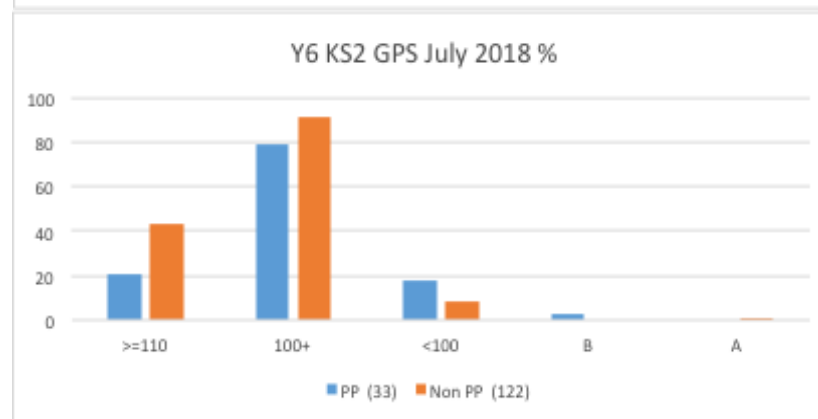
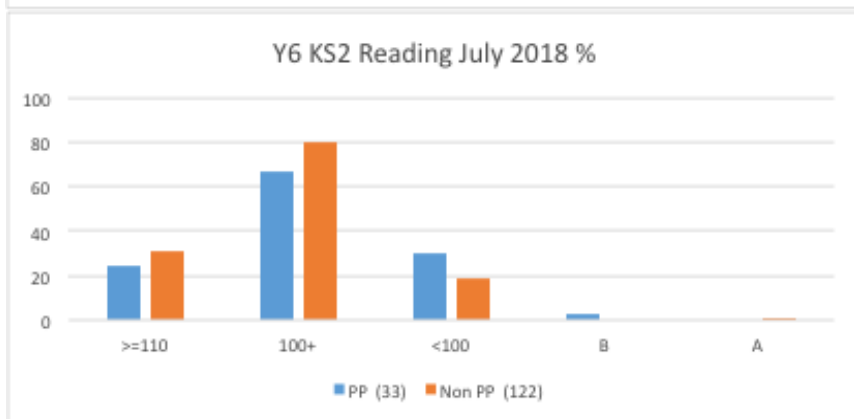
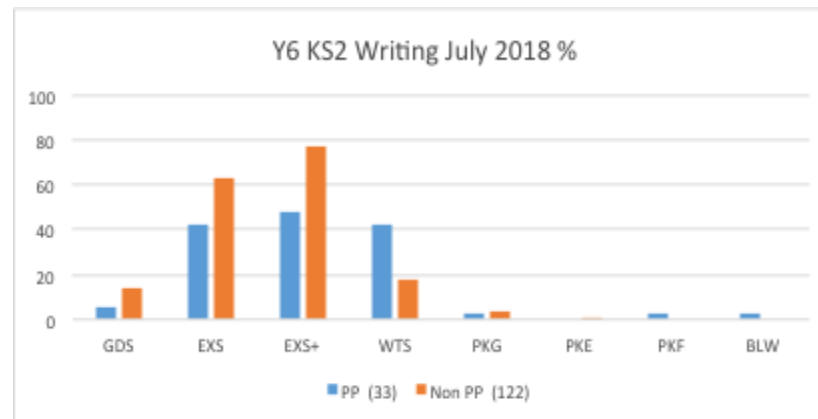
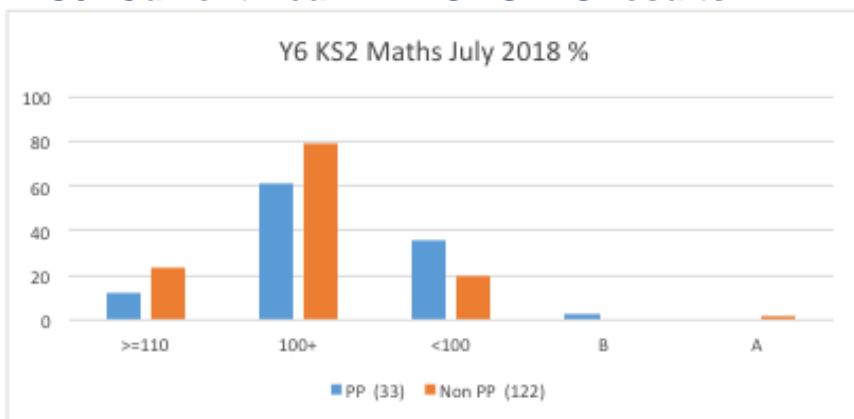


