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|  | **Castle Academy**  **Pupil Premium Strategy 2020 - 2021** |  |
| The pupil premium is paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM in reception to year 11. For looked after children the pupil premium is calculated using the child looked after data returns. The pupil premium is additional to main school funding and it will be used by us to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.  **The effective use of the pupil premium funding aims to:**   * provide additional educational support to improve the progress and to raise the standard of achievement of these pupils * narrow and close the gap between the achievement and attainment of these pupils and their peers through targeted quality first teaching and effective learning programmes * address any underlying inequalities between children eligible for pupil premium and others, ensuring the ‘whole child’ is developed and providing them with skills for life-long learning * support pupils and parents with attendance issues   **Accountability:**  The Principal and the Senior Leadership Team will regularly and rigorously monitor, evaluate and review the impact and progress of the provisions we have put in place for pupil premium and report to the East Midlands Academy Trust. | | |

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| **Reviewed and agreed by:** | | | | |
| Lorna Beard | Headteacher |  |  |  |
| Dan Lugg | Head of School |  |  |  |

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| 1. **Summary information** | | | | | |
| **Academic Year** | 2020 - 2021 | **Total PP budget** | £114,000 | **Date of most recent PP Review** | June 2018 |
| **Total number of pupils** | 449 pupils | **Number of pupils eligible for PP** | 66 pupils | **Date for next internal review of this strategy** | January 2021 |

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| 1. **No national data 2019-2020 due to COVID19. See below for Spring 2 data, prior to March 2020 lockdown.** | |
| * **Year 1 – Spring 2 data, prior to lockdown**  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Year 1 | Pupil Premium | | | | | Attainment | | Progress | | | EXP+ | GD | EXP+ | >EXP | | Reading | 71% | 0% | 86% | 14% | | Writing | 57% | 0% | 71% | 14% | | Maths | 100% | 14% | 100% | 29% | | * **Year 2 – Spring 2 data, prior to lockdown**  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Year 2 | Pupil Premium | | | | | Attainment | | Progress | | | EXP+ | GD | EXP+ | >EXP | | Reading | 67% | 33% | 78% | 0% | | Writing | 67% | 33% | 78% | 11% | | Maths | 67% | 44% | 89% | 0% | |
| * **Year 3 – Spring 2 data, prior to lockdown**  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Year 3 | Pupil Premium | | | | | Attainment | | Progress | | | EXP+ | GD | EXP+ | >EXP | | Reading | 71% | 29% | 100% | 14% | | Writing | 71% | 29% | 100% | 29% | | Maths | 71% | 14% | 86% | 0% | | **Year 4 – Spring 2 data, prior to lockdown**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Year 4 | Pupil Premium | | | | | Attainment | | Progress | | | EXP+ | GD | EXP+ | >EXP | | Reading | 89% | 33% | 100% | 0% | | Writing | 56% | 33% | 78% | 0% | | Maths | 78% | 33% | 89% | 0% | |
| **Year 5 – Spring 2 data, prior to lockdown**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Year 5 | Pupil Premium | | | | | Attainment | | Progress | | | EXP+ | GD | EXP+ | >EXP | | Reading | 73% | 18% | 82% | 9% | | Writing | 64% | 18% | 82% | 18% | | Maths | 64% | 36% | 82% | 9% | | **Year 6 – Spring 2 data, prior to lockdown**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Year 6 | Pupil Premium | | | | | Attainment | | Progress | | | EXP+ | GD | EXP+ | >EXP | | Reading | 77% | 23% | 92% | 23% | | Writing | 85% | 23% | 100% | 31% | | Maths | 69% | 15% | 100% | 8% | |
| **Last recorded national data 2018-2019:** | |
| |  |  |  |  | | --- | --- | --- | --- | | End of Key Stage 2: | *Pupils eligible for PP* | *Pupils not eligible for PP* | *National Average* | | % achieving expected standard+ in reading, writing and maths | 50% | 59% | 65% | | % achieving expected standard+ in reading | 50% | 61% | 73% | | % achieving expected standard+ in writing | 75% | 80% | 78% | | % achieving expected standard+ in maths | 83% | 80% | 79% | | |

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| 1. **Barriers to future attainment (for pupils eligible for PP)** | |
| A | Poor progress and attainment, including the effect of the lockdown and different starting points compared to when they left in March |
| B | Reading – development of early reading skills and phonic knowledge |
| C | Emotional and anxiety issues |
| D | Persistent absence rates in pupils eligible for PP and persistent lateness. |

