access support.</p>	<p>July 2017</p>	<p>£138</p>	<p>£14,855</p>
<p>Attendance, including PP priorities, Target Key Pupils.</p>	<p>PP attendance and PP PA attendance gap to National Others, diminishes.</p>		<p>Any PP pupils under 90%</p>	<p>Attendance was highlighted as an area that needs to be tracked more effectively. The school has the resources and relevant tracking systems to do this so this needs to be developed so that PP pupils are tracked more closely and actions can be taken to tackle persistent absences &amp; 'lates'.</p>	<p>PP attendance to be at least 95%+</p>	<p>July 2017</p>	<p>£109</p>	<p>£7006</p>
<p>Funding towards the cost of visits and residential visits.</p>	<p>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.</p>		<p>All PP pupils in Y3,4,5 and 6</p>	<p>This has been effective over the recent years as parents finding financial commitments difficult. This has resulting in many disadvantaged pupils being able to attend various residential visits like their peers – developing the high quality experiences they receive</p>	<p>PP pupils identified and parents notified of the funding available. (33% contribution)</p>	<p>July 2017</p>	<p>£45.75</p>	<p>£4,530</p>

<b>Pupil premium bank account</b>	<b>To enable all disadvantaged pupils access to the resources that they may need.</b>		<b>All pupil premium children</b>	<b>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.</b>	<b>PP pupils identified and parents notified of the funding available. (£50)</b>	<b>July 2017</b>	<b>£50</b>	<b>£4,950</b>
<b>Breakfast Club</b>	<b>Disadvantaged pupils to access a free Breakfast Club to ensure they have eaten before lessons begin.</b>		<b>All PP pupils</b>	<b>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 learning mentor who does daily circle times with the children.</b>	<b>PP children to have priority access to the club from September 16 onwards.</b>	<b>July 2017</b>	<b>£380</b>	<b>£4,560</b>
<b>Milk</b>	<b>Disadvantaged pupils have access to milk</b>		<b>PP pupils who have requested the milk.</b>	<b>To provide the children with nutrition at the start of the school day.</b>	<b>4 children currently access free milk in school.</b>	<b>July 2017</b>	<b>£125</b>	<b>£700</b>

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 PP pupils in the Academy benefit from this training as their needs will be met and the provision in place will improve.	We want to invest some of the PP in longer term change which will help 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	CPD to be delivered in the Spring term as a key SDP priority linked to the recent Ofsted report.	March 2017	£33	£3,043
Leadership	A Deputy Headteacher with responsibility for PP oversees all approaches.		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 National data.	July 2017	£13	£22,534
EPS	To provide school with support and strategies to meet the needs of individual children in school.		All PP pupils will benefit from the ESP service in school as their individual needs will be met.	Currently we have 13 children who are open to the EPS service. These children are discussed in the twice 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.	Ongoing	£400 per pupil for private EP support £360 For LA SLA on caseload	£4000 (Private EP) £4320 SLA

<b>EWO</b>	To provide school and families with support and strategies to meet the needs of individual children in school to improve attendance and punctuality.		All PP children have access to this support to improve their wellbeing in order for them to attend school more regularly and get to school on time to improve their overall outcomes	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.	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 line with national for PP pupils. This will also reduce the number of persistent absences.	Ongoing	£15	£1500
<b>Barrier Area</b>	<b>Other External Barriers</b>							
	<b>E. Attendance</b>							
<b>Approach</b>	<b>Success Criteria</b>		<b>Who does it target?</b>	<b>Evidence/ Rationale</b>	<b>Milestones</b>	<b>Completed</b>	<b>Cost per Pupil</b>	<b>Total Cost</b>
Tracking Systems	Learning mentor taking a lead in attendance for PP children using a tracking system (Target Tracker) to identify persistent lates and non-attenders.		All PP pupils under 90%	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. Learning mentor accesses Target Tracker to track and report on attendance each week.	PP attendance to be at least 95%+	July 2017	£142	£835

