

Alverton Primary School: Pupil Premium Strategy Statement 2016 - 2017

| 1. Summary information | | | | | |
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| School | Alverton Primary School | | | | |
| Academic Year | 2016-2017 | Total Pupil Premium budget | £94160 | Date of most recent Pupil Premium Review (Andy Brumby) | January 2016 |
| Total number of pupils | 291 | Number of pupils eligible for PP | 57 | Date for next internal review of this strategy | July 2017 |

| 2. Current attainment (See Appendix 1) | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving in reading, writing and maths at the end of Key Stage 2 | 54% | 60% |
| Progress score Key Stage 2 for Reading | -1.2 | 0 (national average) |
| Progress score Key Stage 2 for Writing | +0.87 | 0 (national average) |
| Progress score Key Stage 2 for Maths | +2.66 | 0 (national average) |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
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| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> | | |
| A. | There is currently an attainment gap between those children identified as disadvantaged and those who are not which may prevent them from achieving nationally expected standards at the end of a key stage and achieving their full potential. | |
| B. | Some disadvantaged children enter the EYFS with low communication skills or speech and language needs; as they get older, we need to ensure that they are able to achieve in line with their peers in Reading. | |
| C. | Children need to be ready to learn and their social and emotional needs and developments in self-esteem need to be met. | |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | | |
| D. | Attendance rates for pupils eligible for PP were 93.1% in 2015 – 2016 (below the target for all children of 96.5%). This reduces their school hours and contributes to the attainment gap for some pupils. | |
| E | Some children are not financially able to access all opportunities alongside their peers. | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Targeted support for identified Pupil Premium children enables them to make accelerated progress and to achieve nationally expected standards at the end of each key stage including the EYFS. | Pupils eligible for PP make accelerated progress relative to their individual starting points. Pupils eligible for PP achieve expected standards at the end of each key stage |

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| | | in line with national expectations and relative to their individual starting points. This will be measured by teacher assessments and moderation, end of Key Stage 2 SATs results, EYFS data and other appropriate assessments. |
| B. | Disadvantaged pupils make accelerated progress in communication enabling them to access their learning alongside their peers. | Pupils eligible for PP make accelerated progress relative to their individual starting points in Communication and Language in the EYFS, in Phonics in Year 1, and in Reading across the school. This will be measured by teacher assessments and moderation, end of Key Stage 2 SATs results, EYFS data and other appropriate assessments. |
| C. | The school is able to address and meet children's social and emotional needs and develop their self-esteem. | PP children have free access to the school Breakfast Club and all extra-curricular clubs run in conjunction with this. Children's social and emotional needs are met through an effective range of support mechanisms. |
| D. | Increased attendance rates for pupils eligible for Pupil Premium. | Reduce the PP %of pupils who are Persistent Absentees to <5% Of eligible pupils. Overall PP attendance improves from 93% to 96% in line with 'other' pupils. |
| E. | Children eligible for PP are able to access extra-curricular activities with which there may be a financial barrier. | PP children are able to access extra-curricular activities free of charge regardless of the fee which would normally apply (e.g. instrumental tuition, archery, etc.) through the money allocated to each individual child. Children who are vulnerable are able to access support when they need it. |

| 5. Planned expenditure | | | | | |
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| Academic year | 2016 - 2017 | | | | |
| 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? |
| B Improved reading comprehension strategies for pupils, especially at the end of Key Stage 2. | Whole-class “Read with ERIC” strategies introduced across Key Stage 2, particularly through Novel Study. | Although our Key Stage 2 Reading results were in line with national %, they were some way below our other results and are therefore an area we need to address. We specifically want to improve the children’s ability to provide written answers to reading comprehension questions. The EEF Teaching and Learning Toolkit research has shown that this strategy has moderate impact for very low cost (on average +5 months additional progress). It has found that developing reading comprehension approaches tend to be the most effective strategy but that it is important to teach these “explicitly and consistently”. | This forms part of our School Development Plan and it will be monitored as part of that process. This will include lesson observations and learning walks, book scrutiny, ongoing professional dialogue and moderation within teams and termly data / progress review meetings with the Deputy Head. | BC / CW / MHa | Ongoing as described. Termly data / progress review meeting. |
| B Enthusiasm and stamina for reading is increased. | Reading Karate to encourage and promote stamina in reading in LKS2. Reading Passports across the school to encourage enthusiasm for reading and quality texts. Introduce Novel Study in LKS2. Book Club | We have found that, as children become “free” readers, their enthusiasm for reading can wane and the amount of reading that they do at home reduces. We want to create incentives to encourage children to read more frequently and to enjoy their reading. Novel Study has been introduced very effectively in UKS2 and will now be rolled out to LKS2 to help show children how much more there is to a book than simply reading the words! | This forms part of our School Development Plan and it will be monitored as part of that process. This will include ongoing professional dialogue, including at SLT meetings. | BC | Termly |