Pupil premium strategy statement for Castle Newnham School – Secondary

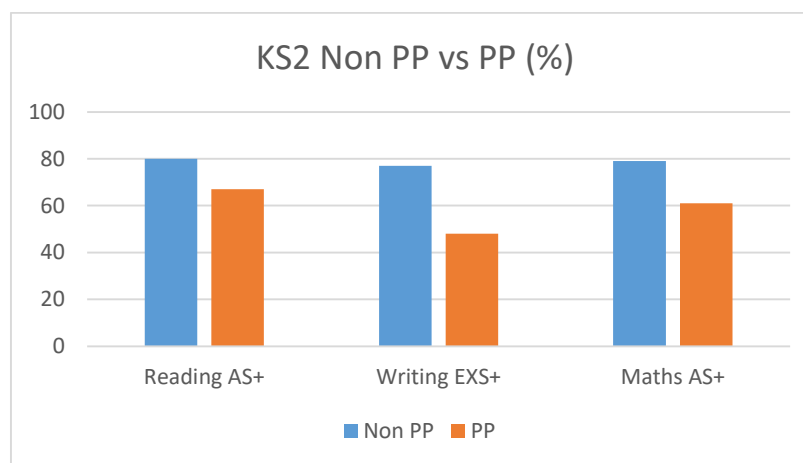
Summary information					
School	Castle Newnham School				
Academic Year	2018/19	Total PP budget	Secondary: £86,955	Date of most recent PP Review	4/9/18
Total number of pupils	Secondary: 469	Number of pupils eligible for PP	Secondary: 120	Date for next internal review of this strategy	4/4/19

Current attainment KS3: Current Year 7 – KS2 SATS results

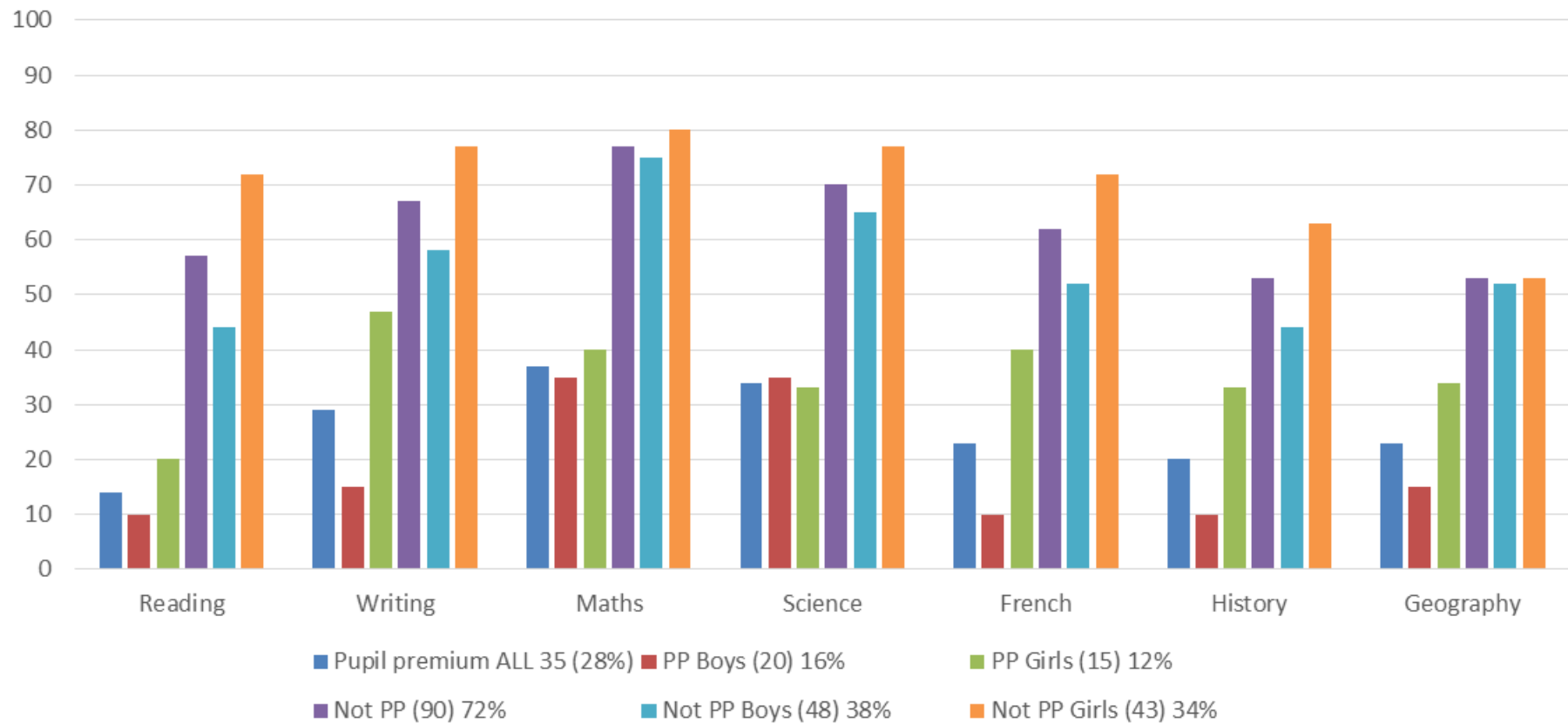


By % (nos.)	Reading					Writing							
	AS		NS	B	A	GDS	EXS	EXS+	WTS	PKG	PKE	PKF	BLW
	>=110	100+	<100										
All (155)	30 (46)	77 (120)	21 (33)	<1 (1)	<1 (1)	12 (19)	59 (91)	71 (110)	23 (36)	4 (6)	<1 (1)	<1 (1)	<1 (1)
PP (33)	24 (8)	67 (22)	30 (10)	3 (1)	0	6 (2)	42 (14)	48 (16)	42 (14)	3 (1)	0	3 (1)	3 (1)
Non PP (122)	31 (38)	80 (98)	19 (23)	0	<1 (1)	14 (17)	63 (77)	77 (94)	18 (22)	4 (5)	<1 (1)	0	0

