

Summary information					
School	The Castle School				
Academic Year	2017-2018	Total PP budget	£160,820	Date of most recent PP Review	May 17
Total number of pupils	1325	Number of eligible PP pupils	172	Date for next internal review of this strategy	Feb 18

PRIORITIES FOR 2017- 2018

Desired outcomes		Success criteria
1.	To ensure attainment and progress for PP students is at least the same as in similar schools and above the national average	<p>Ensure progress in Maths and English is sustained into KS4</p> <p>A closure in the progress 8 gap between PP and non PP students</p>
2.	All staff work together to raise aspirations and to have consistently high expectations of what PP students can achieve	<p>Increased uptake in extra-curricular activities of PP students</p> <p>Engagement of PP students in enrichment opportunities</p> <p>Increased Parental Engagement of PP students at parents evenings etc</p>
3.	To reduce the gap to at least better than similar schools and better than national average for Attendance, Persistent absence, FTE, RTL data	<p>Fewer behaviour incidents recorded for these students on the school system.</p> <p>Robust and supportive behavioural intervention plans to be in place for these students.</p> <p>Overall attendance for students eligible for PP to improve to the school target of 97%</p> <p>All reasons for persistent absence to be investigated and robustly challenged.</p>

During the 2017-2018 school year our priority is to **close the progress 8 gap** between PP and non-PP students. The following measures will help us to achieve this :

Priority 1: Raising Attainment and Achievement							
To ensure attainment and progress for PP students is at least the same as in similar schools and above the national average							
Objectives	Action	Termly Review					
		T1	T2	T3	T4	T5	T6
Raise the profile of PP students across the school.	<ul style="list-style-type: none"> Ensure that all staff know the PP students in their class (Use of seating plans) Dedicated Raising Achievement Board displaying Y11 PP students Effective use of the school bulletin PP standing agenda item at SLT meetings 						
Strengthen leadership of PP tracking in all areas.	<ul style="list-style-type: none"> Early analysis of Data (Y11, Y7) PP data produced for each data drop 						
Increase accountability of PP spending.	<ul style="list-style-type: none"> Review PP spend 2016 - 17 Tracking of PP spend 						
Ensure high quality curriculum provision is available.	<ul style="list-style-type: none"> Ensure student pathways are correctly identified and allocated Review Curriculum cover and challenge at Key Stage 3 1:1 mentoring and specific advice on courses for PP students choosing options in Y9 Explore non-GCSE qualifications and enrichment options Alternative provision to Languages provided to facilitate progress for appropriate PP students 						
Provide high quality staff CPD to improve classroom provision.	<ul style="list-style-type: none"> Best practice CPD – see whole school training schedule 						
Improve students study skills.	<ul style="list-style-type: none"> Homework Club/L Club provision Y11 revision plan and training 						
Ensure PP students are well equipped for school with necessary equipment and revision guides.	<ul style="list-style-type: none"> Distribute revision materials to all KS4 students 						
Increase the literacy skills of students and close any reading age gaps through the Accelerated Reader programme.	<ul style="list-style-type: none"> Use of WAVE analysis to identify vulnerable students in literacy and numeracy Raise the profile of the Accelerated Reader programme Implement a targeted tutor time programme to include reading 						

	<ul style="list-style-type: none"> Targeted support for students preparing to sit examinations 							
High quality, targeted intervention in place.	<ul style="list-style-type: none"> Clear identification of students in need. Innovative intervention strategies in place across subjects 							
Provide high quality English and Mathematics intervention to PP students through dedicated Higher Level Teaching Assistants and other staff.	<ul style="list-style-type: none"> Effective use of HLTA in maths Appropriate intervention in English (accelerated reader/booster groups) 							
Heads of subject to take increased responsibility for students in their curriculum area.	<ul style="list-style-type: none"> Increased accountability of class teachers for the progress of PP students in their classes PP data discussed with SLT links Monitoring of marking and feedback in Faculties 							
Lead teacher	<ul style="list-style-type: none"> 1 new TLR positions to support Teaching and Learning 							

Priority 2: Raising Aspirations

All staff work together to raise aspirations and to have consistently high expectations of what PP students can achieve

Objectives	Action	Termly Review					
		T1	T2	T3	T4	T5	T6
<p>Boost the aspirations of PP students across the school.</p> <p>PP Students to have full involvement in all aspects of school life</p>	<ul style="list-style-type: none"> Links with local universities and colleges/visits in Y9 and 10 Embed aspirations for sixth form in curriculum and Life Skills External provision for motivation and raising self-esteem for identified students including Premium Partner projects: Essilor, Berkley Vale Motors, Insight days Peer mentoring Use of rewards to promote positive praise Identified support for higher ability PP students Financial support for school curriculum visits/trips/music lessons STEM opportunities offered to all PP students 						
Ensure all students receive high quality careers advice.	<ul style="list-style-type: none"> All students to attend AMBITIONS 1:1 careers advice sessions for all Y11 PP students with follow up appointments if required PSHE curriculum 						
Increase parental engagement.	<ul style="list-style-type: none"> Deliver parental learning evenings for Y7, Y10 and Y1 Personalised invitations to parent events for PP students 						