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.		All PP pupils under 90%	This will start with a whole school drive on attendance through the new 'Classopoly' which will be introduced in the Spring term. Rewards and incentives will be given to whole school then monitoring of which PP have attendance issues and address these separately.	PP attendance to be at least 95%+	July 2017	£7	£700
<b>Barrier Area</b>	<b>F. Parental Engagement</b>							
<b>Approach</b>	<b>Success Criteria</b>		<b>Who does it target?</b>	<b>Evidence/ Rationale</b>	<b>Milestones</b>	<b>Completed</b>	<b>Cost per Pupil</b>	<b>Total Cost</b>
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.		All PP poor attenders below 95%	Learning mentor now accesses Target Tracker to track and report on attendance each week. This will be an opportunity for the learning mentor to offer support to our more vulnerable families.	PP attendance to be at 95%+	July 2017		£300
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 PP pupils	To increase parental involvement for the disadvantaged pupils so that they can be supported with strategies and skills to support their child at home.	The number of PP parent sessions attended by the PP parents to increase by the end of the year. Key groups to be identified, tailoring the message. Dates are calendared and letter out in plenty of time to give notice with follow up text message reminders.	July 2017		
<b>Barrier Area</b>	<b>H. Enrichment</b>							

Approach	Success Criteria	Staff Lead	Who does it target?	Evidence/ Rationale	Milestones	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.		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 would possibly like to study.	July 2017	£5	£500
More Able Upwards Transition	Links made with the local high school (Castleford) to enable transition of our more disadvantaged most able to ensure a successful path to high school.		Year 6 more able PP children	To ensure that the more disadvantaged pupils have the opportunity to have more transition with the high school and have increased opportunities to access a challenging curriculum to secure mastery level.	Pupil voice to show an improvement in aspirations.  Action plan developed for the following year with further links may be with other local high school in the area.	July 2017		£500
More Able Networking	All More Able PP spend some time in the company of successful local employers/ business people.		All More Able PP pupils	A combination of the rationale for the above two approaches. Increased motivation and drive to become successful in the workplace and aspire to achieve more in life.	At least 2 visitors from the world of work to have attended the academy and meet More Able PP pupils.	March 2017	TBC	TBC
More Able Parent Contact	All More Able PP parents are contacted and given advice on what they can do at home to support their children even further.		All More Able PP pupils	To support parents with being able to support their child who may be more able or gifted achieve even better by them being more skilled and confident to do this in Maths and English.	All More Able pupil's parents contacted and given advice/pack on how they can support their children at home.	July 2017	TBC	£500

<b>More Able Group Project</b>	<b>A rewards scheme for a group project on enrichment for More Able PP pupils in year 5.</b>		<b>All Year 5 More Able PP pupils</b>	<b>Raise the profile of the more able PP children in school in particular the Year 5 pupils who will be the year 6 next year. Providing them with enriching opportunities in project work would engage them further and support mastery level.</b>	<b>Year 5 More Able PP pupils are given a project to complete over the year to stretch and challenge them. Project to be celebrated in an assembly where parents are invited.</b>	<b>July 2017</b>	<b>TBC</b>	<b>£1,000</b>
<b>Y6 Motivational Speaker Program</b>	<b>All PP pupils in year 6 receive a program of motivational speakers prior to the end of year SATs.</b>		<b>All year 6 PP pupils</b>	<b>Links with the high school to raise awareness of the importance of the upcoming SATs so that Year 6 children are as mentally prepared as they can be. Previous students from the school would inspire the children – possibly children who didn't achieve as well but now which they had and are making positive changes as result.</b>	<b>Pupils to have received their first motivational assembly run by a motivational speaker and a significant majority of pupils are positive about the experience and feel it has helped prepare them mentally for their SATs</b>	<b>March 2017</b>	<b>£5</b>	<b>£450</b>
<b>Yew Tree Arts Drama Club</b>	<b>All year 4 PP pupils receive this resource.</b>		<b>All Year 4 children including all Year 4 PP pupils</b>	<b>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</b>	<b>In Year4 the gap between PP and ARE in writing will reduce as a direct impact of the Yew Tree Theatre Company input.</b>	<b>July 2017</b>	<b>£170</b>	<b>£4,100</b>