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| A Feedback is used to help raise standards in English and Maths. | Develop Pupil Conferencing across the school to give pupils ownership of their learning and enable them to recognise their own strengths and “next steps”. Implement the new Feedback Policy to provide a range of effective feedback to support children’s progress. | The EEF Teaching and Learning Toolkit identifies feedback as being of moderate or high impact and low cost. We are trialling an approach to pupil conferencing as we feel that 1:1 discussions are fundamental to this strategy having high impact but we equally recognise the challenges (ie time). As a staff, we have rewritten our Feedback Policy to recognise that research, as well as our own experiences, show that there are many different types of effective feedback. | This forms part of our School Development Plan and it will be monitored as part of that process. This will include ongoing professional dialogue, including at SLT meetings. | COR / HK CW | Review of trial January 2017 |
| Total budgeted cost | | | | | £4600 |
| 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? |

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| <p>A</p> <p>Enable children to make accelerated progress and attain national standards.</p> | <p>1:1 Teaching Support</p> | <p>End of Key Stage analysis 2015 – 2016 shows that pupils who received 1:1 intervention made significant accelerated progress across the year and an increased number of pupils have reached age related expectations (ARE).</p> <p>Writing – 12 pupils – 92% accelerated progress – 92% ARE (from 50% in July 2015)</p> <p>SPaG – 14 pupils – 93% accelerated progress – 86% ARE (from 50% in July 2015)</p> <p>Maths – 16 pupils – 86% accelerated progress – 94% ARE (from 29% in July 2015)</p> <p>The EEF Teaching and Learning Toolkit confirms our evidence that evidence indicates that 1:1 tuition can be effective, on average accelerating progress by an additional five months. In line with their guidance, we ensure that 1:1 tuition is additional to, but explicitly lined with, normal teaching.</p> <p>We also ensure that our 1:1 teachers are skilled and experienced and know the children well.</p> <p>Appendix 2 (Pupil Premium Planning and Evaluation Outline for 1:1 Teacher-led Intervention (Year 6) 2015 – 2016) provides strong evidence for the effectiveness of this strategy in Year 6.</p> | <p>Ongoing review of pupils' needs and progress between 1:1 teachers and class teachers. Regular assessment and moderation.</p> <p>Data progress meetings.</p> <p>Pupil conferencing.</p> | <p>CW / MH / AH / AH</p> | <p>Ongoing review; formal review with termly data progress meetings.</p> |
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| A and B Accelerate progress and enable children to attain national standards in English at the end of Key Stage 2. | Additional Teacher time to enable small group work in English in Years 5 and 6. | Small teaching groups (especially for those children who need additional support) enables daily targeted support for identified Pupil Premium children. In 2015 – 2016, 7/8 children in a similar group made accelerated progress and are now better positioned to meet age-expected levels at the end of KS2. The EEF Teaching and Learning Toolkit recognises that this is an effective strategy especially when targeted at pupils' specific needs. This strategy enables us to ensure that all teaching is pitched at an appropriate level and using approaches which from which all pupils can benefit as well as allowing time for the teacher to frequently work 1:1 with children to support their learning. | Regular writing assessment and moderation. Data progress meetings. Lesson observation. Pupil conferencing. | CW | Termly |
| A and B Learning is accelerated in English and Maths across the key stages. | 1:1 or small group interventions led by HLTAs and TAs. | In 2015 – 2016, progress across the school shows that Pupil Premium children made at least expected and, in many cases, accelerated progress in each cohort in Reading, Writing and Maths. The majority of these children received intervention. There were only four children in Year 2 in receipt of the Pupil Premium; targeted intervention ensured that all achieved the maximum progress possible in relation to their starting points (recognised by our SIP). Our Phonics provision (including our intervention) has been praised by a County advisor and is proving to be very effective; 5/7 Pupil Premium children achieved the national standard last year. | Ongoing review of pupils' needs and progress between HLTAs / TAs and class teachers. Regular assessment and moderation. Data progress meetings. Pupil conferencing. We use achievement data and children's work to frequently check whether our interventions are working and make adjustments accordingly. | CW / COR / JD / BC | Ongoing review; formal review with termly data progress meetings. |
| B Accelerate progress in Reading for targeted children. | The Reading University programme. | The trialled introduction of the Reading University has seen great success for the three identified Year 2 children (15 months', 14 months' and 9 months' progress in 8 weeks). | Regular discussion between the English lead and those implementing the programme. Review progress formally every six weeks. | BC | Every six weeks. |

