

Projected Spending of the Pupil Premium Grant

Academic Year 2018-19

At The Castle School, we are committed to accelerating the achievement, progress and personal development of all disadvantaged students and diminishing the differences between their outcomes and those of their peers. The Pupil Premium is a fund, which comes directly into school from the government to help us achieve this aim. Funding is targeted at students who have received free school meals at any time in the last 6 years; been continuously looked after for at least 6 months; been adopted from care and children who have one or more parents in the British Armed Forces.

At The Castle School we work closely with our feeder Primary schools to ensure that every child transitions well to secondary school and continues to make good progress.

At The Castle School our aim is that **Every Child Achieves, Belongs and Participates** – these three values direct all that we do. We believe in educating the whole child through high quality teaching (Achieve) and high quality pastoral care (Belong and Participate). Our school priority is always to deliver the highest quality teaching by personalising our approach for every student, every lesson, everyday. We invest significantly in staff training both internally and externally to enhance our practice to secure the best outcomes for all students. We tailor our curriculum, our teaching and our approach to meet the needs of all students with clear targeting and funding allocated to those who come from disadvantaged backgrounds and those who need to catch up quickly when they join The Castle School.

This year we would like to change the focus to engaging hard to reach families, improve standards in English and Maths and reduce PA for Disadvantaged students.

PUPIL PREMIUM 2018-19	
Number of pupils eligible	216
Amount received per pupil	£935 (Ever6) + £300 (Services) + £1900 (LAC/adopted)
TOTAL PP available (includes additional funding for service children & children adopted from care)	£192,650

• Date external review	November 2017
• Date of next review	10 th October 2018

Key barriers

- Increasing the progress of Disadvantaged students, particularly boys, in English and Maths. P8 English -0.64, others +0.57 Maths -0.99 others -0.27
Threshold 4+ 52% others 69%, threshold 5+ 5+34%, others 44%(Spring 2)
- Attendance of Disadvantaged students and reducing persistent absence PA for Disadvantaged students 23.6%, others 9.3%, PA gap 14.3%(Spring 2)
- Reducing fixed-term exclusions for Disadvantaged students through appropriate provision, social and emotional support
- Supporting Disadvantaged students with basic skills of reading, writing and numeracy to access the curriculum. Year 7 2017-18 33% Disadvantaged students did not meet standard in reading others 15% and 41% did not make standard in maths, others 15%.

Chosen Approach	Reasons for this Approach	Cost of PP contribution *= contribution	Lead Staff	Review Dates (Governors Monitoring)	How the impact will be measured
1:1 Maths programme	Maths tutoring for students at risk of not making expected Progress in Year 11 and Year 10. 1:1 with designated tutors closely liaising with the teachers and following the academy scheme of learning. Attending 45 min throughout the academic year. £2600 22 hours per week x 9 months Sutton Trust: Small group tuition +4 months One to one tuition +5 months	£23,500	I Sully	Jan 2019 April 2019 September 2019	Maths milestones 2018-19 -0.3 2019-20 -0.1 2020-2021 0
1:1 English programme	English tutoring for students at risk of not making expected Progress in Year 11 and Year 10. 1:1 with designated tutors closely liaising with the teachers and following the academy scheme of learning. Attending 45 min throughout the academic year. £2600 22 hours per week x 9 months Sutton Trust: Small group tuition +4 months One to one tuition +5 months	£23,500	N Whysall	Jan 2019 April 2019 September 2019	English milestones 2018-19 -0.4 2019-20 -0.2 2020-2021 0
Chosen Approach	Reasons for this Approach	Cost of PP contribution	Lead Staff	Review Dates	How the impact will be measured?