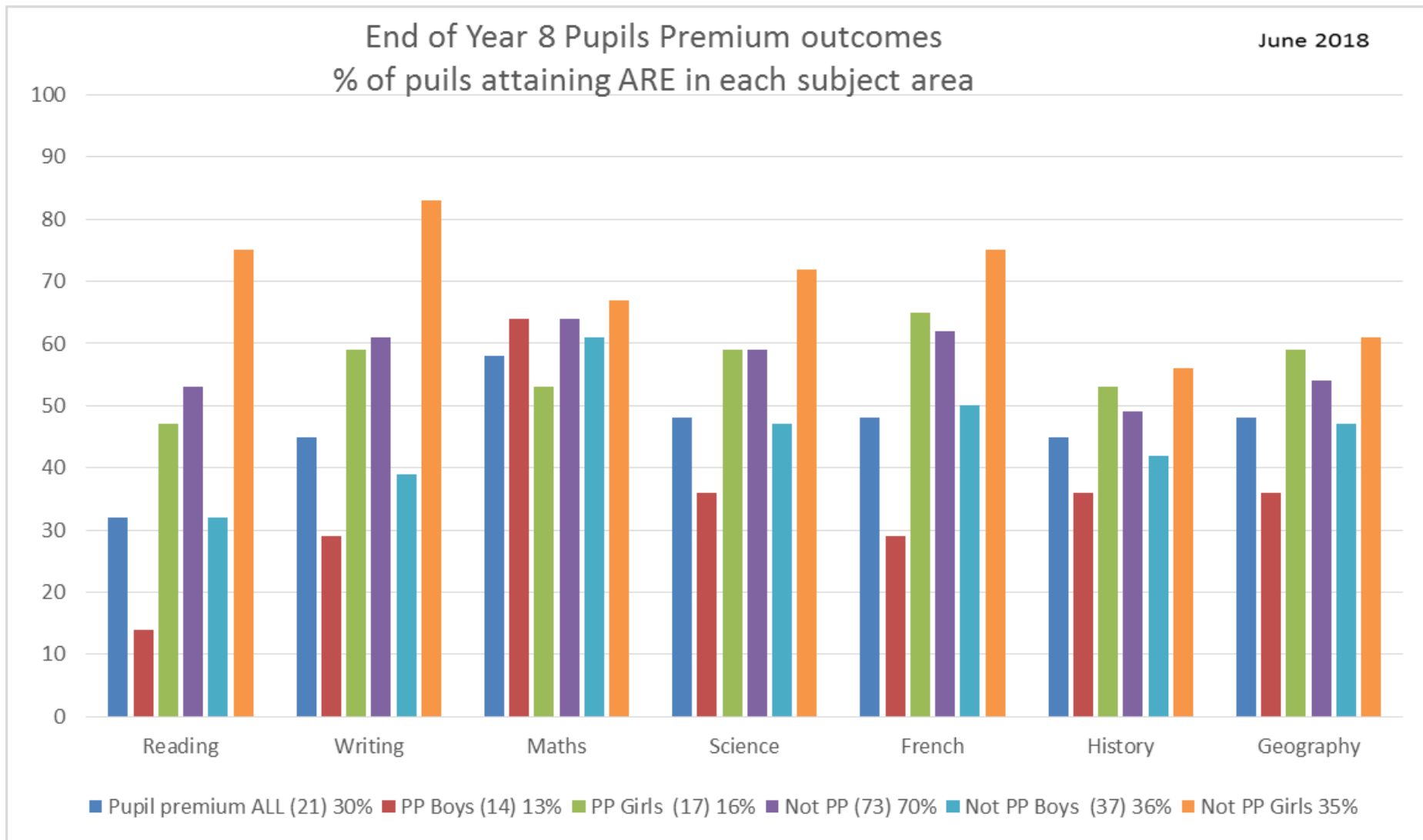
By % (nos.)	GPS					Maths				
	AS		NS	B	A	AS		NS	B	A
	>=110	100+	<100			>=110	100+	<100		
All (155)	38 (59)	88 (137)	10 (16)	<1 (1)	<1 (1)	21 (32)	75 (116)	23 (36)	<1 (1)	1 (2)
PP (33)	21 (7)	79 (26)	18 (6)	3 (1)	0	12 (4)	61 (20)	36 (12)	3 (1)	0
Non PP (122)	43 (52)	91 (111)	8 (10)	0	<1 (1)	23 (28)	79 (96)	20 (24)	0	2 (2)



End of Year 7 Pupil Premium outcomes
% of pupils attaining ARE in each subject area

