

## Castle Hill Primary School

### Pupil Premium

The 2016/17 Pupil Premium funding for Castle Hill Primary School is £66,760.

The Pupil Premium funding that is received by the school annually is used in a variety of ways in order to improve pupil attainment and to help overcome any barriers to learning. We have utilised strategies from 'Narrowing the Gap' that have been researched and analysed extensively, to inform us of the best ways to use this money.

#### Effective Feedback:

- Parents of vulnerable children are invited to attend termly consultation meetings to share their child's 'Learning Journey' with the teachers to discuss ways to accelerate progress. Teacher cover ensures all relevant teaching staff and TAs can be present.
- Regular targets are put on a 'Learning Journey' so that parents are able to support the progress of their child.
- Vulnerable groups are given clear steps to move forward, on a daily basis, through Assessment for Learning.

#### Parental Involvement:

- Our Parent Support Adviser works to support families to ensure their children are ready to learn by helping identify issues that might be preventing concentration and motivation.
- Weekly Parent Classes enable parents to work alongside their children in an environment that supports them know and understand how children best learn. We also provide parents with the opportunity to achieve Maths and English qualifications up to GCSE that will better place them in the workforce.
- Parents are invited into schools for workshops, special assemblies and special events. Many parents join our proactive 'FRIENDS' group. They are instrumental in organising additional events for the children as well as raising funds to purchase new equipment for the school.

#### Early Intervention:

- Children are screened to identify vulnerable groups and are supported in class, through targeted intervention using the THRIVE programme.
- Lessons have been timetabled to allow individual tutoring for vulnerable groups. These include programmes called:
- 'Rapid Read' and 'Rapid Write'- These programme are targeted to help children catch up that have fallen behind the expectation we have for the progress they are making.
- Early Literacy Support (ELS) and Better Reading Partnerships (BRP) are focussed on KS1 children to prevent a gap forming between the ability of the children in Year 1. Sometimes the programme is used at the beginning of Year 2.

#### Homework:

- The homework policy has been shared with parents. It makes the expectations for each child clear.
- PAWS-Purposeful Activities Without School recognises that even parents who are less confident academically have valuable skills they can share with their children.
- Athletics and Bug Club have been purchased to enable learning to be extended in the home.
- A homework club every week gives access to the computer for those unable to work on one at home.

#### Sports Participation:

- Spare kit has been purchased to ensure every child can take part in every PE lesson and isn't deterred by the cost of tracksuit or trainers.

#### Music Participation:

- All children in KS2 are taught a musical instrument by a music specialist. At the end of term there is an opportunity for them to perform to an audience.
- Bursaries are available to support vulnerable children with individual music lessons.

#### Meta-Cognition and Self Regulation Strategies:

- Vulnerable children have the support of a Learning mentor in school to help them gain awareness and develop strategies to improve their approach to learning.

#### IMPACT:

- Feedback from parents is positive. The vast majority of our parents attend curriculum afternoons, assemblies and special events. Their comments are positive. All Learning Journeys are completed with Parental support.
- Attendance at school is good and improving. The children have been enthusiastic about the extra learning opportunities provided.

Attendance 2012	95.1%
2013	96%
2014	97%
2015	96%
Persistent Absentee	
<90% 2012	4.9%
<90% 2013	3%
<90% 2014	1.5%
<85% 2015	0.1%
Attendance FSM (in last 6yrs)	95% (National 94%)
Non FSM (in last 6 years)	97% (National 96%)

- There is progress made in 'narrowing the gap' which is monitored through Pupil Progress meetings every term and evidenced in parent reports.

	2013-14	2014-15	2015-16
Reading, Writing and Maths	Gap -7% APS-Non- 28.1 FSM- 29.1 Gap= +1.0	Gap +5% APS-Non- 30.6 FSM-30.3 Gap= +0.3	Gap +25% (1child) ASS- Non 107 FSM 107

- Strategies to improve attainment were praised in the 'Outstanding' Ofsted report for Castle Hill Primary School in December 2014. 'The school uses the pupil premium very effectively to support and meet the needs of disadvantaged pupils. The additional funding is used in a

variety of ways. These include employing a parent support adviser to ensure pupils are ready to learn by identifying and dealing with problems that might prevent concentration and motivation. Funding is also used for Key Workers. They are placed in classes where children have the potential to be disruptive to the teaching and learning. Supervision meetings are held regularly with the Key Workers and the INCO to ensure best value is maintained. The THRIVE programme helps quantify the progress made in the targeted child's social and emotional development. Extra support to help close the attainment gap in Mathematics and English with other pupils is also tracked for impact.

'The pupils supported by pupil premium make similar outstanding progress or better than other pupils in the school. The attainment of eligible pupils at the end of Year 6 in 2014 was in line with the others in reading, writing and mathematics. When compared to other pupils nationally, they were at least one term ahead in reading and writing.'

- The number of children choosing Castle Hill for entry in their Reception Year at school exceeds places.