				(Governors Monitoring)	
PFSA	<p>Specifically focus to engage hard to reach parents and families where the children have been persistently absent. On this basis (grade 12), a PFSA working 32.75 hours per week and term time only.</p> <p>Strategies to include:</p> <ul style="list-style-type: none"> To provide a clear link between school and home with the focus on academic engagement and achievement Home visits to take home personalised work for students To show parents how to access online resources and Apps To break down barriers to attending parents evenings by attending appointments with parents <p>Sutton Trust: Parental engagement +3 months</p>	£22070	TBC	<p>Jan 2019</p> <p>April 2019</p> <p>September 2019</p>	<p>Milestones 2018-19</p> <p>At least 70% attendance at parents evenings</p> <p>At least 80% of students accessing and using Show my homework</p> <p>2019-20</p> <p>At least 80% attendance at parents evenings or engaging with school</p> <p>At least 90% of students accessing and using Show my homework</p>
Attendance Officer	<p>Specific focus on reducing PA for Disadvantaged students</p> <p>Including:</p> <ul style="list-style-type: none"> Phoning all absent Disadvantaged students Ensuring rapid response to students who are late to ensure it doesn't further escalate to impact attendance To ensure any students at risk of PA have immediate contact with parents and PSP completed To complete home visits to remove barriers to attendance Increase the frequency and quantity prosecutions if needed. <p>Sutton Trust: Social and Emotional Learning +4 months</p>	£12,658*	TBC	<p>Jan 2019</p> <p>April 2019</p> <p>September 2019</p>	<p>Milestones</p> <p>PA 23% 2019</p> <p>PA 21% 2020</p> <p>PA 18% 2021,</p> <p>PA 15% 2022</p> <p>PA 12% 2023</p>
TA support for Disadvantaged students	<p>Sutton Trust: Specific support for Disadvantaged students with SEND to support literacy</p> <p>Teaching assistant +1 month</p>	£4186*	Clair Owen	<p>Jan 2019</p> <p>April 2019</p> <p>September 2019</p>	<p>Milestones</p> <p>January 2018 70% of identified students on track to meet milestones in English and maths</p> <p>July 2018 80% of identified_students on track to meet milestones in English and maths</p>
Revision resourcing	<p>To stimulate a positive attitude to studying and revision.</p> <p>To empower students with effective study techniques.</p> <p>To raise self-belief and aspirations.</p> <p>Sutton Trust: Meta cognition and self-regulation +8 months</p>	£1000	TBC	<p>March 2019</p>	<p>Increased confidence for students reporting in post session evaluations from at least 90% of students</p>

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Heads of House time working with PP students	HOH to work with attendance officer to incentivise and reward students to attend to reduce PA Sutton Trust: Behaviour Interventions +4 months Social and Emotional Learning +4 months Mentoring +1 month	£6000	Matt Randall	Jan 2019 April 2019 September 2019	GCSE school measures for PP vs 'others' nationally (P8, English, Maths), behaviour points and attendance by House Milestones PA 23% 2019 PA 21% 2020 PA 18% 2021, PA 15% 2022 PA 12% 2023
Pastoral support	Support and intervention at an early stage to prevent escalation of behaviour issues. To support the return to school following exclusions. To support students in building self-esteem and confidence 15% of their time on PP children Sutton Trust: Social and Emotional Learning +4 months Behaviour Interventions +4 months	£25,194	Matt Randle	Jan 2019 April 2019 September 2019	GCSE school measures for PP vs 'others' nationally (P8, English, Maths), behaviour points and attendance by House Milestones PA 23% 2019 PA 21% 2020 PA 18% 2021, PA 15% 2022 PA 12% 2023
Maths Whizz	Implementing Maths-Whizz as part of the weekly maths learning routine to increase Maths-Age by 18 months in the first year of use based on 45-60 minutes a week. Sutton Trust: Feedback +8 months Small group tuition +4 months Digital technology +4 months	£1,100	C Owen	Jan 2019 April 2019 September 2019	Milestones January 2019 70% of students 6 months progress April 2019 12 80% of students months progress September 2019 90% of students 18 months progress

Chosen Approach	Reasons for this Approach	Cost of PP contribution	Lead Staff	Review Dates (Governors Monitoring)	How the impact will be measured
Year 8 Accelerated Reader	<p>Bespoke and targeted Literacy resource focusing on reading and comprehension – to support students achieve well in English and across the curriculum</p> <p>Sutton Trust: Feedback +8 months Digital technology +4 months</p>	£237	N Whysall	Jan 2019 April 2019 September 2019	<p>% of PP students at reading age vs Non PP</p> <p>% of PP students achieving target grades in English compared to Non PP</p>
Corrective Reader	<p>30 week programme for Year 7 students</p> <p>Corrective reading is used to find and close gaps in a student's reading skills.</p> <p>A ratio gain of 1.0 means that the child's skills are developing at a normal pace, but they will not be catching up with their peers. Brooks (2007) suggests that</p> <ul style="list-style-type: none"> • Ratio gains of less than 1.4 are of 'doubtful educational significance', • Between 1.4 and 2.0 of 'modest impact', • Between 2.0 and 3.0 of 'useful impact', • Between 3.0 and 4.0 of 'substantial impact' and • Above 4.0 of 'remarkable impact' (Brooks. 2007, p. 289). <p>Sutton Trust: Reading strategies +6months Small group tuition +4months</p>	£2554	C Owen	Jan 2019 April 2019 September 2019	<p>Improvement in reading ages for PP students. Progress on the programme inline improvement for non PP students</p> <p>Milestones Reading ages increase by Spring: 4 months on average Reading ages increase by Summer: at least 8 months on average</p> <p>Summer: at least 75% of students will have made 'remarkable gains' in their reading</p>
RTL year 11 students	<p>Targeted mentoring/intervention of Disadvantaged students and their parents to improve attendance, behaviour for learning and achievement. Specific focus on ensuring students achieve English and Maths GCSE.</p> <p>9 students currently 6 Disadvantaged 66%</p> <p>Sutton Trust: Reduced class size +3 months Behaviour Interventions +4 months Meta cognition and self-regulation +8 months Social and Emotional Learning +4 months Mentoring +1 month</p>	£10500	S Thomas	Jan 2019 April 2019 September 2019	<p>PP absence, persistent absence and FTE compared to non PP and PP nationally</p> <p>Individual case studies monitoring individual students</p>