	<ul style="list-style-type: none"> • Build strong relationships between parents and the appropriate Year Team • Develop Parents Handbook for Y11 parents • All PP parents invited to tutor evenings where feedback from teachers is shared • Staff of students choice to act in loco of parent is not attending tutor evening 							
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Priority 3: Inclusion – Behaviour and Attendance
To reduce the gap to at least better than similar schools ad better than national average for Attendance, Persistent absence, FTE, RTL data

Objectives	Action	Termly Review					
		T1	T2	T3	T4	T5	T6
Improve the attendance of PP students in line with school target of 97%.	<ul style="list-style-type: none"> • Attendance assemblies • Distribution of relevant data to tutors and LSP • All absence robustly challenged • Targeted contact with parents/carers - increased SAM meetings • Use of EWO 						
Reduce the number of school days lost through 'Fixed Term Exclusions' (FTE) for PP students.	<ul style="list-style-type: none"> • Continued implementation of 'Ready to Learn' • Bespoke behaviour interventions for PP students • Alternatives to FTE explored for all PP students • LSP learning conversations with PP students 						


Priority 4: Smooth and enhancing transition
To ensure that transition processes are fully supportive of all PP students.
To raise levels of social skills and confidence in both students and families to enable them to make a positive transition to KS3 and thrive at Castle

Objectives	Action	Termly Review					
		T1	T2	T3	T4	T5	T6
Ensure effective collection, dissemination and use of data at KS2-3 transition with special focus on PP students	<ul style="list-style-type: none"> • Visits to all PP students • Careful grouping and use of Key tutors • Raise the profile of Y7 PP students • Essential PP information shared with staff early in Year 7 • Primary School PP leads invited in to observe Y7 pupils to assist with transition 						

Ensure all PP students who are SEND are given priority as part of SEND transition programme	<ul style="list-style-type: none"> • Review of SEND transition processes • Explore the viability/potential impact of Summer School 							
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CLASSROOM STRATEGIES

At Castle we are committed to delivering the highest quality teaching and learning. To ensure that our PP students are able to benefit from this as much as possible we have adopted the following classroom strategies:



Working **SMARTER** for our Pupil Premium

Students:

- S** **Sit** PP students in an appropriate place where you can access them and promote learning
- M** **Mark** PP students work first to ensure feedback has impact and leads to progress. Plan and give time for students to respond to feedback in lessons
- A** **Act** on underachievement of PP students - highlight underachievement and ensure that this is dealt with through in class intervention and quality first teaching. More able PP students must be challenged and stretched
- R** **Reward** students- ensure that PP students are rewarded for their hard-work and effort
- T** **Talk** to PP students and contact their parents on a regular basis to ensure a positive dialogue exists that promotes progress and attainment
- E** **Extra opportunities**- encourage PP students to take up opportunities through extra-curricular clubs, trips and visits that inspire aspiration
- R** **Resources**- ensure that PP students have the resources they need to be successful in their subject area.

CURRENT ATTAINMENT 2017 RESULTS

Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP
% achieving Basic EM (2015-16 only)	30%	80.5%
% achieving expected progress in English / Maths (2015-16 only)	29.6% / 25.9%	67.7% / 56.2%
Progress 8 score average	-0.71	0.1
Attainment 8 score average	31.96	54.13

Measure	Detail	2016				2017			
		Non PP	%	PP	%	Non PP	%	PP	%
KS4 Cohort	Number of students	224	86	36	14	220	89	27	11
Basic Measures	Students Attaining A* - C/ 4+ grades in English and Maths	157	70.1	13	36.1	177	80.5	10	37
	Students achieving a strong pass in English & Maths	-	-	-	-	130	59.1	6	22.2
Progress and Attainment 8 *	Progress 8 Score	-0.02 (School figure)		-0.73	-	0.09		-0.73	-
	Attainment 8 Average	52 (school figure)		38.2	-	52.14		31.96	-
Headline figures	Students Attaining A*-C/4+ grades in English	219	81.9	34	51.7	193	87.7	12	44.4
	Students Achieving a strong pass in English	-	-	-	-	170	77.3	10	37.0
	Students Attaining A*-C/4+ grades in Maths	220	77.3	33	48.5	184	83.6	13	48.1
	Students Achieving a strong pass in Maths	-	-	-	-	138	62.7	7	25.9
	Students attaining A*-C in science		62.6		26.7		60.8		22