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| A and B Accelerate progress for Pupil Premium children in the EYFS, particularly in relation to their communication needs. | Children are “headlined” on entry and interventions immediately put into place to address specific areas for development. See also Speech and Language below. | If children are not able to communicate effectively, this forms a barrier to their learning in many different areas of development. Often, children have specific areas which prevent them from achieving a Good Level of Development; identifying and addressing these specific areas of need ensure that the children are better able to achieve in line with national expectations. | Ongoing assessments by the EYFS team led by the EYFS lead who is a County moderator. Termly data / progress review meetings with Deputy Head. | KH | Ongoing Termly |
| B Children receive specialist support to develop their language and communication skills. | Specialist HLTA provides Speech and Language intervention and additional, focused, targeted support which develops children’s language and communication skills and self-confidence. | Specialist HLTA intervention with pupils across the school has supported pupils in addressing particular Speech and Language needs, allowing targeted pupils to better access their learning by overcoming potential barriers as early in their school life as possible. Speech and Language support enables children to reach their fullest potential in terms of their speech, language and communication development which in turn enables them to participate more fully in all aspects of their daily life. | This provision is reviewed regularly alongside the SENDCo, class teacher and Speech and Language therapists. | SMc | Regular monitoring of progress. Termly SENS meetings. Regular TAC meetings for some children. |
| C EYFS staff are trained in alternative methods of communication to be better able to communicate with those children for whom speech and language is a barrier. | EYFS teacher to attend Makaton training and disseminate this knowledge to other EYFS staff. | Being able to communicate is one of the most important skills we need in life. Makaton is a language programme using signs and symbols to help people to communicate. With Makaton, children and adults can communicate straight away using signs and symbols. Makaton takes away frustration and enables individuals to connect with other people and the world around them. | The success of the use of Makaton will be reviewed regularly at EYFS team meetings. Any areas for further development will be identified. The EYFS team will also work with the SEDNCo and Speech and Language specialist HLTA to review its effectiveness. | YD | EYFS team meetings |
| C Children’s specific learning and emotional needs are identified and addressed to help the child be readied for learning. | Additional Ed Psych time bought in so that targeted support and advice can be given to staff and families of Pupil Premium children. | For some children, the support provided by the Ed Psych is invaluable. This support has enabled parents and staff to work together even more effectively to support individual children’s specific learning and emotional needs, allowing children to better access the curriculum and be ready to learn. | Ed Psych visits are timetabled in advance to ensure maximum effectiveness for the visit and all staff involved have time to prepare. Progress against resulting action plans are monitored by the SENDCo. | HH | Visits are reviewed on each occasion by the SENDCo and the Ed Psych (approx. half-termly). |

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| C Our most vulnerable children and families are supported by a Safeguarding Officer. | The school employs a dedicated Safeguarding Officer (0.1 weekly) to support those children and families who need it most. | Given the relatively high level of depravation and the number of significant children / safeguarding cases, it is considered that having a dedicated safeguarding officer ensures the school is in the best possible position to keep children safe and liaise with outside agencies. | Cases will be monitored by the Designated Safeguarding Lead and the Safeguarding governor. | MH / GB | Ongoing. Termly visits with the Safeguarding Governor. |
| Total budgeted cost | | | | | £66237 |
| 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? |
| D Increase attendance rates to ensure that children in receipt of the Pupil Premium are not disadvantaged through low levels of attendance or punctuality. | Attendance Challenge Rigorous monthly monitoring. Involving pupils in self-regulating in order to gain awards. Weekly tracking for targeted children. Education Welfare Officer support if needed. Involving the school office in tracking targeted pupils on a daily basis. Developing the Learning Well partnership to close the GP / school gap Increase parental engagement. Develop praise and reward systems including attendance raffle. Increase prominence of attendance league by including staff attend % and introducing cinema prize. Introducing specific rewards for targeted PP pupils where deemed appropriate. | We can't improve attainment for children if they aren't actually attending school. The "Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice" (DfE November 2015) document states that it is important to focus on attendance as "lower performance [is] associated with higher absence levels". | Effective liaison with EWO about existing absence issues. Regular monitoring meetings with Attendance Governor. Regular review of progress of strategies and improvements in attendance figures. | MH | Ongoing monitoring Formal review of progress at the end of each term |
| C and D To provide a social start to the day with opportunities for interaction with staff | To provide an opportunity for pupils to eat breakfast in school which is free for Pupil Premium pupils who | A good breakfast means a great start to learning for the day. Supporting a daily breakfast club allows us to support our pupils who may not have breakfast every day as well as those parents who | Regular meetings between MH and Breakfast Club staff to discuss provision, attendance etc. Pupil conferencing. Parent consultation on provision, | MH | Ongoing and as needed. Meeting MH and Breakfast Club towards they end of |