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| 1. **Desired outcomes** | | |
|  | Desired outcomes *and how they will be measured* | Success criteria |
| A | Higher rates of progress in Years 1, 3, 4 and 5 for pupils eligible for PP so that all children make at least expected progress between key stages. *Data drops of teacher assessment attainment, progress and NTS results each long term.* | Pupils eligible for PP in Year 1, 3, 4 and 5 make accelerated progress so that all identified pupils eligible for PP make expected progress in reading, writing and maths between key stages. |
| B | Pupils eligible for PP to develop a love of reading, through developing effective early reading skills and providing a range of opportunities for pupils to engage in reading. *Phonic screening checks, RWI assessments, PM Benchmarking, monitor pupils reading at home.* | Pupils eligible for PP in Year 1 and 2 to achieve well in national expectation in the phonics screening check and make good progress from their starting points developing effective early reading skills. |
| C | Increase the emotional wellbeing of pupils eligible for PP, so they are ready to learn and develop positive learning behaviours. *Monitor through pupil progress meetings and termly meetings with the pastoral team.* | Increase the wellbeing and positive learning behaviours of identified pupils eligible for PP to ensure they achieve in line with their peers, and staff have a better understanding of the barriers they may face and how to overcome them. |
| D | Maintain the attendance rates for pupils eligible for PP, in particular those who have persistent absences or are persistently late.  *School family liaison officer and children and family support worker will monitor identified pupils eligible for PP attendance, weekly.* | Reduce the number of persistent absentees or persistent lateness among pupils eligible for PP. Overall PP attendance continues to be in line with ‘other’ pupils. |

