

Report on Projected Spending of the Pupil Premium Grant

Academic Year 2017-18

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.

PUPIL PREMIUM 2017-18	
Number of pupils eligible	190 (TBC)
Amount received per pupil	£935 (Ever6) + £300 (Services) + £1900 (LAC/adopted)
TOTAL PP available (includes additional funding for service children & children adopted from care)	£170,000 (TBC)

• Date of most recent external review	November 2017
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1. Current Achievement of PP students 2018

Performance Measure	School Group	2015	2016	2017	2018	Others Nationally	2015	2016	2017
5 A*- CEM	PP all	82%	65%						
5A*-C	PP all	89%	74%						
Progress 8	PP High Ability		0.04	-1.01	-1.01	High Ability		0.07	
	PP Middle Ability		0.37	-0.74	-0.35	Middle Ability		0.14	
	PP Low Ability		0.04	0.47	-1.25	Low Ability		0.19	
	PP All		0.17	-0.66	-0.84	Other All		0.43	
Progress 8 in English (English Element)	PP High Ability		-0.13	-0.7	-1.15	High Ability		0.05	
	PP Middle Ability		0.29	-0.77	-0.82	Middle Ability		0.11	
	PP Low Ability		-0.28	0.36	-1.59	Low Ability		0.16	
	PP All		0.01	-0.56	-1.12	Other All		0.46	
Progress 8 in Maths (Maths Element)	PP High Ability		0.32	-1.05	-1.55	High Ability		0.06	
	PP Middle Ability		0.41	-0.71	-1.3	Middle Ability		0.12	
	PP Low Ability		1.14	0.07	-0.82	Low Ability		0.19	
	PP All		0.51	-0.73	-1.33	Other All		0.50	
Attainment 8	PP High Ability		62.15	50.29	51.54	High Ability		65.12	
	PP Middle Ability		51.42	33.89	39.5	Middle Ability		50.77	
	PP Low Ability		28.08	27.64	12.4	Low Ability		31.32	
	PP All		51.44	39.98	40.48	Other All		52.72	
Threshold (English and Maths) 5+	PP High Ability		92%	53%	54%	High Ability		97	
	PP Middle Ability		58%	2%	0%	Middle Ability		68	
	PP Low Ability		17%	0%	0%	Low Ability		14	
	PP All		65%	25%	25%	Other All		70	
% Achieved Ebacc (of entries)	PP High Ability		100%	50%	88%	High Ability		58	
	PP Middle Ability		67%	0%	0%	Middle Ability		17	
	PP Low Ability		0%	0%	0%	Low Ability		1	
	PP All		88%	33%	58%	Other All		29	

2. Students Eligible for PP 2017-18

Year Group KS3	Cohort size	Number of PP students	High Ability	Middle Ability	Lower Ability	PP/SEND	No KS2 data	PP as % of Year Group
7	245	47	22 (47%)	18 (38%)	6 (13%)	8	1 (2%)	19.1%
8	235	43	17 (40%)	16 (37%)	10 (23%)	9	0	18.3%
9	236	28	13 (46%)	13 (46%)	2 (7%)	8	0	11.8%
Total	716	118	52	47	18	25	1	16.5%

Year Group KS4	Cohort Size	Number of PP students	High Ability	Middle Ability	Lower Ability	PP/SEND	No KS2 data	PP as % of Year Group
10	235	28	17 (61%)	5 (18%)	5 (18 %)	5	1 (4%)	11.9%
11	240	44	19 (43%)	17 (39%)	7 (16%)	11	1 (2%)	18.3%
Total	475	72	36	22	12	16	2 (%)	15.2%