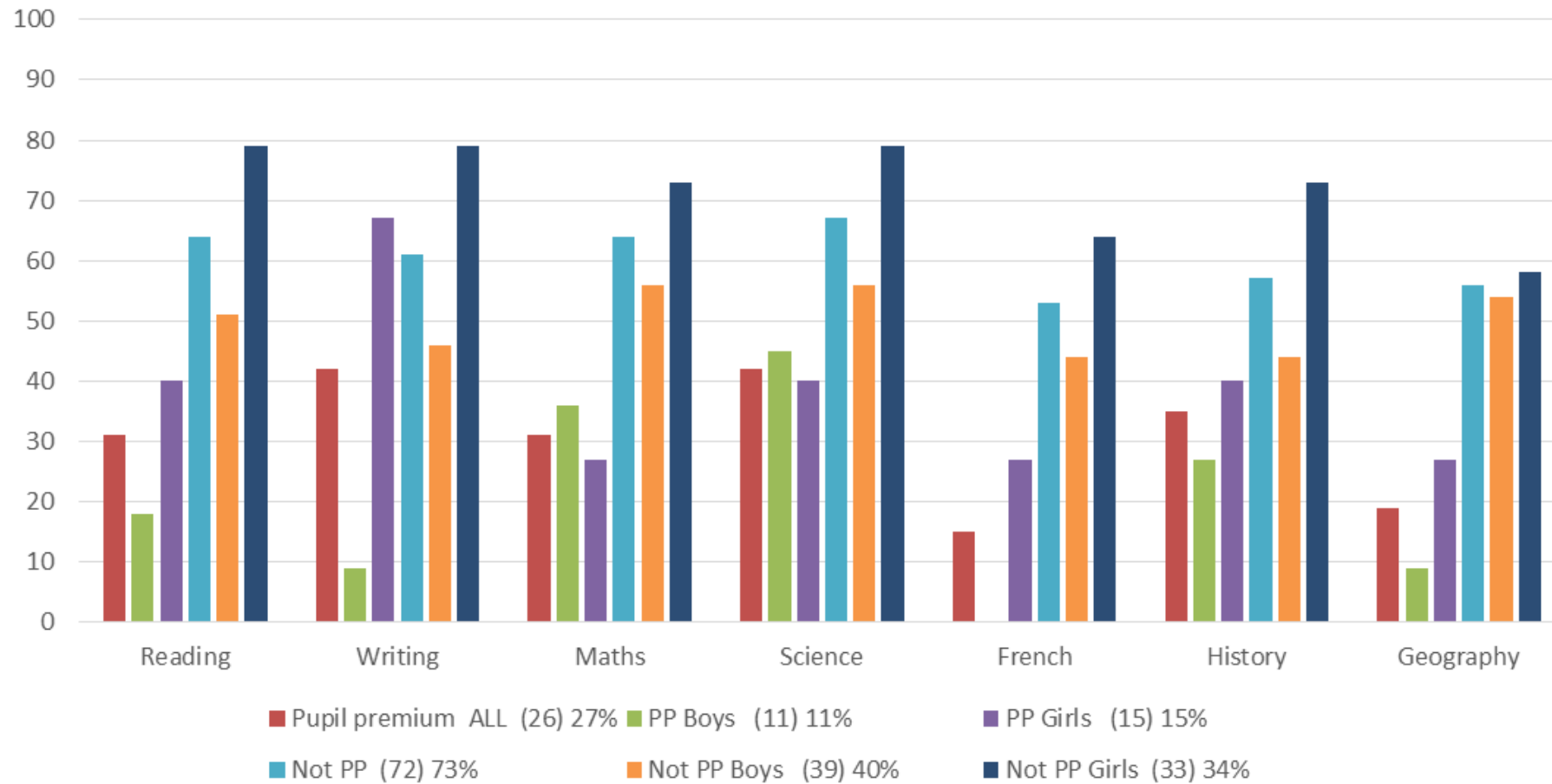


Current Year 9



End of Year 9 Pupil Premium outcomes % of pupils attaining ARE in each subject area

June 2018



Barriers to future attainment (for pupils eligible for PP)

In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A	Y7 PP attainment gap from KS2.
B	Secondary PP pupils', particularly boys, reading and writing skills are a barrier to their future attainment in other areas of the curriculum. Vocabularly knowledge of PP pupils is weaker.
C	Y8 and Y10 PP pupils' maths attainment.
D	Behaviour issues for identified PP pupils are a barrier to attainment.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E	Narrow cultural experiences and limited opportunities outside of school for some PP pupils.
F	Poor access to IT, study spaces and other learning materials.
G	Attendance and punctuality issues for identified PP pupils.
H	Self esteem, work ethic and participation issues for identified PP pupils.
I	Poor home support and/or a challenging home environment causes emotional and self esteem issues for identified PP pupils.

