

The Castle School Pupil Report 2015/16

'Highly effective teaching disproportionately benefits disadvantaged children. Conversely, poor teaching disproportionately affects the disadvantaged, who generally don't receive the help at home more fortunate children have to make up what they lose by having bad teachers'.

Dr Ford, Pupil Premium Champion.

The Department for Education introduced the Pupil Premium in April 2011. The Pupil Premium is additional funding provided to enhance the education of students entitled to free school meals, those who have ever been entitled to free school meals over the last 6 years ("Ever6"), adopted or children looked after or children of parents in the armed forces/services. The grant for the period April 2015 – March 2016 is based on 146 "Ever6" children at January 2015 multiplied by a flat rate of £935, 32 services children x £300 and 9 children adopted from care x £1,900. The grant for the period April 2016 – March 2017 is based on the school's January 2016 census which includes 152 "Ever6" children x £935, 32 services children x £300 and 9 children adopted from care x £1,900.

Therefore the pupil premium grant funding for the September 2015 – August 2016 period (academic and accounting year) equates to £138,848 of which £9,600 is for Services children. Our spending of Pupil Premium has aimed to redress some of the disparity of opportunity which is evident within our student population.

For more information about the Pupil Premium please follow this link:

<http://www.education.gov.uk/schools/pupilsupport/premium/b00231348/pupil-premium-information-for-schools-and-ap-settings>

Some examples of how it is being used are:

- Emotional support through a full time welfare officer, a school counsellor, 'Chinwag' is an additional service offered to students and learning mentors used to work with students to motivate, inspire and support them.
- To fund our literacy programme
- To fund extra-curricular opportunities at lunch and after school
- Grants towards uniform
- One school trip.

Pupil Premium – Disadvantaged against National Other students

	2012 Leavers Actuals	2013 Leavers Actuals	2014 Leavers Actuals *	2015 Leavers Actuals *	2015 Leavers Prediction Spring 2	2016 Actuals
Progress 8/Attainment 8 Disadvantaged Students						+0.18/5.14
% English and Maths threshold disadvantaged						65%
% Students Achieving the Ebacc disadvantaged						23%
Progress 8/Attainment 8 Disadvantaged Students as their only vulnerability						+0.25/5.79
% English and Maths threshold disadvantaged as their only vulnerability						81%
% Students Achieving the Ebacc disadvantaged as their only vulnerability						26%
5ACEM for disadvantaged students	52%	63%	45%	85%	81%	65%
5ACEM for disadvantaged as their only vulnerability	60%	88%	57%	96%	91%	81%
5ACEM other students	76%	80%	75%	82%	85%	82%
3 Level progress English Disadvantaged as their only vulnerability						89%
% Gap between TCS Disadvantaged as their only vulnerability and National other students						
3 Levels Progress English disadvantaged students	54%	74%	71%	96%	96%	82%
3 Levels Progress English National other students	72%	74%	75%**	75%**	75%**	81%
% Gap between TCS Disadvantaged and National other students	-18%	0%	-4%	+11%	+11%	+1%
3 Level progress Maths Disadvantaged as their only vulnerability						81%
% Gap between TCS Disadvantaged as their only vulnerability and National other students						
3 Levels Progress Maths disadvantaged students	59%	75%	67%	88%	84%	79%
3 Levels Progress Maths National other students	73%	76%	71%**	71%**	71%**	87%
% Gap between Disadvantaged and National other students	-14%	-1%	-4%	+16%	+13%	-8%
4 Level progress English Disadvantaged as their only vulnerability						44%
% Gap between TCS Disadvantaged as their only vulnerability and National other students						
4 Levels progress English disadvantaged students	35%	44%	33%	43%	48%	27%
4 Levels Progress English National other students		34%	35%**	35%**	35%**	37%
% Gap between Disadvantaged and National other students		+5%	-2%	+8%	+13%	-10%
4 Level progress Maths Disadvantaged as their only vulnerability						48%
% Gap between TCS Disadvantaged as their only vulnerability and National other students						
4 Levels Progress Maths disadvantaged students	15%	25%	38%	60%	64%	42%

4 Levels Progress Maths National other students		37%	33%**	33%**	33%**	52%
% Gap between Disadvantaged and National other students		-12%	+5%	+31%	+31%	-10%

* Calculated on 'best entry'

** 2015 National other students

Breakdown of Funding and impact 2015/16

Below is a summary table outlining how we spent the Pupil Premium in the financial year 2013/14 and the impact for our students:

Item	No. of Pupil Premium students supported	Description	Impact on PP Students only
Corrective Reader	13/36 TA/Terms 1&2, for 10 weeks each.	<p>Corrective reading is used to find and close gaps in a student's reading skills. Corrective reading is characterized by a series of systematic and intensive intervention lessons which provide direct instruction in weak skill areas. The goal of corrective reading is to diagnose and correct a reading deficiency so that readers will become proficient in decoding unknown words, reading texts fluently and successfully comprehending what they read.</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>Reading:</p> <p>Out of the 13 students who were classed as disadvantaged the CR programme had 'Remarkable Impact' on four students.</p> <p>Average ratio gain reading for disadvantaged students: 1.2 (Standard Progress)</p> <p>Average ration gain in reading for Non Disadvantaged students: 4.5 (Remarkable impact)</p> <p>Disadvantaged Reading age - Average 3 months improvement</p> <p>Non-disadvantaged reading age– Average 11 months improvement.</p> <p>One disadvantaged student making an 37 months improvement on his reading age – Before intervention 7.02 reading age, post intervention 10.11.</p> <p>Spelling:</p> <p>Average ratio gain spelling for disadvantaged students: 1.5</p> <p>Average ration gain in spelling for Non Disadvantaged students: 1.3</p> <p>Disadvantaged Spelling age - Average 3 months improvement</p> <p>Non disadvantaged spelling age– Average 3 months improvement.</p>

Comprehension Intervention in literacy lesson	8/23 1 hour a all year with specialist Teacher Mrs Hughes	If students in year 7 fail to make significant progress in the Corrective Reader they are then given additional support in Literacy lessons. 1 session for 10 weeks.	Year 7 3 Disadvantaged Students – Average of 23 months improvement in their reading age. 5 other students see separate reports
1:1 Emotional Literacy Support (ELSA)	4/4 2 students 1 hour per week with a TA all year. 2 Students 1 hour per week terms 1&2	Students are supported using the Individualised Emotional Literacy Intervention (ILI)	See separate reports.
Breakfast Club/Morning intervention	Aut Term: 8/23 Spring Term: 6/22 Students attend morning intervention 3 times a week in Learning support from 8-8:40am.	Students focus on areas of need that specific to them, for example, reading, spelling, handwriting etc. Autumn Term 3/9 Spelling 0/2 Comprehension: 1//2 Handwriting: 1/5 Maths intervention 3/8 Social Skills resilience (3xweek 20 mins for 3 months) Spring Term 1/6 Spelling 0/1 1:1 Intervention 0/2 Handwriting intervention 3/5 ICT Intervention 2/8 Social Skills	Attendance is high for all students invited and remain very popular. See Separate termly reports
Year 11 Study Group	11/66 November to end of May Four nights' a week 1 and half hours.	Groups of students selected to be in the study group. Worked after school from November through to the start of the exams in May. Students would be required to attend generic revision sessions or others put on by specific subjects.	Progress 8 Average: Disadvantaged (11 Students): +0.42 Others (45 students):+0.43

Year 11 Maths intervention	1 hour a week Nov to June 33 Disadvantaged	V1 Students V3 Students – 1/6 33 Disadvantaged Students	Maths A*-C: Disadvantaged (FSM/Ever6/CLA/Ad) 31: 74% Disadvantaged only vulnerability 27: 85% 'Other' students 205: 86%
School Counsellor	5 students per day for two days. 1 hour each session. All year.	Counselling for some of our most vulnerable students by a qualified counsellor. The counsellor is employed for a morning a week and plays a crucial role supporting students who might be going through some difficult times in their lives.	Anonymous case studies of individuals impact available
Emotional Health & Wellbeing counsellor	½ hours a week as when needed.	One to one sessions with students relating to their Emotional Health and Wellbeing. The Castle School works with individual students offering emotional support on matters such as resilience building, self-harm management, bereavement /memory box , solution focused problem solving, events at home, boys' resilience building group looking at hopes/fears, personal qualities, body language, communication, assertive/aggressive/passive.	
REACH	28		See separate reports
Return to Learn Year 11 Students	3/13	Return to Learn Centre – our support base for vulnerable students providing a safe haven to learn. Provision of breakfast, clean uniform etc where needed. One to one support from our Engagement Leaders both in the RTL Centre and in classes. Progress of all students is monitored continually and any students that are underachieving are targeted for additional support to help them	Progress English and Maths threshold 69% Progress 8 Most students have adapted and/or Part time timetables – 0.24

		<p>maximise their potential. This includes the following:</p> <ul style="list-style-type: none"> • Individualised and adapted timetables • Extra tuition, early morning intervention and booster groups 	
Return to Learn Year 10 Students	1/11	Return to Learn	See separate case studies for each student.
Return to Learn Year 9 Students	5/6		See separate case studies for each student.
Return to learn Year 8 students	4/7		See separate case studies for each student.
Return to learn Year 7 Students	3/3		See separate case studies for each student.
Non-residential Trips/activities/Residential trips (including D of E)		<p>The grant is used to fund the following for students whose families could not otherwise afford it:</p> <p>Revision books and text books;</p> <ul style="list-style-type: none"> • Curriculum materials (e.g. art folders and materials, ingredients and equipment for food technology, resources for photography, textiles, design technology courses). • Curriculum day trips and visits; 	
Revision books			
Equipment & Resources			
Music lessons			
Uniform			
SLT i/c PP			<p>5ACEM Disadvantaged (FSM/Ever6/CLA/Ad) 70% Disadvantaged as their only vulnerability 81% Other Students 83%</p>