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| and their peers through a Breakfast Club. | may also attend pre-school clubs at no cost. Where attendance or punctuality is an issue, parents are directly approached and encouraged to use Breakfast Club for their children. | need childcare before school. We would like to use this to further support our attendance initiative as attendance amongst PP children is an area we still need to address. | requirements etc. | | each term. |
| C Social and emotional support is provided for those children who need it. | “Nurture” support is provided through the Pastoral team, 1:1 Nurture support, THRIVE practitioners and coaching. | We consider addressing children's social and emotional needs to be fundamental to our work. Through this support, children become more self-assured and ready to engage with life and learning as well as better able to deal with life's ups and downs. The EEF Teaching and Learning Toolkit recognises that Social and Emotional interventions have an identifiable impact on attitudes to learning and, in many cases, attainment (five months additional progress on average). | Our Pastoral Team Lead monitors the work of the team and its impact. She ensures that appropriate assessments and programmes are in place and monitored. | AC / MH | Half termly |
| C The school makes the best use of the Pupil Premium, ensuring that the children receive the highest quality provision possible from the funding. | Allocate some funding to ensure the effectiveness of the leadership of Pupil Premium (both PP Lead and PP governor) and to ensure that our information is up-to-date and informs best practice. | It is important to have access to the most recent information and guidance in order to inform our decision-making and funding allocation. | Termly reviews with PP governor (who will also attend appropriate training) who is knowledgeable and provides robust challenge for our PP strategy. Feedback to governor committee meeting termly. PP report in the termly Headteacher's Report to the Governors. | CW | Termly meetings with PP governor. |
| E Ensuring that Pupil Premium children are able to attend school camps. | Half of the cost of Key Stage 2 camps are funded for Pupil Premium children so that they can access all the opportunities available to them. | We consider children's cultural capital and equality of opportunity to be important aspects of our Pupil Premium provision. We want all children to access all the opportunities available to them and to take part in a wide range of enrichment activities. Last year this funding enabled all of our Pupil Premium pupils in Year 3 and Year 4 to go to camp; any from Years 5 and 6 | School office staff hold records to ensure PP money is used for this purpose. If PP children do not opt to go to camp, office staff and teachers liaise with parents to ensure that the reasons for this are not financial. | VG | Ongoing and May / June annually |

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| | | who did not go chose not to do so for other reasons than financial ones. | | | |
| E Children are able to talk part in the opportunities available to them. | Parents of Pupil Premium children can use £100 of their funding to enable their children to access extra-curricular activities (eg to pay for music lessons, after-school clubs which attract a cost, or to cover the cost of school trips) or in the way that they need it most (eg to help buy school uniform). | We consider children's cultural capital and equality of opportunity to be important aspects of our Pupil Premium provision. Last year, all but two of the parents of our Pupil Premium children accessed this funding and the feedback from them was overwhelmingly supportive and recognised that it enabled their children to access activities they couldn't otherwise have afforded. | School office staff hold records to ensure money is used and reminds parents if this funding has not been taken up. Letters re trips etc include an option to tick to use PP funding. | VG | Ongoing and May / June annually |
| Total budgeted cost | | | | | £23591 |

