



## Castle Mead School Pupil Premium Funding 2015-16

Desired Outcome	Provision	Responsibility	Cost	Evaluation	Impact
Raising attainment Reducing the gap and accelerating progress	As part of the Mead Academy Trust we have access to an 'Every Child Counts' teacher to raise the attainment of individual children through the 'Maths Counts' intervention, assessing and planning highly individualised numeracy programmes for specific children	Maths Lead	£2752	Assessment data Sandwell assessment	All pupils taking part in the 'Maths Count Intervention', consisting of 3 one-to-one sessions per week, (10 week programme of 30 lessons) make significant gains in their number age with a minimum gain of 4 months and a maximum gain of 24 months in the initial pilot. <b>At Castle Mead two cohorts of learners undertook this programme in 15/16:</b> <b>Assessments at the end of the 10 week programmes showed an average gain of 9.1 months. Our Disadvantaged learners made, on average, 12 months progress over the same period. We have committed to continue running Maths Counts programmes in 16/17 and to train additional Learning Partners.</b>
Raising attainment Reducing the gap and accelerating progress	Employment of a graduate TA in the Early Years classes to work specifically with a focus on Communication.	EY lead	£8853	Assessment data	Children are supported to meet their age related expectations and to address low starting points in base line, particularly in writing. <b>At Castle Mead:</b> <b>In YR in Autumn Term 2 70% of children were below age related expectations for writing, by the end of the year 68% met or exceeded age related expectations. Broadly in line with National.</b>
Raising attainment	We ensure that teaching	Reading Lead	£1000	Attainment data	Research on TAs delivering targeted

<p>Reducing the gap and accelerating progress</p>	<p>assistants (TAs) are well trained in supporting pupils' learning as well as in specific learning interventions. Our TA team is trained to provide effective support to individual pupils or small groups in:</p> <p>'Better Reading Partners' in order to support specific and highly individualised reading programmes</p>				<p>interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). New research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes.</p> <p><b>At Castle Mead targeted children in Key Stage 2 have accessed this intervention:</b>  <b>Assessments show that the children accessing Better Reading Partners intervention have made significant accelerated progress: with an average gain of 1:04 years in Reading Age over a four month period. (Same average gain for disadvantaged learners)</b></p>
<p>Raising attainment Reducing the gap and accelerating progress</p>	<p>We provide phonic intervention for those children who have not reached the national standard in Year 1 or Year 2</p>	<p>Phonics lead</p>	<p>£700</p>	<p>Assessment Data</p>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment.</p> <p><b>At Castle Mead 81% of Year 1 children (75% of disadvantaged learners) passed the phonics screen exceeding national attainment levels. Phonics interventions have had significant impact for targeted learners and we plan to implement Booster Phonics in 16/17.</b></p>

Raising attainment Reducing the gap and accelerating progress	We emphasise the importance of 'quality first teaching'. We aim to provide consistently high standards, through setting expectations, monitoring performance, tailoring teaching and support to pupils and sharing best practice.	HoS	£5850	Monitoring quality of teaching and learning	This approach is supported by a body of research which has found that good quality teaching is especially important in securing accelerated progress for pupils from disadvantaged backgrounds. For pupils the difference between a good teacher and a weak teacher is a whole year's learning. See Sutton Trust (2011) <b>At Castle Mead</b> <b>The Deputy Head teacher worked closely with two Newly Qualified Teachers to develop classroom environment, systems and excellent guided reading practise. Recognised by SIA visit</b>
Raising attainment Reducing the gap and accelerating progress	We ensure strong team work between teachers and support staff through weekly team planning meetings that TAs are paid to attend after school.	HoS	£3500	Monitoring quality teaching of learning	Improved communication between staff ensures that they know what they need to provide to secure rapid improvement
Raising attainment Reducing the gap and accelerating progress	The school has developed detailed marking schemes which identify each pupil's strengths, areas to focus on and next steps. Pupils have time allotted during the lesson to respond to the feedback and discuss it with teachers and their peers.	HoS Maths/English Lead	£500	Attainment data Pupil voice Book scrutiny	Improved feedback between teachers and children ensures that children know what they need to do to improve to secure rapid improvement  <b>At Castle Mead:</b> <b>In a visit from the SIA in March 2016 it was noted that 'The marking was clear and consistent...''The pupils were able to explain the feedback and marking system eloquently.'</b>