Desired outcomes (<i>desired outcomes and how they will be measured</i>)	Success criteria
<ul style="list-style-type: none"> Y7 PP raised attainment in core subjects. SEND/PP attain well. 	<p>Maths: 6 pupils who were AS at KS2 will received targeted support in order to reach Y7 ARE by the end of the year.</p> <p>English: Pupils who were at AS at KS2 (with no other barriers such as SEND) continue to make progress to ARE by the end of the year 7.</p>
<ul style="list-style-type: none"> Y8, Y9 and Y10 PP boys' attainment is raised in reading and writing. The identified PP pupils develop confidence and attainment is raised so that a greater % of pupils reach age-related and this improvement is allows for higher attainment in the other EBACC subjects. Y8, Y9 and Y10 PP/SEND pupils are supported well according to their needs and attain well. 	<p>At least 50% of PP (with no other barriers such as SEND) are secure in reading and writing this has an impact to close the gaps in other EBACC subjects.</p> <p>PP/SEND pupils attain well.</p>
<ul style="list-style-type: none"> Attainment is raised in Y8 and Year 10 PP maths. Both Year 8 and Year 10 have specialist teaching groups. Targeted support given to identified pupils. 	<p>5 Y8 pupils who are in main groups will received targeted support in order to meet ARE by the end of the year Y8.</p> <p>4 of the 22 pupils not in the smaller teaching groups should meet Y10 ARE and be on track to achieve a Grade 4 in Y11.</p> <p>40% of pupils in Y10 should achieve Grade 4 or better at the end of Y11.</p>
<ul style="list-style-type: none"> PP pupils with previous behaviour issues are supported within school and their behaviour shows improvement. 	<p>Identified pupils' behaviour improves: Y7 4 pupils</p>

		Y8: 8 pupils Y9: 6 pupils Y10: 7 pupils Behaviour to be monitored via the new system and compared to 2107/18 Sims behaviour data.
•	Increased and enhanced cultural experiences and learning opportunities for PP pupils in school remove some barriers to learning as identified above and contribute to improved attendance.	Monitoring information shows quantifiably increased and enhanced participation of PP pupils in a wide range of cultural activity.
•	PP pupils have access to IT and study spaces so that some of the barriers to learning in the home environment are addressed in school.	Monitoring information shows quantifiably increased and enhanced uptake of opportunity to use school-based facilities such as homework / study clubs, IT rooms, library and breakfast club.
•	The attendance of identified PP pupils improves compared to their peers.	Identified PP pupils with an attendance below 90% at the end of the last academic year: Y7: 5 pupils Y8: 5 pupils Y9: 7 pupils Y10: 6 pupils Attendance improves – the gap is closing between the school average attendance of 95%.
•	Self esteem, work ethic and participation issues for identified PP pupils improves and needs are supported in order to contribute to the improved outcomes as above.	Monitoring information shows quantifiably increased and enhanced participation of PP pupils in a wide range of cultural activity and improved attendance and punctuality.
•	Pupils with poor home support and/or a challenging home environment are well supported in school so that the impact upon emotional and self esteem issues for identified PP pupils is minimised.	Pupils, parent/carer and staff surveys indicate good support throughout the year.

1. Planned expenditure	
Academic year 2017-18	2017 -18 PP allocation (April 2018) Secondary North site: £86,955
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	
i. Quality of teaching for all	

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Y7 PP raised attainment in core subjects	Contribution to the cost of first quality teaching in English and Maths with specific short-term interventions delivered.	The EEF research regarding the effectiveness of short-term, small-group interventions supports this strategy.	Half-termly monitoring meetings with VP, Assistant Head and Heads of Departments.	Assistant Principal	On-going teacher assessments and feedback throughout the year.
Y8, Y9 and Y10 PP boys' attainment is raised in reading and writing. PP boys develop confidence and attainment is raised so that a greater % of pupils reach age-related and this improvement allows for higher attainment in the other EBACC subjects. Y8, Y9 and Y10 PP/SEND pupils are supported well according to their needs and attain well.	Contribution to the cost of expert teaching staff for small group teaching in English and maths as well as ASDAN programme in Year 10. Move is from TA support to more teacher support for identified pupils. Whole-staff CPD delivered by Amjad Ali (September 2018) to develop strategies to boost boys' attainment in reading and writing.	Mixed attainment teaching is supported by current research from Dr Becky Taylor, UCL Institute of Education (IOE). The EEF research on setting and streaming, quality first teaching and effectiveness of feedback also provides useful evidence for this strategy. Specific English interventions targeted at the needs of identified PP pupils, particularly boys. The EEF research regarding the effectiveness of short-term, small-group interventions supports this strategy.	PP/SEND interventions monitored by Assistant Principal/SENDco. Half-termly monitoring meetings with Assistant Principal, SENDco and Head of English. Interventions monitored by Assistant Principal / Head of English. Assessment data show progress of identified group and gaps closing.	SENDco & Assistant Principal	On-going teacher assessments and feedback throughout the year. Staff feedback on training. TIG groups to implement CPD strategies
Attainment is raised in Y8 and Year 10 PP maths.	Contribution to the cost of additional staffing in maths in order to deliver specialist quality first teaching and specific interventions in a flexible approach.	The EEF research regarding the effectiveness of short-term, small-group interventions supports this strategy.	PP/SEND interventions monitored by Assistant Principal/SENDco. Half-termly monitoring meetings with Assistant Principal and Head of Maths.	Assistant Principal and Head of Maths	On-going teacher assessments and feedback throughout the year.
Increased and enhanced cultural experiences and learning opportunities for PP pupils in school remove some barriers to learning as identified above and contribute to improved attendance.	Contribution to cost of staffing (Pupil and Family Welfare Lead, p-t intervention teacher) in order to increase the range of activities, cultural experiences and learning opportunities.	Extra Curriculum Inequalities – The Sutton Trust (2014) highlights that the most advantaged pupils have access to the most extra-curricular activities; our aim to give PP pupils access to a wide range of cultural experiences, activities and support.	Assistant Principal to plan and monitor.		Ongoing monitoring, tracking and feedback throughout the year across the school.