| 6. Review of expenditure – Interim Review | | | | |
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| Current Academic Year | | 2016 – 2017 Impact of Pupil Premium Funding as at 31 March 2017 | | |
| 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 |
| B Improved reading comprehension strategies for pupils, especially at the end of Key Stage 2. | Whole-class “Read with ERIC” strategies introduced across Key Stage 2, particularly through Novel Study. | Success Criteria met. Progress with reading has been reviewed regularly at staff meetings across the year and current assessments show that end of Key Stage 1 data looks to be at least in line with last year’s results and national % while end of Key Stage 2 scores are showing that there should be a significant improvement from last year’s test result. 81% of Year 6 children achieved the required mark to reach the standard of the 2016 reading test (67% in 2016) when they completed the paper in March. Currently, 5 out of 8 PP children in Year 6 are working confidently at the expected standard for Reading and another 3 may well achieve the standard in the test / by the end of the year. This represents accelerated progress for these 3 children. In Year 2, 5 out of 10 PP children are working at the expected standard. ERIC strategies have been introduced very successfully and have enabled children to have an increased knowledge of the types of question which they may encounter and how best to answer these. Key Stage 1 have fully reviewed their practice for reading and increased their rigour both at school and in their expectations for support at home. | We will continue with Read with ERIC in 2017 – 2018 and to focus on making reading skills explicit. UKS2 will introduce more ERIC questions during their Novel Study sessions. LKS2 will introduce whole-class Novel Study. KS1 will continue to embed the language of ERIC when considering texts, including pictures. | Costs of books for Novel Study are met from Phase Budgets. |

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| B Enthusiasm and stamina for reading is increased. | Reading Karate to encourage and promote stamina in reading in LKS2. Reading Passports across the school to encourage enthusiasm for reading and quality texts. Book Club | Success Criteria met. The Pupil Passport and Reading Karate schemes have both been launched very successfully and many children (and parents) have engaged with these. Our Key Stage 1 Story Club is also very well supported. | For 2017 – 2018, we will continue to raise the profile of reading. We recognise that our library stock is greatly in need of replenishment - FOAS (our PTA) have provided £1000 for new books for the library and we have applied to the Foyle Foundation for a grant to help with these costs. | £4600 |
| A Feedback is used to help raise standards in English and Maths. | Develop Pupil Conferencing across the school to give pupils ownership of their learning and enable them to recognise their own strengths and “next steps”. Implement the new Feedback Policy to provide a range of effective feedback to support children’s progress. | Success Criteria partly met. Our assessment system is embedded and used effectively and the Feedback Policy, written in consultation with all staff, has been reviewed for consistency, effectiveness and impact. The policy focuses on, and values, all types of feedback (not just marking). This means that pupils are provided with incisive feedback and are able to use this effectively to improve their work. Rubrics are used across the school, especially for writing, and these help children to recognise their strengths and to identify their own next steps. Pupil conferencing enables students to develop ownership of their learning and to identify what they need to do. This takes many different forms and is often part of ongoing feedback through, or after, lessons. particularly in intervention. | Target books have been trialled as a way to develop pupil conferencing but it was found that this was not an effective way of working: regularity of a range of feedback, use of rubrics and 1:1 work with key children has meant that children know what they are aiming to achieve and what they need to do. We will continue to work in this way next year. | Cost of target books (from general school budget). No further cost beyond staff time and as part of 1:1 teacher and TA intervention. |
| 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 |

