



Pupil Premium Strategy

Contents

1. Summary Information	4
2. Current Achievement	4
3. Barriers to future attainment (for pupils eligible for PP)	5
4. Desired Outcomes	5
5. Planned Expenditure – 2019-20	6
6. Review of Expenditure – 2018-19	7

1. Summary Information

School	Castlebar School	Date of most recent internal review of PP strategy	September 2019	Date for next internal review of this strategy	September 2020	
			2016-17	2017-18 (January 2018)	2018-19 (September 2019)	2019-20
	Total pupils on roll		152	162	162	161
	SLD/MLD and eligible for pupil premium		30/41	35/39	36/33	35/22
	SLD/MLD not pupil premium		44/37	52/35	62/30	74/28
	Number of pupils eligible for free school meals		55	59	58	50
	Number of looked after pupils eligible for the Pupil Premium		1	1	1	1
	Number of service children eligible for the Pupil Premium		0	0	0	0
	Number of Ever 6 pupils (not currently FSM)		15	14	12	33
	Total number of pupils eligible for pupil premium		71	74	70	57
	Amount of Pupil Premium funding		£91,080	£92,400 (*excluding LAC)	£99,000	£93,720

*Source: SIMS -> \WPDATA\Data\Reports - Internal\Profiles and Heads Reports\School & Class Profiles [yyyy-yy] [Term]

Unidentified children with deprivation

There is variation, across year groups, in the percentage of pupils identified as eligible for pupil premium with a considerable tail-off for pupils in Reception to year 3. We are not aware of a significant change in the school intake and are concerned that the USFM is decreasing the numbers of families that are registering as FSM. . This affects:

- Funding available in school for vulnerable children
- **Targeting of the children most in need of assistance.**

% of PP children per year group - 2019-20	Whole School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Eligible for Pupil Premium	57 pupils	0.0%	0.0%	32.0%	38.1%	40.7%	51.7%	48.4%
Not eligible for Pupil Premium	103 pupils	100.0%	100.0%	68.0%	61.9%	59.3%	48.3%	51.6%
% of PP children per year group - 2018-19	Whole School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Eligible for Pupil Premium	69 pupils	0.0%	22.7%	36.8%	38.5%	53.6%	53.3%	55.2%
Not eligible for Pupil Premium	93 pupils	100.0%	77.3%	63.2%	61.5%	46.4%	46.7%	44.8%
% of PP children per year group - 2017-18	Whole School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Eligible for Pupil Premium	74 pupils	20.0%	40.0%	33.3%	50.0%	55.2%	51.9%	51.9%
Not eligible for Pupil Premium	87 pupils	80.0%	60.0%	66.7%	50.0%	44.8%	48.1%	48.1%

*Source: SIMS exported to -> \WPDATA\Data\Reports - Internal\Profiles and Heads Reports\School & Class Profiles [yyyy-yy] [Term]

2. Current Achievement

		Eligible for PP	Not eligible for PP	Gap
Progress against Age/SEN related targets whole school 2018-19	% making Very Good progress in Communication	85.80%	90.00%	-4.20%
	% making Very Good progress in Reading and Writing	87.00%	92.20%	-5.20%
	% making Very Good progress in Mathematics	84.10%	87.80%	-3.70%
	% making 3+ PIVATs progress in PSD	92.80%	94.40%	-1.60%

*Source data: SIMS exported to O:\WPDATA\Data\Assessments - Internal\2017-2018

Pupil progress is analysed each term to track progress, both through termly PIVATs or Steps achieved and partial progress recorded in the pupil's Individual Education Plans. "Very Good" progress means the pupil has met or exceeded the challenging Age/SEN targets. Through the year, there are regular progress meetings that enable targeted support to be provided where necessary to improve attainment. Each term the list of pupils with less than expected progress is distributed to SLT & Class Teachers. Pupils receiving pupil premium are identified on progress sheets.

Analysis of 2019-20 achievement by comparative group data (see Section 7) and individual pupils' results allows identification of potential barriers.