<p>ICT Improvement including Clicker7</p>	<p>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.</p> <p>Clicker7 to enable those children who find recording difficult another avenue to be able to explore writing in a different way. This may include these children who display dyslexic tendencies.</p>		<p>All PP pupils have access to these resources. Clicker 7 can also be installed on children's personal laptops to use at home.</p>	<p>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.</p> <p>Clicker 7 is now available on all laptops and computers for staff and pupils to be able to use so that they have a wealth of resources to support the learning of a range of differing ability of children.</p>		<p>Ongoing</p>	<p>£30</p>	<p>£10 000</p>
<p>After school clubs – Elite dance, Spanish club, wider opportunities ukulele</p>	<p>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)</p>		<p>All PP children to have the opportunity to attend with FSM children to attend for free. First 15 to return</p>	<p>Extending and enriching experiences and building confidence by offering children in particular the FSM children the opportunity to access the after school clubs for free or discounted rate – Charlotte what did we say here?</p>	<p>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. This will extend and build their confidence</p>	<p>July 2018</p>	<p>This will depend on the amount of children</p>	<p>£1500</p>
<p><b>Total budgeted cost</b></p>								<p><b>£133,434</b></p>
<p><b>5. Review of expenditure</b></p>								
<p><b>Barrier Area</b></p>	<p><b>A: Reading Attainment</b></p>							

Approach	Desired Outcome/Success Criteria		Impact	Lessons Learned	Cost Per Pupil	Total Cost	To be continued next year?
Literacy Booster Interventions SATS	Pupils make rapid and sustained progress in reading ages		Data dashboard of the year 6 PP children who took part in interventions.  As a whole the children attended well to the boosters 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 Tutors (2 members of staff employed for every afternoon to support PP pupils across the whole of school)	Raise the attainment levels in reading for all PP pupils and close the gap between National Others.		All pupil premium children had access to the tutors in a range of ways – pastoral, literacy and maths interventions. The majority of the support was given to PP year 6 pupils – the results are evident from the y6 data showing an increase in the children meeting national expectations.	New PP tutor employed needed support and training to be able to deliver effective interventions with confidence. Towards the end of the year they were able to become more autonomous so that they could adapt and make interventions more bespoke.	£520	£11,426	To be decided by the SLT – does funding allow for this resource.
Cracking Comprehension Intervention	Raise the attainment levels in reading for all PP pupils and close the gap between National Others.		Y4,5 and 6 had access to CC through interventions with the PP tutors. This was extended to use for home support and in class support with additional intervention with class TAs to support children with comprehension skills. The reading results have increased this year in particular the year 6 SAT results – the school was 12 <sup>th</sup> in Wakefield for reading. PP pupils achieved 74% which was an increase of 33% on last years results.	The CC is a solid pick up and go resource that is useful for parents to support pupils at home as it is very prescriptive with teaching tips and questions.  Staff reported that the resource was useful as the texts were of a challenging level however the way the texts are presented is quite bland and not very engaging. The CC is also electronic and this is presented in a more appealing way – this is also interactive which will also make the resource more engaging for the pupils.  The resource itself is effective it just needs to be presented in more creative ways.	£8 80 Pupils accessing this resource	£650	Yes

Homework Club	Children to receive quality staff support to consolidate learning and have access to resources to help complete homework.		Homework club us offered to all pupils in school and the uptake for this is very high. 14% of the PP pupils attended. The impact of HW club is unclear and there needs to measures in place to be able to assess the impact of this provision as it is an expensive resource.	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.	£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 (Y5,6) Bug Club (Y3,4)	Pupils make rapid and sustained progress in reading ages		All children were able to make progress in different ways, academically and emotionally through confidence to tackle more challenging texts. AR – 74 pupils Bug Club 38 pupils 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
Premier League Reading Stars (PLRS) programme	Pupils make rapid and sustained progress in reading ages		This was a reading intervention to engage children with reading through Football as a hook. It was delivered by a year 6 teacher for 14 weeks for an hour a week. 4 PP pupils attended this intervention 2 of which made over the expected 6 steps progress for the year and 1 making ARE at the end of the year. For the other PP child it engaged him in reading but also highlighted more complex reading difficulties. This child also had an EHCP and an ADHD diagnosis.	This could be an intervention that is targeted at PP underperforming boys in reading to engage more of the pupils and accelerate progress as it did last academic year.	£40	£561	Yes
Early Birds	Pupils make rapid and sustained progress in reading ages		12 PP pupils attended Early Birds. The majority of these children made at least the expected 6 steps progress and some exceeded this - making 10 steps progress. This clearly	This could be an intervention that is targeted at PP underperforming pupils in reading to engage more of the pupils and accelerate progress as it did last academic year.	£51	£2265	Yes