SPENDING PLAN 2017 – 2018

PP allocation for 2017/18 = £160, 820

Priority 1: Raising Attainment and Achievement	
£80,000	
Area of Spend	Description
Assistant Headteacher (Raising Achievement)	New appointment for 2017-18 with a focus on raising achievement of all students but particularly disadvantaged.
CSET Support	Targeted support from the Academy Trust including (but not limited to) MAT conference, weekly centralised training and central team support.
Lead Teachers (PP and Literacy)	2 new appointments to support the Assistant Headteacher (T&L) with delivering high quality training and support to all staff. Particular focus on disadvantaged students. PP T&L lead will follow up specific issues that arises to remove barriers to learning
HLTA	Subject specialist HLTA in Maths providing in class support and dedicate small group teaching.
'Accelerated Reader' programme and associated staffing	Electronic reading package and associated hard copy resources along with staffing (Librarian and Literacy Coordinator) delivering tutor and in class reading support.
Nurture Group' (35% Share)	Dedicated small group teaching to support the most vulnerable students in school.
Outcomes	
Priority 2: Raising Aspirations	
£30,000	
Area of Spend	Description
Parental Engagement	Development of parental handbook. Personalised invites to parents evenings and Parents for Learning evenings
Y11 Revision and Examination Skills	Funding of revision materials for all PP students. Running of L club
Revision classes	Holiday revision classes to help students prepare for examinations.
Parents for learning evenings	Guidance evenings to help parents support their children through the school year.
Priority 3: Inclusion – Behaviour and Attendance	
£50,000	
Area of Spend	Description
'Pupil Premium Guarantee'	A 'ring fenced' £100 per PP student to help with the cost of uniform, equipment and extra-curricular activities.
Ready to Learn (part share)	In school support and guidance provided through the RTL team. Monitoring of attendance and behaviour

Ambitions/ Premium Partners	Transport to the Ambitions careers event and other extracurricular opportunities through Premium Partnerships
DT resources	Monies allocated to fund ingredients for PP students

REVIEW OF 2016/17 SPEND

Review of Expenditure 2016 - 17				
Desired Outcome	Chosen action/approach	Estimated Impact	Lessons Learned	Costs
Pupil Premium Guarantee	£100 per student eligible for PP funding used towards assistance funding uniform, equipment, educational visits and extra curriculum activities	Low– higher when used for equipment and trips to ensure students are prepared for school and can access enrichment opportunities. Buying uniform has little impact on student progression	Better tracking – not all students claim money and many students receive well over their allocation. Analysis of spend and impact needed to determine future spending. Removal of Pupil Premium Guarantee in future years to focus spending on purposeful intervention to help ensure progress	£70,000
Improved Year7 Literacy	Focus on booster classes in Year 7 Weekly small group sessions for low attaining students to replace tutor time/assembly	High – Booster classes Low – small group/1:1 intervention (see below)	This was most effective when specialist staff were used to deliver high quality teaching to small booster classes and will continue 2017-2018 Data shows progress is still lower for this cohort. Introduction of accelerated reader and nurture group to continue this work T&L Lead for literacy appointed	
Improved progress for low and middle attaining students	Whole school CPD INSET on Quality First teaching for Vulnerable Students Whole school focus on questioning and differentiation. This will be bespoke by subject. Performance management Focus	Mixed – Solid awareness across staff of the needs of PP students. PP students are identified in planning and on seating plans. However progress 8 data shows PP students did not make	Basic strategies to support PP students are embedded for the most part in T&L across the school, however the PP gap remains. Focus to be on alternative strategies including parental involvement. T&L TLR posts appointed	

	CPD Sessions	expected progress, and varied across key stages and subjects. This influences this years plan.		
Improved Literacy Progress	One to One Literacy Support SEND review of Literacy catch up programmes alternatives	Low – small group/1:1 intervention	External support bought in by SEN had limited success with small Y8 cohort due to lack of time and lack of understanding of English syllabus. Future interventions need to be with English teacher or HLTA bases within English Faculty.	£25,000
Problem Behaviour in Year 9 addressed	Implement targeted intervention programme for identified students	High – Intensive input into Y9 (now Y10) behaviour. RTL having a positive impact. Use of managed moves and DIS stages used effectively. FTEs of 2 students had positive effect on others	Parental support remains difficult in some cases. Continuing consistent implementation of RTL required Large amounts of money spent on mentoring – difficult to judge impact, but in several cases mentoring had little impact on behaviour or attendance	£35,000
Increased Attendance rates	Educational Welfare Platinum Package purchased to monitor student attendance and follow up quickly on truanancies, persistent absences and unauthorised absences.	Medium - Increased number of SAM meetings and absence more robustly challenged. EWO changed several times, impacted on actions not happening until the latter half of the year. PP average attendance 88.53% still well below target	Priority focus for 2017/18 – attendance figures still below target, especially for PP cohort. Earlier intervention and robust SAM meetings. Correlation between poor attendance, PP students and attainment continues	