NB- percentages have been rounded

3. Barriers to learning that current PP students face at The Castle School

Identified Barrier	Objective	2017 leavers actuals	Assessment2 July2017 Data, 2018 leavers	Success criteria
<p>Some Disadvantaged students don't attend as well as others. PA trend: 2015 (16.3%), 2016 (20.28%), 2017 (28.4%)</p>	To secure good attendance of all PP students to close rapidly towards 'others' nationally	PA Disadvantaged 28.4 54/190 pupils	Disadvantaged Persistent absence Others 11.9 % 144/1202 pupils Persistent absence Disadvantaged 28.4 % 54/190 pupils PA has increased for Disadvantaged since 2015	Reduction in PA over the 5 years for individual students rather than the increase for individuals. Reduction in PA overall especially for disadvantaged. Milestones PA 26% this year, PA 21%% next, PA 18% 2021, PA 15% 2022 PA 12% 2023
<p>Disadvantaged students are not achieving well P8 -0.66 (44 students) English -0.56 Maths -0.73 EBac -0.82 Other -0.54</p>	To improve outcomes for Disadvantaged students so the gaps begin to close rapidly towards 'others' nationally	P8 -0.66 (44 students) English -0.56 Maths -0.73 EBac -0.82 Other -0.54	P8 -0.85 (28 students) English -1.33 Maths -0.97 EBAC -0.27 Open -1.01	Disadvantaged students outcomes improve rapidly towards 'others' nationally Milestones English P8 0.0 Maths P8 -0.2 EBAC P8 +0.2 Open P8 0.0
<p>Disadvantaged HAPS are not achieving well. P8 -1.01 (19 students) English -0.7 Maths -1.05 EBac -1.31 Other -0.91</p>	To improve outcomes for Disadvantaged students so the gaps begin to close rapidly towards 'others' nationally	P8 -1.01 (19 students) English -0.7 Maths -1.05 EBac -1.31 Other -0.91	P8 -1.2 (13 students) English -2.02 Maths -1.11 EBC -0.72 Other -1.2	Disadvantaged students outcomes improve rapidly towards 'others' nationally Milestones English P8 0.0 Maths P8 -0.2 EBAC P8 +0.2 Open P8 0.0 Milestones PA 26% this year,

				PA 21%% next, PA 18% 2021, PA 15% 2022 PA 12% 2023
Disadvantaged boys are not achieving well P8 -0.5 (26 students) English -0.42 Maths -0.49 EBac -0.66 Other -0.4	To improve outcomes for Disadvantaged students so the gaps begin to close rapidly towards 'others' nationally	P8 -0.5 (26 students) English -0.42 Maths -0.49 EBac -0.66 Other -0.4	P8 -1.23 (14 students) English -1.8 Maths -1.33 EBac -0.43 Other -1.58	Disadvantaged students outcomes improve rapidly towards 'others' nationally Milestones English P8 0.0 Maths P8 -0.2 EBAC P8 +0.2 Open P8 0.0

4. Expenditure of Pupil Premium Funding 2017-18

Chosen Approach	Reasons for this Approach	Cost of PP contribution	Lead Staff	Review Dates (Governors Monitoring)	How the impact will be measured
Leadership					
Deputy Head (BW) focussed work on PP	SLT PP champion is dedicated to planning provision, monitoring provision and assessing impact on academic and pastoral achievement	£15328	B Warrender	Jan 2017 April 2017 September 2017	GCSE school measures for PP vs 'others' nationally (P8, English, Maths) Milestones Assessment 1 P8 -0.8 EM %+ 7/28 25% Assessment 2 P8 -0.4 5+ 10/28 36% September P8 -0.0 EM 5+ 15/28 54%
Heads of House time working with PP students	On average, one day per week spent working with PP students and their families	£71077	J Lamb and HOH (6)	Jan 2017 April 2017 September 2017	GCSE school measures for PP vs 'others' nationally (P8, English, Maths), behaviour points and attendance by House Milestones Assessment 1 P8 -0.8 EM %+ 7/28 25% Assessment 2 P8 -0.4 5+ 10/28 36% September P8 -0.0 EM 5+ 15/28 54%
Pastoral support	15% of their time on PP children	£8664	M Randall	Jan 2017 April 2017 September 2017	GCSE school measures for PP vs 'others' nationally (P8, English, Maths), behaviour points and attendance by House Milestones Assessment 1 P8 -0.8 EM %+ 7/28 25% Assessment 2 P8 -0.4 5+ 10/28 36% September P8 -0.0 EM 5+ 15/28 54%

Chosen Approach	Reasons for this Approach	Cost of PP contribution	Lead Staff	Review Dates (Governors Monitoring)	How the impact will be measured
Improve Literacy and Numeracy in Year 7 and KS3					
Breakfast club/morning intervention	Students focus on areas of need that specific to them, for example, reading, spelling, handwriting, resilience	£36	C Owen	Dec 2016 March 2017 July 2017	Impact will be measured against a baseline test appropriate to the intervention.
Year 8 Accelerated Reader	Bespoke and targeted Literacy resource focusing on reading and comprehension – to support students achieve well in English and across the curriculum	£237	N Whysall	Jan 2017 April 2017 September 2017	% of PP students at reading age vs Non PP % of PP students achieving target grades in English compared to Non PP
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. 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). 	£2554	C Owen	Jan 2017 April 2017 September 2017	<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>