Total budgeted cost	£4,000 staff CPD including phonics £10,000 SEND teacher £10,000 English staffing £10,000 Maths staffing
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ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP pupils with behaviour issues are supported within school and their behaviour shows improvement.	PPG used to contribute to the Pupil & Family Welfare Support Team. Half-termly targeted programmes and behavioural interventions such as: Chef's cooking and environmental studies, are delivered to identified PP pupils.	Evidence from EEF suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. The majority of studies report higher impact with older pupils.	Pupils will change interventions depending on success and need of individuals. Fortnightly meeting with the Pupil & Family Welfare Lead and PP Leads.	Assistant Principal & Vice Principal (Pastoral)	Half termly
PP pupils have access to IT and study spaces so that some of the barriers to learning in the home environment are addressed in school.	Contribution to before-school study facilities and staffing in order to provide a good start to the school day. Access to a quiet, supervised learning environment with IT and support before and after school. This will provide PP pupils with access to resources to aid in-school learning and support homework and the use of SMHW.	Homework research from EEF shows that the impact of homework is consistently positive and that homework is most effective when used as a short, focused intervention. There is some evidence from EEF that extending school time is more beneficial to disadvantaged pupils in terms of attendance, behaviour and relationships with peers.	Assistant Principal to monitor pupils' attendance and use of these clubs.	Assistant Principal	Half termly

<p>The attendance of identified PP pupils improves compared to their peers.</p>	<p>PPG used to contribute to the Pupil & Family Welfare Team, including a new attendance officer. The team liaise with families and support in attendance meetings. Interventions implemented such as: Chef, KS3 drum lessons, etc. in order to encourage inclusion for identified pupils.</p>	<p>Pupils will not reach their potential if they are not attending school. According to <u>DfE research</u>, 44% of pupils with a full attendance record during their two-year GCSE course achieve the English Baccalaureate. The government says this falls by a quarter to just 31.7% for pupils who miss up to 14 days of lessons over the same two-year period, and to 16.4% for those who are absent for up to 28 days.</p>	<p>Identified PP pupils are monitored and attendance data tracked. Pupils will change interventions depending on success and need of individuals. Fortnightly meeting with the Pupil & Family Welfare Lead and PP Leads.</p>	<p>Assistant Principal & Vice Principal (Pastoral)</p>	<p>Half termly</p>
<p>Self-esteem, work ethic and participation issues for identified PP pupils improves and needs are supported to contribute to the improved outcomes as above.</p>	<p>PPG used to contribute to the Pupil & Family Welfare Team. Half-termly specialised programmes and behavioural interventions such as: KS3 Chef's cooking and environmental studies, and KS3 drum lessons are delivered to targeted pupils. Contribution to educational trips and visits, Y9 DofE, PE kit and uniform to support PP's social inclusion. Academic mentoring introduced in March 2018 to tackle these issues with 12 identified PP pupils.</p>	<p>Extra Curriculum Inequalities – The Sutton Trust (2014) highlights that the most advantaged pupils have access to the most extra-curricular activities; our aim to give PP pupils access to a wide range of extra-curricular activities and support.</p>	<p>Monitoring of PP pupils' engagement and participation is monitored and reviewed half-termly. Pupils will change interventions depending on success and need of individuals. Fortnightly meeting with the Pupil & Family Welfare Leader and PP Leaders. Academic mentoring programme will begin with a baseline attitudinal measure and will be repeated at the end of a 10-week programme.</p>	<p>Assistant Principal</p>	<p>Half termly</p>

<p>Pupils with poor home support and/or a challenging home environment are well supported in school so that the impact upon emotional and self esteem issues for identified PP pupils is minimised.</p>	<p>PPG used to contribute to the Pupil & Family Welfare Team. Support for families in order to complete EHA forms. Ensure strong liaison between home and school. Half-termly interventions and support meeting for identified pupils. Academic mentoring introduced in March 2018 will include more focused and more regular links with families and encourage positive participation. Self esteem workshops are built into the PSHCE programme.</p>	<p>Research from the EEF shows that social and emotional learning programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. In-school trials have proved successful. There is some evidence from EEF that mentoring pupils from disadvantaged backgrounds can be beneficial. We intend to trial and gather feedback at the end of the Academic Mentoring programme.</p>	<p>Identified PP pupils are monitored. Pupils will change interventions depending on success and need of individuals. Fortnightly meeting with the Pupil & Family Welfare Leader and PP Leaders. Academic mentoring programme will begin with a baseline attitudinal measure and to be repeated at the end of a 10-week programme. Parents to be invited to celebrate and give feedback on the mentoring programme at the end of 10 weeks.</p>	<p>Assistant Principal</p>	<p>Half termly and end of 10-week programme.</p>
<p>Total budgeted cost</p>					<p>£30,000 to Pupil and Family Welfare staffing £3,955 Study Clubs £4,000 extra-curricular support</p>