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| 1. **Planned expenditure** | | | | | |
| * **Academic year** | * **2020 -2021** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| 1. Higher rates of progress in Years 1, 3, 4 and 5 for pupils eligible for PP so that all children make at least expected progress between key stages. *Data drops of teacher assessment attainment, progress and NTS results each long term.* 2. Pupils eligible for PP to develop a love of reading, through developing effective early reading skills and providing a range of opportunities for pupils to engage in reading. | Ensure children have access to high quality texts throughout the new curriculum. | In order for children to become lifelong learners, a love for reading must be fostered. PP children require exposure to high quality texts in order for their reading skills and a love for reading to develop. | English lead will carefully choose high quality texts based upon curriculum topics studied throughout the year within each year group. | English lead | October 2020  December 2020  February 2021  April 2021  May 2021  July 2021 |
| Introduction of tier 2 word teaching | In order for children to become lifelong learners they must have an understanding of the words and vocabulary they are reading. | Organise timetable to include daily teaching of tier 2 words.  English lead to monitor the teaching of tier 2 words. | English lead | February 2021  April 2021  May 2021  July 2021 |
| Ensure PP children have further opportunities to be read to at school | Children and parents are reporting that children are not reading at home due to a variety of reasons. In order to make good progress, time needs to be allocated for children to read and be read to at school. | Pupil premium lead and phase leaders to ensure that this practice is ongoing to support PP children. Checks will take place in pupil progress meetings termly. | Pupil premium lead  Phase leads | October 2020  December 2020  February 2021  April 2021  May 2021  July 2021 |
| Continue to promote the use of Flash Academy online programme | Flash Academy is a targeted intervention, providing pupils with an effective way to develop their literacy skills. Flash Academy specialises in developing children’s vocabulary skills in English. | Ensure that all identified PP children have logins and access to Flash Academy and that PP children without internet access at home are given increased access at school | EAL lead | October 2020  February 2021  May 2021  July 2021 |
| Induction of new staff | For new staff to fully understand the school systems and expectations to ensure pupils eligible for PP make expected progress and that good practice is embedded across the school. | Phase team leaders to support new staff, whole school training and additional training for all staff. | Head of school  Phase leads | October 2020  June 2021 |
| Continuation of the Hub programmes with staff including the Outstanding Teaching Programme Plus and Outstanding Teaching Assistant Programme | To invest in long term change and provide staff with targeted programmes to develop the quality of teaching and learning to ensure the best outcomes for pupils eligible for PP. | Monitoring in place with SLT/MLT meetings each term to recognise strengths and areas of development to inform the next terms programmes. | Teaching and Learning lead | December 2020  April 2021  June 2021 |
| Audit of PP provision within lessons | Pupils eligible for PP in identified year groups are not making expected progress and a review of how resources including adults are deployed during lessons would allow us to continue to improve learning and ensure that best practice is developed. | Sharing of audit findings with staff, collaboration of staff to share and develop best practice, people understand the purpose of this. | Pupil premium lead | January 2021 |
| Development of pupil progress meetings with the support of the EMAT data dashboard | Due to covid and the lockdown in the last academic year we need to ensure that high-quality learning conversations are taking place regarding barriers to learning and interventions. | Head of school to attend pupil progress meetings to model, challenge and support staff. | Head of school  Phase leads  SENCO | October 2020  December 2020  February 2021  April 2021  May 2021  July 2021 |
| Staff to engage in regular coaching sessions | Through facilitating and engaging in coaching sessions, staff will support and challenge one another in improving practice throughout the school. | Teaching and Learning lead will share coaching models and allot time to coaches and coachees to meet | Teaching and Learning lead | February 2021 |
| Further embed developmental marking into teacher’s practice | Marking and feedback is an effective tool to ensure progress and to ensure that learning in moved forward and broadened. | During monitoring, phase and subject leads will ensure that developmental marking is used effectively. | Head of school  Phase leads  English, Maths and Curriculum leads | October 2020  December 2020  February 2021  April 2021  May 2021  July 2021 |
| 1. Increase the emotional wellbeing of pupils eligible for PP, so they are ready to learn and develop positive learning behaviours. | Daily mindfulness session to develop emotional wellbeing. | Mindfulness has been proved to increase children’s attention, social emotional awareness and their ability to regulate and therefore focus their attention and increase memory. | Timetable organised by all years to have a mindfulness session on.  Monitoring in place to recognise strengths and areas for development. | Mental health lead SENCO | October 2020  February 2021  May 2021 |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| A. Higher rates of progress in Years 1, 3, 4 and 5 for pupils eligible for PP so that all children make at least expected progress between key stages. *Data drops of teacher assessment attainment, progress and NTS results each long term.* | Targeted interventions that are responsive to the data, gaps in learning and needs of the pupils eligible for PP | Some pupils need targeted support to catch up. These programmes have been effective in our and other schools.  Some pupils need targeted support to achieve Greater Depth. Responsive interventions have been effective in addressing misconceptions so that learning can move on at a more rapid pace in the following lesson. | Organise timetable and recommend specific interventions during pupil progress meetings.  Ensure staff delivering the interventions know intended outcomes.  Regular discussions amongst staff to identify what is and is not working so it can be adapted or changed. | SENCO | October 2020  December 2020  February 2021  April 2021  May 2021  July 2021 |
| Social and emotional programmes to develop self-esteem |
| B Pupils eligible for PP to develop a love of reading, through developing effective early reading skills and providing a range of opportunities for pupils to engage in reading. | Targeted interventions that are responsive to the data, gaps in learning for phonics and reading and the needs of the pupils eligible for PP | Some pupils need targeted support to catch up. These programmes have been effective in our and other schools.  Some pupils need targeted support to achieve Greater Depth. | Organise timetable and recommend specific interventions during pupil progress meetings.  Ensure staff delivering the interventions know intended outcomes.  Regular discussions amongst staff to identify what is and is not working so it can be adapted or changed. | SENCO  Phonics lead  English lead | October 2020  December 2020  February 2021  April 2021  May 2021  July 2021 |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| A Higher rates of progress in Years 1, 3, 4 and 5 for pupils eligible for PP so that all children make at least expected progress between key stages. *Data drops of teacher assessment attainment, progress and NTS results each long term.*  B Pupils eligible for PP to develop a love of reading, through developing effective early reading skills and providing a range of opportunities for pupils to engage in reading.  C Increase the emotional wellbeing of pupils eligible for PP, so they are ready to learn and develop positive learning behaviours. | Continue to promote the food bank for families of children eligible for PP to access throughout the academic year | As a school in a deprived area, many of our families, particularly those with children eligible for PP, find it difficult at times to keep their children well fed and suitably clothed. The food bank will continue to help towards alleviating these pressures for our families. | The food bank will continue to be promoted through the school and local press. Donations will be sought from local businesses and charities. | Children’s support worker | December 2020  April 2021  July 2021 |
| Lunch club open to pupils eligible for PP | Supporting the social and emotional needs of pupils eligible for PP has had a big impact on attainment for some. The continuation of the pastoral and parental support we provided is invaluable and has a direct impact on achievement and attainment. | Those pupils eligible for PP are using the provision and it reflects this. | Inclusion lead  SENCO | December 2020  April 2021  July 2021 |
| 50% of after school clubs are allocated to pupils eligible for PP |
| Pupils eligible for PP subsidised with trips |
| Rigorous induction process for new parents and pupils | This has proven to be successful as we build successful relationship with new parents. It also provides us with additional information to support pupils new to school. | We have a full picture for each pupil that starts school. | Attendance welfare officer  EAL lead | December 2020  April 2021  June 2021 |
| Should another lockdown happen then weekly phone calls home, paper form of home learning packs given and resources such as exercise books provided. | This has proven to be successful in the March lockdown in safeguarding the children and ensuring all children had access to the home learning. | If a further lockdown was to happen the children will be RAG rated and called weekly. Records of when called will be kept in the office and concerns added to MyConcern. | Designated safeguarding lead  SENCO  Inclusion team | December 2020  April 2021  July 2021 |
| SEMH first aid training | To increase staff knowledge of a variety of SEMH diagnoses and understand the different strategies that could be implemented to support these children in school. | Mental health lead and SENCO to look at the SEMH needs in the school and work with staff to implement SEMH interventions and IEP targets. | Mental health lead | December 2020  April 2021  July 2021 |
| D Maintain the attendance rates for pupils eligible for PP, in particular those who have persistent absences or are persistently late. | Attendance welfare officer to address all barriers to regular attendance, including home visits, attendance surgeries, parent contracts and prosecutions | Our rigorous attendance procedures has ensured pupils are at school when they can be. | Monitor weekly and respond to changes in attendance. | Attendance Welfare Officer | October 2020  December 2020  February 2021  April 2021  May 2021  July 2021 |
| Attendance Children’s Support Worker to support AWO, to monitor pupils and follow up absences quickly. |
| Breakfast Club and sensory circuit open to pupils eligible for PP | This service has supported with ensuring pupils eligible for PP are in school on time and ready to start learning. Feedback from staff highlights this. | This is embedded within the school. | Inclusion lead | December 2020  April 2021  June 2021 |
| **Total Expenditure:** | | | | | £114,000 |