Chosen Approach	Reasons for this Approach	Cost of PP contribution	Lead Staff	Review Dates (Governors Monitoring)	How the impact will be measured
Improve English and Maths in KS4					
Maths intervention - year 11s	PP students underachieving in year 11 receive additional teaching in tutorial	£146	B Gee	April 2017 September 2017	Maths GCSE results PP outcomes against 'others' nationally P8 -0.4 Assessment 2 P8 0.0 September 2018
Year 11 Study group	1.5 hours after school of revision PP students who require support in school with revision.	£12001	J Thomson	Jan 2017 March 2017 August 2017	PP GCSE measures: P8, Progress in English and Maths compared to 'others' nationally Milestones Assessment 1 P8 -0.8 Assessment 2 P8 -0.4 September P8 -0.0
Pastoral Support: Attendance/ Attitude to Learning / Behaviour and Emotional Literacy/ Careers/Aspiration/Extra Curricular					
1:1 emotional literacy support	ELSA	£104	Clair Owen	Dec 2016 March 2017 July 2017	Impact will be measured against a baseline test with 6 key areas around kind behaviour, social behaviour, concentration, behavioural difficulties, emotional distress and overall stress
Individualised Emotional Literacy Intervention	Students are supported using the Individualised Emotional Literacy Intervention (ILI)	£81	Clair Owen	Dec 2016 March 2017 July 2017	Impact will be measured against a baseline test appropriate to the intervention
RTL year 11 students	Targeted mentoring/intervention of Disadvantaged students and their parents to improve attendance, behaviour for learning and achievement 14 students, 5 Disadvantaged (35.71%) Currently 14 students 6 Disadvantaged 43%	£9704	S Marney S Thomas	Dec 2016 March 2017 July 2017	PP absence, persistent absence and FTE compared to non PP and PP nationally Individual case studies monitoring individual students

Chosen Approach	Reasons for this Approach	Cost of PP contribution	Lead Staff	Review Dates (Governors Monitoring)	How the impact will be measured
RTL year 10 students	Targeted mentoring/intervention of Disadvantaged students and their parents to improve attendance, behaviour for learning and achievement 9 students 5 Disadvantaged, 4 others (55%) 9 students currently 6 Disadvantaged 66%	£9704	S Marney S Thomas	Dec 2016 March 2017 July 2017	PP absence, persistent absence and FTE compared to non PP and PP nationally
RTL year 9 students	Targeted mentoring/intervention of Disadvantaged students and their parents to improve attendance, behaviour for learning and achievement 6 students, 4 Disadvantaged, 2 others (66%)	£7764	S Marney S Thomas	Dec 2016 March 2017 July 2017	PP absence, persistent absence and FTE compared to non PP and PP nationally
RTL year 8 students	Targeted mentoring/intervention of Disadvantaged students and their parents to improve attendance, behaviour for learning and achievement 8 students 4 Disadvantaged, 4 others (50%) Currently 1 student 100%	£104	S Marney S Thomas	Dec 2016 March 2017 July 2017	PP absence, persistent absence and FTE compared to non PP and PP nationally
RTL year 7 students	Targeted mentoring/intervention of Disadvantaged students and their parents to improve attendance, behaviour for learning and achievement 1 student only who was Disadvantaged (100%)	£81	S Marney S Thomas	Dec 2016 March 2017 July 2017	PP absence, persistent absence and FTE compared to non PP and PP nationally
Counselling service	Providing support for PP students in difficult circumstances	£9704	Jo Arnold	January 2017 April 2017 July 2017	Individual anonymous case studies. Impact on improved attendance and behaviour points
Careers adviser	All Disadvantaged students have a Careers appointment	£1387	J Whatley	January 2018	0% of NEETS that are PP 2018

Chosen Approach	Reasons for this Approach	Cost of PP contribution	Lead Staff	Review Dates (Governors Monitoring)	How the impact will be measured
REACH	11/17 students accessed alternative provision via REACH were Disadvantaged students	£22254	J Lamb/M Randall	January 2017 April 2017 July 2017	Improvement in attendance and behaviour
Books and revision guides	To provide textbooks, revision guides and resources for students	£450	B Warrender	January 2017 April 2017 July 2017	Ensure all FSM students are supported with books and revision guides for GCSE courses.
Resources	To resources for students to access lessons such as ingredients for food lessons	£950	B Warrender	January 2017 April 2017 July 2017	
Extracurricular support funding	To provide financial support to enable students to benefit from educational activities and experiences. Motivational support to attend events such as the prom.	£5500	B Warrender	December 2016 April 2017 July 2017	PP Attendance, FTE compared to non PP and PP nationally
Musical tuition	To provide financial support to enable students to benefit from musical tuition	£3,000	B Warrender	January 2017 April 2017 July 2017	PP Attendance, FTE compared to non PP and PP nationally
Uniform	To provide support for families with school uniform needs to ensure they 'Belong' and have a sense of pride in the school	£300	B Warrender	December 2016 April 2017 July 2017	PP Attendance, FTE compared to non PP and PP nationally