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers	A.	<p>SEN</p> <p>The primary barrier to attainment across the school is the main impact of need on cognitive ability. Analysis of progress against our new SEN/Age related targets allows a better measure of true achievement. The new targets have particularly increased challenge for MLD pupils.</p> <p>A high percentage of PP pupils have Autistic Spectrum Condition. Which is a barrier to learning especially in Communications and PSD.</p>	<table border="1"> <thead> <tr> <th></th> <th>SLD</th> <th>MLD</th> <th>ASC</th> </tr> </thead> <tbody> <tr> <td rowspan="2">2019-20</td> <td>% PP Pupils</td> <td>61.4%</td> <td>38.6%</td> <td>50.9%</td> </tr> <tr> <td>% Not PP Pupils</td> <td>72.5%</td> <td>27.6%</td> <td>49.1%</td> </tr> <tr> <td rowspan="2">2018-19</td> <td>% PP Pupils</td> <td>52.2%</td> <td>47.8%</td> <td>50.7%</td> </tr> <tr> <td>% Not PP Pupils</td> <td>67.7%</td> <td>32.3%</td> <td>36.6%</td> </tr> <tr> <td rowspan="2">2017-18</td> <td>% PP Pupils</td> <td>47.3%</td> <td>52.7%</td> <td>52.7%</td> </tr> <tr> <td>% Not PP Pupils</td> <td>59.8%</td> <td>40.2%</td> <td>42.5%</td> </tr> </tbody> </table>		SLD	MLD	ASC	2019-20	% PP Pupils	61.4%	38.6%	50.9%	% Not PP Pupils	72.5%	27.6%	49.1%	2018-19	% PP Pupils	52.2%	47.8%	50.7%	% Not PP Pupils	67.7%	32.3%	36.6%	2017-18	% PP Pupils	47.3%	52.7%	52.7%	% Not PP Pupils	59.8%	40.2%	42.5%
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B.	<p>Behaviour for Learning</p> <p>Behaviours affect progress. In 2018-19, a small number of pupils eligible for pupil premium had behaviour management plans. The number of pupil premium pupils on BMPS's has progressively decreased highlighting the effective interventions in place. The progress for pupils with BMPs is not significantly different to those without a BMP, which indicates the importance of effective use of BMPs and strategies to manage behaviour.</p>	<table border="1"> <thead> <tr> <th>%BMP</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>39%</td> <td>39%</td> <td>17%</td> <td>5%</td> </tr> <tr> <td>Not PP</td> <td>29%</td> <td>44%</td> <td>10%</td> <td>7%</td> </tr> </tbody> </table>	%BMP	2015-16	2016-17	2017-18	2018-19	PP	39%	39%	17%	5%	Not PP	29%	44%	10%	7%																	
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External barriers	C.	<p>Attendance</p> <p>Whilst absence for some pupils is unavoidable due to medical conditions, we still strive to ensure pupils are at school whenever well enough to attend and are maximising their learning opportunities. A high percentage of the pupils eligible for pupil premium reached the persistent absence levels in 2016-17, 2017-18 and 2018-19.</p>	<table border="1"> <thead> <tr> <th>Pupil with less than 90% attendance</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>% PP Pupils</td> <td>17.1%</td> <td>16.7%</td> <td>17.3%</td> </tr> <tr> <td>% Not PP Pupils</td> <td>9.8%</td> <td>8.0%</td> <td>13.3%</td> </tr> </tbody> </table>	Pupil with less than 90% attendance	2016-17	2017-18	2018-19	% PP Pupils	17.1%	16.7%	17.3%	% Not PP Pupils	9.8%	8.0%	13.3%																			
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D.	<p>Access to extra-curricular activities</p> <p>Families of pupils eligible for pupil premium are less likely to be able to afford extra-curricular activities, trips or residential (including activities organised by school and those privately arranged) or they may have limited transport options that make additional activities hard or impossible).</p> <p>Extra-curricular activities have been shown to boost confidence and improve behaviour and therefore potentially contribute to pupil progress.</p>																																	