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attainment, engagement and aspiration of PP pupils across the school	PP leadership will champion PP pupils, track progress, attainment and participation in school life, measuring impact of expenditure. The PP lead will oversee Academic mentoring and monitor outcomes and parent/ carer/pupil feedback.	Having a designated senior member of (secondary) will maintain the high profile of PP pupils in school and ensure a strong links with other senior leaders with the same responsibility in primary. Impact of transition will be minimal. In John Dunford's 'A pupil premium action planning toolkit for schools in Bedford Borough' he states that creating and maintaining an ethos of attainment for all pupils – high aspirations and expectations for all - will have maximum impact.	Weekly line management meeting with the Federation Principal	Federation Principal	Through annual appraisal processes.
				Total budgeted cost	Contribution to Assistant Principal Lead £15,000

I. Review of expenditure

Previous Academic Year

2017-18 PP allocation for April 2017-18= £80,520

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Y7 PP pupils' attainment is raised in maths. Y7 PP pupils develop confidence and attainment is raised so that a greater % of pupils reach age-related expectations compared to end of KS2 (which was 33% of this group).</p>	<p>Contribution to the cost of employing of an additional maths intervention teacher in KS3 who will deliver specialist quality first teaching to Y7 PP/SEND pupils. This allows mixed attainment maths teaching to take place across the rest of Y7.</p>	<p>Mixed: Although the success criteria was not met 37% Y7 PP were at ARE at end of Y7 (3% below target). Y7 PP/SEND received specialist quality first teaching that built confidence, raised self-esteem and attainment. This approach had real impact raising attainment +4% rise from Y6.</p>	<p>The data is showing that secondary English is more of an issue than secondary maths, although good progress in maths needs to be maintained through carefully targeted teaching in mixed-attainment groups.</p>	<p>£22,520 to additional maths teacher</p>
<p>Y7 PP pupils' attainment is raised in reading and writing. Y7 PP pupils develop confidence and attainment is raised so that a greater % of pupils reach age-related and this improvement is also reflected in other areas of the curriculum where gaps are large, notably history. Y7 PP/SEND pupils are supported well according to their needs and attain well.</p>	<p>Contribution to the cost of teaching staff for specific English interventions eg. EAL, Lexia and Read, Write Inc (PP/SEND). Y7 PP/SEND pupils taught in targeted intervention groups allowing mixed attainment English teaching to take place across the rest of Y7.</p>	<p>Low: Reading is still an issue in Y7 and the specialist English interventions have not yet shown impact. 14% Y7 PP were at ARE at the end of Y7 and this did not meet the success criteria.</p>	<p>The desired outcome needs to be the same but a different approach is needed. The PPG will be used to contribute to cost of a specialist SEND/English teacher who will work with PP/SEND pupils. Y6/7 bridging project is to be introduced to prepare pupils for the change in assessment at secondary.</p>	<p>£10,000 English intervention teacher</p>

Year 8 boys' attainment is raised in reading and writing to close the gap between these pupils and all pupils.	English department action plan for identified group to include small-group intervention, which has shown success with EAL pupils. EAL lead to receive additional training in phonics teaching	Low: The impact has been disappointing and the success criteria was not met.	Reading strategy is to be introduced and built into the SDP. Head of English to work with small intervention reading groups in the year ahead. PP girls' reading also an issue. Add reading to the Academic Mentoring programme.	£4,000 staff CPD including phonics
Y9 PP pupils' attainment, particularly boys, rises in English and allows for higher attainment in the other EBACC subjects.	Contribution to the cost of teaching staff for specific English interventions eg. EAL, Reading	Low: The impact has been disappointing and the success criteria was not met.	As above. Individual boys added to the Academic mentoring programme.	
Increased and enhanced cultural experiences and learning opportunities for PP pupils in school remove some barriers to learning as identified above and contribute to improved attendance.	Contribution to cost of staffing (Pupil and Family Welfare Lead, p-t intervention teacher) in order to increase the range of activities, cultural experiences and learning opportunities.	High: PP participation in Chef interventions: Y7 60% Y8 71% Y9 80% See trip and extra-curricular participation percentages below. Also PP case studies.	The strategy will continue and will target identified PP pupils who need the most in-school support	

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
PP pupils with behaviour issues are supported within school and their behaviour shows improvement.	PPG used to contribute to the Pupil & Family Welfare Support Team. Half-termly targeted programmes and behavioural interventions such as: Chef's cooking and environmental studies, are delivered to identified PP pupils.	Mixed: Support from the Pupil & Family Support Team has helped to build links between home and school and has provided positive in-school contact. Behaviour incidences are still relatively high for these 4 pupils in Y7, but the 3 pupils in Y8 have had fewer recorded incidences in the second half of the year. 1 of the identified pupils in Y9 has had no behaviour incidences recorded since February.	The Pupil & Family Welfare Support Team provides valuable in-school support for our most disadvantaged pupils and their families. The 10 week trial Academic Mentoring has seen some success with PP pupils and will be rolled out in September to include these identified pupils. Academic Mentoring will supplement the work provided by the Pupil and Family Support team and will aid communication between home and school.	£25,000 to Pupil and Family Welfare staffing
PP pupils have access to IT and study spaces so that some of the barriers to learning in the home environment	Contribution to before-school study facilities and staffing in order to provide a good start to the school day. Access	Mixed: PP attended breakfast Club Y7 34% Y8 16% Y9 4%	The PP uptake of breakfast club has not increased but the facility does support our disadvantaged families. New caterers in September should see an increase in participation. Academic mentors will encourage pupils attend breakfast club and homework club if appropriate.	£2,000 Study Clubs