			shows that this intervention is effective and has had an impact on accelerating reading progress in years 3 and 4.				
<b>Barrier Area</b>	<b>B: Maths Attainment</b>						
First Class at Number	Children will make sustained progress towards ARE. Progress will be accelerated for these pupils.		Although this is an intervention to all underperforming pupils PP children can also access it. 3 PP accessed this last academic year and over the year all 3 children made 6 or more steps progress which more than expected progress for the year group.	This is an intervention that more underperforming children could access to accelerate progress. In Autumn term 12 PP are planned to access this intervention.		£924	Yes
Mathletics	Children will be access online maths resources at home and school to support their mathematical development.		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.	To develop this resource it could be offered to PP children to access after school as some of these children may not have online access at home which then limits their opportunity to practice their maths at home.		£1840	Yes
<b>Barrier Area</b>	<b>C: In School Progress</b>						
Contribution towards trips including residential	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.		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 residential that there is a proactive approach to engage these parents in the trips so that they able to have the same opportunities as their peers. Discussions over payment plans and payment support could be had with these parents.		£2140	Yes
Fresh Start	Children will make sustained progress towards ARE. Progress will be accelerated for these pupils.		39% of Yr 6 PPM children accessed this intervention and made 'good' or better progress. 14% of Yr 5 PPM children accessed this intervention and made 'good' or better progress. 39% of Yr 4 PPM children accessed this intervention and made 'good' or better progress.	Continue with further training of TAs to boost quality of feedback given to pupils during the intervention.		£4983 £453 X 11 TAs	Yes

Barrier Area	D: Pastoral						
<p><b>Employment of a Learning Mentor</b></p> <p>The LM works 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>LM 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>LM 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.</p>		<p>Provided emotional support for both parents and pupils in order to maintain high attendance and support with emotional learning barriers.</p> <p>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.</p> <p>Provided supportive network for parents and a 'listening ear' and advice when extra support/finance was needed for their children.</p>	<p>Continue with core functions of learning mentor and measure impact of one to one work with pupils more closely using 'emotional literacy' framework</p>	<p>£50 40 PP accessed LM time – 2 looked after pupils where LM attended LAC meeting s and supports the children in various ways.</p>	<p>£2000 (Pro- rata to P)</p>	<p><b>Yes</b></p>
<p><b>Breakfast Club</b></p>	<p>Disadvantaged pupils to access a free Breakfast Club to ensure they have eaten before lessons begin.</p>		<p>Gave the disadvantaged children the opportunity to be in school ready for the day.</p>	<p>10% of PP accessed Breakfast Club – 11 children out of the 101</p>		<p>£1410</p>	<p><b>Yes</b></p>
<p><b>Homework Club</b></p>	<p>Children to receive quality staff support to consolidate learning and have access to resources to help complete homework.</p>		<p>The disadvantaged children access homework club so that they can access the school resources such as ICT and art resources for project work. This also had an impact on some of the disadvantaged pupils relationships with parents as some parents found homework a struggle with the children and it</p>	<p>31 of the 101 PP children attended homework club. 31% This club could be offered to the PP as priority next year so that more PP have the opportunity to access extra support with their homework each week.</p>		<p>£2743</p>	<p><b>Yes</b></p>

			<b>was having a negative impact on their home life.</b>				
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