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| A Enable children to make accelerated progress and attain national standards. | 1:1 Teaching Support | Success criteria met. Assessments show that targeted pupils are making accelerated progress as at the end of the Spring Term. In Year 6, 10 of the 11 children receiving 1:1 teaching for SPaG have made accelerated progress in Writing (including 4/4 PP); 9 out of 10 children receiving 1:1 teaching in Maths have made accelerated progress (including 4/4 PP). In both Writing and Maths, the number of Pupil Premium children now working at age-related expectations (ARE) has increased although not all will achieve ARF. | This has continued to be a very successful and valued approach and we will continue with it again in 2017 – 2018. As well as the obvious accelerated progress made by the children, the increase in their self-confidence and self-esteem and belief in themselves as learners is quite remarkable. | £14745 |
| A and B Accelerate progress and enable children to attain national standards in English at the end of Key Stage 2. | Additional Teacher time to enable small group work in English in Year 6. | Success Criteria met. Those Year 6 children identified as needing additional support and intervention through lessons in order to achieve ARE in Reading and Writing (including Pupil Premium children) have been able to work in a small group led by an experienced Year 6 teacher. This has had a significant impact on the progress of these pupils and led to accelerated progress; 8/9 have made accelerated progress in Reading; 9/9 have made accelerated progress in Writing as at the end of the Spring term. In addition, the number of pupils now working at, or expected to achieve, ARE has increased. | This has been a very successful approach which we will continue in 2017 – 2018. Due to cohort numbers, we may extend this to include specific work on SPaG. | £8913 |
| A and B Learning is accelerated in English and Maths across the key stages. | 1:1 or small group interventions led by HLTAs and TAs. | Success Criteria met. To date, progress across the school shows that Pupil Premium children are making at least expected and, in many cases, accelerated progress in each cohort in Reading, Writing and Maths. The majority of these children receive intervention, often 1:1. Our Phonics provision (including our small group and individualised interventions led by TAs) is regularly monitored by the English Lead and has been praised by a County advisor. It is proving to be very effective: 5/9 Pupil Premium children are on track to achieve the national standard this year and those not expected to achieve it are receiving personalised, targeted intervention. 2/3 Year 2 Pupil Premium who are retaking the test should also achieve the expected standard. | Our assessments and pupil progress meetings show that intervention in Reading, Writing and Maths, which the majority of our Pupil Premium children receive, has a real impact on the children and allows them to keep up with the rigours of the new curriculum. It cannot be underestimated that this is a real challenge for some children but specific and targeted intervention enables them to make at least expected progress. Without this intervention, this would be very difficult for some children. | £31651 |

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| B Accelerate progress in Reading for targeted children. | The Reading University programme. | <p>Success Criteria met.</p> <p>The children who have completed this ten week programme this year have made an average of between 18 months and 24 months of progress in their Reading Age and have moved through at least four book bands.</p> | The Reading University programme has demonstrated great success for all the pupils who it has supported to date. This success is measured not just in rapid improvements in reading ages but also in less tangible benefits such as increased confidence. Parents are equally pleased with the results. | £1536 |
| A and B Accelerate progress for Pupil Premium children in the EYFS, particularly in relation to their communication needs. | Children are “headlined” on entry and interventions immediately put into place to address specific areas for development. See also Speech and Language below. | <p>Success Criteria met.</p> <p>This year’s cohort of children came into Reception with very low scores for Understanding, which can impact on all areas. A big focus was therefore given initially to developing this area.</p> <p>This year, there should be a significant increase in the % of Pupil Premium children who reach GLD (50%, increased from 28% last year). The effectiveness and regularity of intervention plays a key part in this, as does the initial starting point for each of these children. Significant progress has also been made by some children who will not achieve their ELGs but have closed attainment “gaps” with other children as their progress has accelerated in the different areas.</p> <p>6/6 of PP EYFS children have made expected progress in Reading, Writing and Maths and 3/6 have made accelerated progress in each of these areas.</p> <p>A key action has been to provide additional support for PP children - even if don’t necessarily need it - to ensure that they don’t fall behind.</p> <p>We have provided additional TA support in the Reception classes for three hours each week to support PP pupils at the beginning of the day with their specific, targeted interventions.</p> | <p>Yes, continue with interventions in a similar way next year because progress is evident.</p> <p>Next year there are also plans to have a Nurture intervention group to address, and help support, emotional needs.</p> | Additional TA hours funded from school budget. |