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RTL year 10 students	<p>Targeted mentoring/intervention of Disadvantaged students and their parents to improve attendance, behaviour for learning and achievement. Specific focus on ensuring students are on track for their English and Maths GCSE.</p> <p>6 students, 4 Disadvantaged, 2 others (66%)</p> <p>Sutton Trust: Reduced class size +3 months Behaviour Interventions +4 months Meta cognition and self-regulation +8 months Social and Emotional Learning +4 months Mentoring +1 month</p>	£7000	S Thomas	Jan 2019 April 2019 September 2019	PP absence, persistent absence and FTE compared to non PP and PP nationally
RTL year 9 students	<p>Targeted mentoring/intervention of Disadvantaged students and their parents to improve attendance, behaviour for learning and achievement. Specific focus on Disadvantaged PA students catching up and ensuring they are on track for English and Maths milestone.</p> <p>6 students, 4 Disadvantaged, 2 others (66%)</p> <p>Sutton Trust: Reduced class size +3 months Behaviour Interventions +4 months Meta cognition and self-regulation +8 months Social and Emotional Learning +4 months Mentoring +1 month</p>	£7000	S Thomas	Jan 2019 April 2019 September 2019	PP absence, persistent absence and FTE compared to non PP and PP nationally

Chosen Approach	Reasons for this Approach	Cost of PP contribution	Lead Staff	Review Dates (Governors Monitoring)	How the impact will be measured
RTL year 8 students	<p>Targeted mentoring/intervention of Disadvantaged students and their parents to improve attendance, behaviour for learning and achievement. Specific focus on Disadvantaged PA students catching up and ensuring they are on track for English and Maths milestone.</p> <p>Currently 1 student 100% Sutton Trust: Reduced class size +3 months Behaviour Interventions +4 months Meta cognition and self-regulation +8 months Social and Emotional Learning +4 months Mentoring +1 month</p>	£1750	S Thomas	Jan 2019 April 2019 September 2019	PP absence, persistent absence and FTE compared to non PP and PP nationally
RTL year 7 students	<p>Targeted mentoring/intervention of Disadvantaged students and their parents to improve attendance, behaviour for learning and achievement. Specific focus on Disadvantaged PA students catching up and ensuring they are on track for English and Maths milestone.</p> <p>Currently 1 student 100% Sutton Trust: Reduced class size +3 months Behaviour Interventions +4 months Meta cognition and self-regulation +8 months Social and Emotional Learning +4 months Mentoring +1 month</p>	£1750	S Thomas	Jan 2019 April 2019 September 2019	PP absence, persistent absence and FTE compared to non PP and PP nationally
Counselling service	<p>Providing support for PP students in difficult circumstances Sutton Trust: Social & emotional learning +4 months</p>	£9704	Jo Arnold	Jan 2019 April 2019 September 2019	Individual anonymous case studies. Impact on improved attendance and behaviour points
Careers adviser	<p>All Disadvantaged students have a Careers appointment, support students with college applications to ensure they are completed and take vulnerable students to college interviews and support university trips. Sutton Trust: Mentoring +1 month</p>	£5,916	J Whatley	January 2019	0% of NEETS that are PP 2018
Alternative provision	<p>11/17 students accessed alternative provision via REACH were Disadvantaged students Sutton Trust:</p>	£15,000	Matt Randall	Jan 2019 April 2019	Improvement in attendance and behaviour

	Behaviour Interventions +4 months			September 2019	
Chosen Approach	Reasons for this Approach	Cost of PP contribution	Lead Staff	Review Dates (Governors Monitoring)	How the impact will be measured
Uniform,books, revision guides and resources	To provide textbooks, revision guides and resources and ingredients for food lessons	£3864	TBC	Jan 2019 April 2019 September 2019	Ensure all FSM students are supported with books and revision guides for GCSE courses.
Extracurricular support funding and musical tuition	To provide financial support to enable students to benefit from educational activities and experiences. Motivational support to attend events such as the prom. Sutton Trust: Arts Participation +2 months Sports + 2 months Outdoor adventure learning +3 months	£8000	TBC	Jan 2019 April 2019 September 2019	PP Attendance, FTE compared to non PP and PP nationally