Improving attendance Engaging parents and families	We have set up rapid response systems to address poor attendance. This includes staff contacting home immediately a child fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.	DH	£1662	Attendance review	Pupils have to be in school and able to pay attention before they can access learning. <b>At Castle Mead: Rigorous systems are in place to monitor and identify children who have attendance of less than 90%. Contact is made with parents through letters and home visits.</b>
Improving attendance Engaging parents and families	Designation of a PSA to proactively support children and families with any challenges they face. Our PSA can support parent/carers at meetings, with advice and signposting to other outside agencies	HoS	£6276	Attendance review Behaviour review	Families aware that there is a designated person within the school that they can talk to and ask advice of, who has a presence on the playground before and after school. Parents can also drop in or set a time for meetings. <b>At Castle Mead: This role has enabled us to establish some additional support around parenting. Our PSA offers practical parenting tips; alongside family support this has allowed several families to more confidently support their children at school</b>
Reducing exclusions and improving behaviours	We have set up effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. (including use of 'managed playtimes/part time timetables/tailored	DH/SENCo	£4445	Behaviour review	Children are able to pay attention, do not distract the learning of others and ensure that teachers are able to teach. <b>At Castle Mead: There has been an impact on the engagement with outside agencies; the school has positive working relationships with the Behaviour Support Service which allows for more</b>

	provision)				<p><b>targeted and specialist advice. Areas of development for staff needs have been identified and training has been given to all Teaching Assistants in Term 3 and Teachers in Term 5. Emphasis is placed on preventing escalated behaviour through relationship building, identifying and thus preventing likely triggers. Frequency charts are kept and analysed to show the success of this approach.</b></p>
Reducing exclusions and improving behaviours	An appointed staff member in the role of an ELSA (Emotional Literacy Support Assistant) to work with individuals and groups of children identified as being vulnerable to underachievement due to social, emotional or behavioural needs. Support can include; hand massage groups, supported play and lunchtimes, one-to-one sessions and the facilitation of appropriate programmes with identified groups	SENCo	£2928	Personal development wheel	<p>Children have the time with a trained adult to listen to them and support them with individual strategies to cope with anger management, social skills, building relationships with peers, building relationships with adults in their lives at school and at home. There has been consistent feedback from schools across the UK that the introduction of ELSAs has made a significant positive impact on the emotional wellbeing of children and young people (<a href="http://www.elsanetwork.org">www.elsanetwork.org</a>)</p> <p><b>At Castle Mead:</b></p> <p><b>Clear targets are set at the start of the intervention and evaluated at regular intervals. The ELSA and SENCO meet fortnightly to review the children and discuss strategies. The ELSA liaises with class teachers to ensure the transferal of skills.</b></p> <p><b>50 children have received support in the academic year 2015-16.</b></p>

Developing personal qualities Improving attendance	We provide breakfast to identified children through the before school club.	SENCo	£290	Attendance Review Personal development wheel	Research recognises that when a child is hungry he/she is not able to concentrate and his/her involvement is at the lowest level and their ability to learn reduced. An involved child concentrates his/her attention on a specific focus, wants to continue the activity and to persist in it. There is evidence to suggest that an 'involved' child is gaining a deep, motivated, intense and long term learning experience. <b>At Castle Mead :</b> <b>The breakfast provision is run by one of our school graduate TAs, pupils who have additional emotional needs have been identified by her more quickly, allowing them to receive specific support.</b>
Developing personal skills Reducing exclusions and improving behaviours	We identify the strengths of each member of staff and find the best ways to use them such as cooking interventions to support emotional literacy.		£1988	Personal development wheel	<b>At Castle Mead:</b> <b>Available provisions include The Forest (Nurture and art based nurture Group), one to one ELSA support, group ELSA support, small group cooking, one to one mentoring or Sensory Circuits (for physical confidence and esteem). The use of external provision such as Forest Schools and Equine Therapy has also been used successfully.</b>
Developing personal skills and qualities Reducing exclusions and improving behaviours	The investment and implementation of a 'Play Pod' to develop PSHE and learning skills	PSHE lead DH	£1000	Behaviour review	Improvements in the children's resilience, attitudes and skills development and their relationships with each other
Developing personal	"The Forest" is available to	SENCo	£2487	Strengths and	Develops children's essential skills in

skills and qualities Reducing exclusions and improving behaviours	support children in developing confidence, self-esteem and reducing anxiety through the use of an Art based intervention			difficulties questionnaire	order to enable them to re-enter their year group classes in their own time <b>At Castle Mead: 15 children have benefitted from this intervention so far in the academic year 2015 – 16.</b>
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