4. Desired Outcomes

	Desired Outcomes and how they will be measured	Success Criteria
Outcomes	<p>A.</p> <p>Outcome: Improvement in Progress is maintained through targeted interventions</p> <p>Measured by: Termly progress tracked by class teachers, assistant head teachers and MDT lead.</p>	Improved progress in 2019-20 for pupils that did not meet their age/SEN related progress targets in 2018-19.
	<p>B.</p> <p>Outcome: Maintain success of reduction of impact of behaviours on progress</p> <p>Measured by: Progress monitored by class teachers and Literacy, Numeracy and PSD TLRs. BMPs monitored by Behaviour Lead.</p>	<ul style="list-style-type: none"> Feedback from families indicates that they feel supported by Assistant Head for Safeguarding, in relation to managing behaviours. Pupils previously identified as having progress limited due to behaviours continue to show improved progress. Pupils new to school or show that behaviours are limiting progress are targeted and show improved progress
	<p>C.</p> <p>Outcome: Improvement in progress of older MLD PP pupils. These pupils also benefit from exposure to 'Work Based' curriculum</p> <p>Measured by: Progress monitored by class teachers and Literacy, Numeracy and PSD TLRs.</p>	<ul style="list-style-type: none"> Feedback from Progress Meetings shows children from this select group shows greater awareness of the world of work. Pupils previously identified as having progress limited due to indentifeid specific learning need show improved generalisation of concepts.
	<p>D.</p> <p>Outcome: Increase attendance</p> <p>Measured by: Attendance monitored and actioned half termly by Assistant Head for Safeguarding and Assistant head teachers for Upper & Lower school</p>	<ul style="list-style-type: none"> Key pupils identified as potential persistent non-attenders will successfully increase their attendance. Parents will work alongside the school to ensure this happens. Numbers of pupils eligible for PP will maintain above 90% attendance.

Outcomes	E.	Outcome: Maximise access to extra-curricular activities for pupils eligible for pupil premium.	<ul style="list-style-type: none"> Targeted pupil premium pupils will attend ASC and maintain good to outstanding progress. The continuing subsidised residential / trips for pupils eligible for PP will ensure these pupils have good access to the opportunities.
		Measured by: PD TLR to monitor ASC invites and attendance. SBM to monitor holiday clubs and residential.	

5. Review of Expenditure – 2018-19

	Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Budgeted Cost
Quality of Teaching for all	A. Improve Progress through targeted interventions	Subsidising training of teachers and TAs to deliver interventions and techniques	Interventions have a positive impact on pupil progress.	Monitor MDT progress tracker to ensure interventions are in place and being delivered for pupils.	MDT Lead/AHs/DHT	July 2019	12000
	B. Reduce impact of behaviours	Develop staff skills in the use of motivational techniques	Motivators and VB techniques are used across the school and have been seen to have good results for pupils.	Monitor pupil BMPs, VB goals and teacher feedback.	Behaviour Lead	July 2019	5000
							17000

	Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Budgeted Cost (£)
Targeted support	A. Improve Progress through targeted interventions	Targeted intervention: • BLANKS and See & Learn to support development of reading	Interventions have a positive impact on pupil progress. There will be increased confidence in speech, language and communication accelerates progress.	Tracking of progress in Speaking & Listening by Literacy Lead. Learning Walks, monitoring of planning	Literacy TLR	July 2019	6,000
		Targeted intervention: • 1 st Class @ Number within the classroom setting	Designed to accelerate learning in literacy and numeracy for pupils working above P8.	Teacher feedback and tracking progress in Number, Learning Walks, monitoring of planning	Numeracy TLR	July 2019	1,000
		Targeted intervention: • Integration	Support by staff, supports successful transition to mainstream settings.	Monitoring pupils' time and success during integration-discussion with support adult/observation of pupil in the setting, if required.	AH	July 2019	2,000
	B. Reduce impact of behaviours	Targeted intervention: • Travel Training	The skills and confidence gained help build independence skills.	Feedback from travel trainers and class teachers	AH	July 2019	0
		Targeted intervention: • Makaton	Increased communication through signing improves progress in multiple areas.	Monitor progress in Speaking, Interaction and Independence.	Makaton Tutor	July 2019	15,500
		Targeted intervention: • Therapeutic Support	Pupils receiving SLT can raise attainment in literacy and numeracy through improved communication.	Monitor pupils using the MDT progress tracker against Literacy, Numeracy and PSD progress.	MDT Lead/AHs/DHT	July 2019	15,500
		Targeted intervention: • Verbal Behaviour	Motivate children to learn language by connecting words with their meaning making that communication functional.	Teachers and Assistant Headteachers to monitor through progress meetings and pupil action plans. Learning walks	AH	July 2019	10,000
		Targeted intervention: • Rebound Therapy	Provides opportunities to work on skills including attention, communication and behaviour for learning..	TA feedback, class progress meetings, monitoring/assessment sheets	PD TLR	July 2019	12,500
							62,500

	Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Budgeted Cost (£)
Other approaches (including links to personal, social & emotional well-being)	B. Reduce impact of behaviours	Assistant Head for Safeguarding support for families, Training package available to parents targeting behaviours.	Support for families both individually and through parent/carer workshops has been seen to benefit home-life and this follows through to school.	Feedback from parents, pupils and class teacher. Feedback from workshop attendees.	Assistant Head for Safeguarding	July 2019	12,000
	C. Increase attendance for pupils with persistent absence	Assistant Head for Safeguarding to monitor and action absences	Good attendance is needed for optimum progress.	Half termly attendance meetings with assistant headteachers to monitor all pupils' attendance. Actions noted and reviewed.	Assistant Head for Safeguarding/AHs	July 2019	6,500

	D. Maximise access to extra-curricular activities.	Financial subsidies, provision of transport and targeting eligible pupils.	Feedback is overwhelmingly positive from families that access extra-curricular activities however not all pupils offered places accept – there is potential for more pupils to benefit.	After school clubs invites/attendance is tracked each year (including reasons for declining). The aim is to ensure that all eligible pupils have opportunities to take up places. Subsidised residential trips	PD TLR & SBM	July 2019	1,000
							19,500

6. Planned Expenditure – 2019-20

	Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Budgeted Cost
Quality of Teaching for all	A. Maintain improvement in progress through targeted interventions	Subsiding training of teachers and TAs to deliver interventions and techniques	Interventions have successfully been used to improve progress.	Monitor MDT progress tracker to ensure sufficient staff are available to deliver interventions.	MDT Lead	July 2020	12000
	B. Reduce impact of behaviours	Develop staff skills in the use of motivational techniques	Motivators and VB techniques have been seen to have good results for pupils.	Monitor pupil BMPs, VB goals and teacher feedback.	Behaviour Lead	July 2020	6384
							18 384

	Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Budgeted Cost (£)
Targeted support	A. Maintain improvement in progress through targeted interventions	Targeted intervention: • 'See & Learn' • 'Blanks'	To support the development in reading. Increased confidence in reading, and communication accelerates progress.	Tracking of progress in Reading.	Literacy TLR	July 2020	2,000
		Targeted intervention: • 1 st Class @ Number	Designed to accelerate learning in literacy and numeracy for pupils working within POS.	Teacher feedback and tracking progress in Number	Numeracy TLR	July 2020	1,000
		Targeted intervention: • Integration & Transition	Support by staff supports successful transition to mainstream and secondary settings.	Successful integration/ transition	AH	July 2020	6,000
		Targeted intervention: • Travel Training	The skills and confidence gained help build independence skills.	Feedback from travel trainers and class teachers	AH	July 2020	1,000
		Targeted intervention: • Makaton	Increased communication through signing improves progress in multiple areas.	Monitor progress in Speaking, Interaction and Independence.	Makaton Tutor	July 2020	12,000
		Targeted intervention: • Therapeutic Support	Pupils receiving SLT can raise attainment in literacy and numeracy through improved communication.	Monitor pupils using the MDT progress tracker against Literacy, Numeracy and PSD progress.	MDT Lead	July 2020	13,850
	B. Maintain success of reduction of impact of behaviours on progress	Targeted intervention: • Verbal Behaviour	Motivate children to learn language by connecting words with their meaning making that communication functional.	Teachers and Assistant Headteachers to monitor through progress meetings and pupil action plans.	AH	July 2020	8,000
		Targeted intervention: • Rebound Therapy	Provides opportunities to work on skills including attention, communication and behaviour for learning..	TA feedback, class progress meetings	PD TLR	July 2020	8,000
	C. Improvement in progress of older MLD PP pupils.	Targeted intervention: • Work Based curriculum activities	These pupils will benefit from exposure to a wider 'Work Based' curriculum to benefit progress	Teachers and Assistant Headteachers to monitor through progress meetings and pupil action plans	AH/ TLR for Work Based Curriculum	July 2020	3,320
							55,170

