

Pupil premium strategy statement

School overview

Metric	Data
School name	Castleford Park Junior Academy
Pupils in school	410
Proportion of disadvantaged pupils	22% (91 pupils)
Pupil premium allocation this academic year	£127,085
Academic year or years covered by statement	2020-21
Publish date	7 th Sept 2020
Review date	7 th Sept 2021
Statement authorised by	Kathryn Law
Pupil premium lead	Jody Roberts
Governor lead	Lucy Simpson

Disadvantaged pupil progress scores for academic year 2018/2019

Measure	PP Progress Scores	National PP Progress Scores
Reading	0.50	-0.62
Writing	1.49	-0.50
Maths	-0.30	-0.71

Disadvantaged pupil performance overview for last academic year

Measure	Score	National
Meeting expected standard at KS2 combined	80%	71%
Reading	90%	78%
Writing	90%	83%
Maths	80%	84%
Strategy aims for disadvantaged pupils		
Measure	Activity	
Priority 1	That disadvantaged pupils make accelerated progress to achieve or exceed their individual targets – Writing including at the higher standard.	

Priority 2	That disadvantaged pupils make accelerated progress to achieve or exceed their individual targets –in maths including at the higher standard.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions; that all pupils access targeted support and high quality, whole class teaching

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores/above in KS2 Reading (0)	June 21
Progress in Writing	Achieve national average progress scores/above in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve national average progress scores/above in KS2 Writing (0)	Sept 21
Other	Improve attendance of disadvantaged pupils to National average for all pupils (98.5%)	Sept 21

Targeted academic support for current academic year

Measure	Activity
Priority 1	Refine the clarity of the writing sequence -particularly focusing on editing and improving, to create confident writers who are resilient and ambitious in their craft – writing team to further develop and embed the JC training across school.
Priority 2	Continue to use well established maths expertise in school to continue to improve teacher confidence and knowledge of teaching specific strands of maths. Through targeted internal CPD and coaching with a particular focus and children’s comprehension of questions – so they have a better understanding what they are being asked to do within problem solving and reasoning questions in maths.
Priority 3	Increased awareness and support with social, emotional and mental health difficulties - in particular the PP children who are in multiple risk groups (CIC, SEND, PA) building resilience, self-esteem, how to recognise and communicate internal emotions and understanding of how to regulate their own emotional wellbeing.
Barriers to learning these priorities address	Encouraging wider reading around developing good writing and teaching maths and providing catch-up in mathematics for targeted children – typically an area of weakness (in line with new government funding for catch up learning) spelling, making inferences and comparisons in reading and within maths comprehending questions in relation to fractions, decimals and percentages and ratio and

	<p>proportion – all of which require the most amount of reading around the question</p> <p>Staff knowledge and skills around this area continue to develop with support from outside agencies, SEND team and the inclusion team</p> <p>Gap in fluency skills compared to peers impacts on all areas:</p> <ul style="list-style-type: none"> - Ability to use reading strategically to break down problems and look beneath the surface - Ability to quickly apply essential fluency to more complex problems in maths - Lack of time to absorb and interpret ambitious vocabulary exposed to due to more limited contextual understanding of the world
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Wider strategies for current academic year

Measure	Activity
Priority 1	Use of key times of the school day to target children for addressing gaps and providing additional time for practise– staggered start times, breakfast club
Priority 2	Use of staff meeting time to develop staff knowledge and confidence including HLTAs and TAs – coaching from the maths team: learning hubs and team-teaching opportunities
Priority 3	Continue to review and refine learning sequence of all core subjects as a staff team to increase ambition, challenge and time for regular practise and modelling of redraft
Priority 4	Continue to embed the array of strategies already in place – circle times, daily check-ins, mental health interventions including ‘Speak Out’, restorative practice – introduce ‘Emotional Coaching’ with support from the EPS service – Inclusion manager to continue to support vulnerable families around pupil well-being and attendance in particular
Priority 5	<p>Continue to develop the quality of the wider curriculum in order to provide even greater enriching experiences that influence reading and interpretation skills.</p> <ul style="list-style-type: none"> - Including the more ambitious use of technical and specific vocabulary - Continuing to build pupils’ meta-learning skills so that they understand how their learning relates to them and their context and how they learn best
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Improving attendance and readiness to learn for the most disadvantaged pupils – ensuring the

	right children access the right interventions at the right time
Total Projected Spending	£127,085

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> - Ensure time is given to allow for staff professional development – writing team to be developed with clear vision for rapid improvement in writing - Time for high quality CPD that involves implementation, review of impact and refinement as a result of findings - Sharing good practise widely during current climate - Ensuring ambition, challenge and quality of support for all pupils is effective 	<ul style="list-style-type: none"> - Use of INSET days and additional cover being provided by senior leaders - Time for staff to observe and evaluate each other, reflecting honestly on what they have seen and setting next steps to improve further. - Continue to maintain open, sharing culture that allows staff to be brave and ambitious in their strategy, in order to bring about even better outcomes - Opportunities for coaching both at class teacher and middle leader level so that all share a common focus on what high quality teaching and learning is in each subject area and how to ensure it has the most impact possible.
Targeted support	<ul style="list-style-type: none"> - Ensuring enough time for school maths-lead to support and develop the maths team – in turn time to be allocated for learning hubs and team-teach opportunities. - Ensuring analysis of misconceptions and gaps in learning is accurate and effective so that the right pupils receive the right support at the right time. 	<ul style="list-style-type: none"> - Maths lead given time out of class to develop maths across team and develop the maths team’s knowledge and confidence to lead the subject well under his guidance and expertise

	<ul style="list-style-type: none"> - The quality of interventions taking place must accelerate progress and embed learning in the most important areas that will influence progress and achievement. 	
Wider strategies	<ul style="list-style-type: none"> - Engaging the families facing most challenges and ensuring that relationships continue to be trusting and supportive. - Ensuring that the right families and pupils are identified at the moment of need. 	<ul style="list-style-type: none"> - Working closely with the MAT on cross-school outreach programmes to develop and share successful strategies to engage the most vulnerable families. - Ensuring all staff are aware of relevant signs and indicators and signposting available for support. - Ensuring all staff maintain positive and regular communication with all parents – remaining tenacious where this is difficult.

Review: last year's aims and outcomes

Due to COVID19 and lockdown since March 2020 the funding for PP pupils was used to support their achievement in unplanned ways alongside therefore the aims of last year's toolkit were only partially met due to circumstances beyond our control.

Please refer to the proposed expenditure document for 2020-2021 for a full list of the evidence-based practices that CPJA have in place to support all Pupil Premium pupils.