



Castle Mead School Pupil Premium Funding 2016-17

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	£2534	Assessment data Sandwell assessment	All pupils taking part in the 'Maths Counts Intervention', consisting of 3 one-to-one sessions per week, make significant gains in their number age with a minimum gain of 10 months and a maximum gain of 24 months. Following the highly successful Maths Counts programme last year we will continue to use this to target our identified disadvantaged learners to make rapid progress in Maths
Raising attainment Reducing the gap and accelerating progress	Implementation of Singapore style teaching of Mathematics to support the development of Mastery for all.	HoS	£6765	Pupil Voice Assessment data Monitoring and evaluation	NCETM Maths Hub Trial has evidenced that positive outcomes of this approach include increased teacher subject knowledge and confidence in teaching mathematics. There has also been positive impact on children's attitudes to learning and attainment in Mathematics.
Raising attainment Reducing the gap and accelerating progress	We ensure that teaching 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: 1. 'Better Reading Partners' in order	Reading Lead	£1000	Attainment data	Research on TAs delivering targeted 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. We will continue to develop

	<p>to support specific and highly individualised reading programmes</p> <ol style="list-style-type: none"> 2. 'Sound Discovery' to secure phonemic knowledge 3. Booster Phonics to secure phonemic knowledge 4. Precision teaching to secure automaticity and improve phonics and reading skills 5. Reading dog 				use of better reading partners and ensure that other successful interventions are used to support rapid improvement
Raising attainment Reducing the gap and accelerating progress	Progression in Language structures: school wide implementation	HoS/ English Lead	£700	Pupil Voice Lesson Observations Book scrutiny Learning walks	Effective planning for talk in a range of subjects and lesson across the curriculum at partner schools in Greenwich has evidenced significant impact on oracy and writing outcomes.
Raising attainment Reducing the gap and accelerating progress	<p>We use the EEF/Sutton Trust Teaching and Learning Toolkit to help us identify new evidence based ideas and initiatives that would work for our children to help them succeed.</p> <p>For example the introduction of Team Read Reciprocal reading</p>	<p>HoS</p> <p>Reading Lead</p>	£596	Assessment data Pupil voice - monitoring reading	<p>The Toolkit summarises the average impact on attainment, the strength of the evidence supporting them and their cost. It has been recommended by the Department for Education, Ofsted and the headteachers' associations as a valuable resource in prioritising pupil premium spending.</p> <p>Team Read will encourage mastery of reading through structured group work.</p>

	programme – a paired reading intervention				
Raising attainment Reducing the gap and accelerating progress	We are establishing the role of personalised learning teaching across the school to meet individual learning needs. The focus of these teachers is to see pupils as individuals, each with their own challenges, talents and interests. The personalised learning teachers work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations.	HoS	£35 642	Assessment data Progress Reviews Classroom assessment pack	The focus on providing targeted support for under-performing pupils during curriculum secures improvement. Personalised learning teachers are able to seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies.
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	£1633	Monitoring quality of teaching and learning	This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds. For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning. See Sutton Trust (2011). The appointment of additional Leadership capacity in English, Maths, Computing, SEND and Phonics will enable the senior leadership team to secure rapid progress across the school.
Raising attainment	Appointment of a NQT in	EY lead	£1035	Assessment data	Children are supported to meet their

Reducing the gap and accelerating progress	the Early Years classes to work specifically with a focus on outdoor learning, reading and writing alongside an experienced EY lead.				age related expectations and to address low starting points at base line, particularly in literacy. With the focus on improving children's writing opportunities in the Early Years, identifying disadvantaged learners early and ensuring interventions are in place to secure a Good level of development
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	£2674	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	£250	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
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	DH	£1753	Attendance review	Pupils have to be in school and able to pay attention before they can access learning. Rigorous systems are in place to monitor and identify children who have attendance of less than 90%. Contact is made with parents though letters and home visits.

	face in getting their children to school.				
Improving attendance Engaging parents and families	Designation of 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. This role will continue to establish additional provision around parenting and family support.
Reducing exclusions and improving behaviours	We have set up really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. (including use of 'managed playtimes/part time timetables/tailored provision)	DH/SENCo	£4765	Behaviour review	Children are able to pay attention, do not distract the learning of others and ensure that teachers are able to teach.
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	SENCo	£2928	Personal development wheel	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 (www.elsanetwork.org)

	of appropriate programmes with identified groups				
Developing personal skills and qualities and improving behaviours	We employ a specialist PE lead, working specifically with children to develop PSHE and learning skills through tailored mentoring programmes and the 'Sensory Circuits' programme	SENCo	£2642	Personal development wheel Boxall profile Strengths and Difficulties	Staff notice significant improvement in the children's resilience, attitudes and the development of skills. The children's relationships with each other have become increasingly positive. Motor difficulties occur when an individual lacks the ability to move in the way he or she originally intended. This can have a significant effect on classroom performance and motivation in school (www.educlime.com). The Sensory Circuits programme is designed to support this. Their progress will be tracked against Personal Development Wheels .
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	£800	Behaviour review	Improvements in the children's resilience, attitudes and skills development and their relationships with each other
Extending opportunities	Additional Opportunities to enrich the opportunities – Theatre groups visiting schools, community assemblies, author visit, trips both local and topic linked, residential trips	DHT	£287	Analysis of attendance at ASC Curriculum review Pupil voice	Research from NatCen Social Research, Newcastle University and ASK Research finds after-school clubs and sports can improve the academic performance and social skills of disadvantaged primary school pupils. Poorer primary children who had taken part in after-school clubs were found to get better results at age 11 than peers from similar homes who had not. The report says: "Compared with disadvantaged children who did not attend after-school club at the age of 11, those who attended after-school club one or two

					<p>days per week had made significantly more progress than predicted. "Those who attended after-school club one day per week had, on average, a 1.7 point higher actual Key Stage 2 score than predicted based on their prior attainment and circumstances, while those who attended after-school club two days per week had on average a three point higher actual total point score than predicted."The research also found poor children who attended after-school clubs developed better social, emotional and behavioural skills than those, also from similar social circumstances, who did not.</p> <p>The results indicate that after-school clubs also bridged the gap between rich and poor, as children from disadvantaged homes participated to the same extent as those from affluent ones.</p>
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