<p>are addressed in school.</p>	<p>to a quiet, supervised learning environment with IT and support before and after school. This will provide PP pupils with access to resources to aid in-school learning and support homework and the use of SMHW.</p>	<p>PP attending homework club Y7 51% Y8 51% Y9 41%</p>		
<p>The attendance of identified PP pupils improves compared to their peers.</p>	<p>PPG used to contribute to the Pupil & Family Welfare Team. The team liaise with families and support in attendance meetings. Interventions implemented such as: Chef, KS3 drum lessons, etc. in order to encourage inclusion for identified pupils.</p>	<p>Mixed: In Y7 of the 5 identified, 3 have seen a good improvement to 90%+ attendance with 2 pupils needing further intervention. In Y8 12 pupils were identified, 6 are now at 90%+, 1 pupil is on a reduced timetable and 5 will need further intervention. In Y9 of the 6 pupils, 2 have seen a good improvement to 90%+, 1 has a medical condition and 3 have been identified for Academic Mentoring in the academic year ahead.</p>	<p>This strategy will continue, targeting those pupils under 90% at the end of the academic year. This will be enhanced with the addition of an attendance officer to the Pupil & Family Welfare team.</p>	
<p>Self esteem, work ethic and participation issues for identified PP pupils improves and needs are supported in to contribute to the improved outcomes as above.</p>	<p>PPG used to contribute to the Pupil & Family Welfare Team. Half-termly specialised programmes and behavioural interventions such as: KS3 Chef's cooking and environmental studies, and KS3 drum lessons are delivered to targeted pupils. Contribution to educational trips and visits, Y9 DofE, PE kit and uniform to support PP's social inclusion. Academic mentoring introduced in March 2018 to tackle these issues with 12 identified PP pupils.</p>	<p>High: Successful inclusion and participation of PP pupils on school trips this year as follows: Y7 Faith Tour 71% Y7 Kenilworth Castle 97% Y8 Theatre Trip 58% Y8 Docklands history trip 29% Y8 Alton Towers 77% Y9 Beds University 92% Y9 Theatre trip 76% Y9 Alton Towers 76% Academic Mentoring successfully introduced. DofE introduced.</p> <p>PP Pupils who did not participate in a trip or visit: Y7 1 pupil Y8 6 pupils Y9 2 pupils (1 long term absent, the other new to the school)</p>	<p>This support will continue. PP pupils taking Y10 Hospitality and Catering will need financial support with ingredients so this cost will need be to increase. An aim should be to increase the number of PP pupils starting the Bronze DofE Award. The small number of pupils who are not currently participating to be targeted in the year ahead, particularly those in Y8.</p>	<p>£2,000 extra-curricular support</p>

<p>Pupils with poor home support and/or a challenging home environment are well supported in school so that the impact upon emotional and self esteem issues for identified PP pupils is minimised.</p>	<p>PPG used to contribute to the Pupil & Family Welfare Team. Support for families in order to complete EHA forms. Ensure strong liaison between home and school. Half-termly interventions and support meeting for identified pupils. Academic mentoring introduced in March</p>	<p>Mixed: PP have been well supported in school and some of our most vulnerable families have completed EHA forms this year.</p>	<p>Collection of PP parent/carer questionnaires needs to be more regular in the year ahead.</p>	
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improve attainment, engagement and aspiration of PP pupils across the school</p>	<p>PP leadership will champion PP pupils, track progress, attainment and participation in school life, measuring impact of expenditure. The PP lead will oversee Academic mentoring and monitor outcomes and parent/ carer/pupil feedback.</p>	<p>Mixed: Attainment of our PP pupils still needs to rise (see data graphs). However, the engagement of PP pupils is improving. PP participating in extra-curricular activities: Y7 68% Y8 81% Y9 71% Successful inclusion and participation of PP pupils on school trips this year as follows: Y7 Faith Tour 71% Y7 Kenilworth Castle 97% Y8 Theatre Trip 58% Y8 Docklands history trip 29% Y8 Alton Towers 77% Y9 Beds University 92% Y9 Theatre trip 76% Y9 Alton Towers 76%</p>	<p>Tracking of PP pupils is working well and has highlighted the need for more individual support for identified pupils in regard to behaviour, attendance and /or reading and participation in extra-curricular activities and event.</p>	<p>Contribution to Assistant Principal Lead £15,000</p>

I. Additional detail

Castle Newnham Pupil Premium percentages in September 2018 are as follows:

National average PP%

- Y7 19%
- Y8 27%
- Y9 32%
- Y10 27%