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| B Children receive specialist support to develop their language and communication skills. | Additional, focused, targeted speech and language support, developing communication skills and self-confidence. | Success Criteria met. Specialist HLTA intervention with pupils across the school has supported pupils in addressing particular Speech and Language needs, allowing targeted pupils to better access their learning. This provision is reviewed regularly. In 2016 – 2017, seven children have been discharged from the Speech and Language therapist, including two Pupil Premium children. Our HLTA is currently working with five Pupil Premium children. The HLTA attends SENS review meetings, meaning that all those involved with the children know how best to support their learning needs. | The aim of speech and language support is to enable children to reach their fullest potential in terms of their speech and language and communication development which in turn will enable them to function and participate more fully in all aspects of daily life. We consider that it is necessary to address speech and language concerns as early as possible in order to provide children with the best opportunities to succeed as early in their school life as possible. | £4945 |
| C EYFS staff are trained in alternative methods of communication to be better able to communicate with those children for whom speech and language is a barrier. | EYFS teacher to attend Makaton training and disseminate this knowledge to other EYFS staff. | Training has not yet taken place and is booked for May 2017. | | Cost of training was met from school's CPD budget. |
| C Children's specific learning and emotional needs are identified and addressed to help the child be readied for learning. | Additional Ed Psych time bought in so that targeted support and advice can be given to staff and families of Pupil Premium children. | Success Criteria met Support from the Ed Psych has enabled parents and staff to work together even more effectively to support individual children's specific learning and emotional needs. This additional advice and support for teachers and support staff enables children to better access the curriculum as pinpointing a child's specific needs enables these to be addressed so that the child can be readied for learning. | For a few children and their families, the support provided by the Ed Psych is invaluable and we intend to continue to use this next year. | £660 |
| C Our most vulnerable children and families are supported by a Safeguarding Officer. | The school employs a dedicated Safeguarding Officer (0.1 weekly) to support those children and families who need it most. | Success Criteria met As a result of the work by this member of staff, the correct and appropriate level of support has been put in place for a number of families as a result of the determination shown by the safeguarding officer to ensure that external agencies act in a timely and appropriate manner. This has directly impacted upon the life experiences and opportunities of at least five young people and families in our school. | Building on the success of this role, going forwards, we would also like to develop our Parent Liaison role. We have already put in place a member of staff with responsibility for parent liaison. This is a class teacher who has excellent relationships with parents and a disposition and aptitude which make her ideally suited for this post. Much of her work is focused on working with parents who find forming a positive relationship with school problematic; this often manifests itself in poor pupil attendance. | £3787 |

| iii. Other approaches | | | | |
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| 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 |
| D Increase attendance rates to ensure that children in receipt of the Pupil Premium are not disadvantaged through low levels of attendance or punctuality. | <p>Attendance Challenge</p> <p>Rigorous monthly monitoring.</p> <p>Involving pupils in self-regulating in order to gain awards.</p> <p>Weekly tracking for targeted children.</p> <p>Education Welfare Officer support if needed.</p> <p>Involving the school office in tracking targeted pupils on a daily basis.</p> <p>Developing the Learning Well partnership to close the GP / school gap</p> <p>Increase parental engagement.</p> <p>Develop praise and reward systems including attendance raffle.</p> <p>Increase prominence of attendance league by including staff attend % and introducing cinema prize.</p> <p>Introducing specific rewards for targeted PP pupils where deemed appropriate.</p> | <p>Success Criteria partly met.</p> <p>The average % attendance for Pupil Premium children has improved from last year (93.4%) and is currently 94.3%. Attendance for children who do not receive Pupil Premium is 95.2%.</p> <p>When considering the forty children at our school with the lowest attendance, 25% of these receive Pupil Premium (down from 37% last year).</p> <p>24% of children whose attendance <90% receive Pupil Premium (down from 34% last year).</p> <p>Where there are instances of low attendance amongst our Pupil Premium children, these are well supported by our own systems and by the EWO as needed.</p> <p>Please also see the Breakfast Cub section above as funding has been used, through supporting the Breakfast Club, to encourage children's attendance and punctuality.</p> | <p>The NfER briefing for school leaders identifies addressing attendance as a key step and we know that we need to continue to allocate additional funding in order to address attendance amongst our pupils, particularly those in receipt of the Pupil Premium.</p> <p>Although the actions and approaches have had an impact on individual children, attendance amongst PP children remains a key target area for 2017 – 2018 and we intend to develop further the strategies used to address this.</p> | £2225 |

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| <p>C and D</p> <p>To provide a social start to the day with opportunities for interaction with staff and their peers through a Breakfast Club.</p> | <p>To provide an opportunity for pupils to eat breakfast in school which is free for Pupil Premium pupils who may also attend pre-school clubs at no cost.</p> <p>Where attendance or punctuality is an issue, parents are directly approached and encouraged to use Breakfast Club for their children.</p> | <p>Success Criteria met.</p> <p>The number of Pupil Premium children attending Breakfast Club is steadily increasing. Pupil Premium funding has been used to encourage children to attend Breakfast Club by providing a range of free pre-school activities.</p> <p>Breakfast and a range of activities is also available (at a cost of £2 per day) to other children and the number attending Breakfast Club has risen.</p> <p>Where attendance or punctuality is an issue, parents are directly approached and encouraged to use Breakfast Club for their children. This has made a real difference for some children.</p> | <p>A good breakfast means a great start to learning for the day. Supporting a daily breakfast club allows us to support our pupils who may not have breakfast every day as well as those parents who need childcare before school.</p> <p>We will continue to use this to further support our attendance initiative as attendance amongst Pupil Premium children is an area we continue to address.</p> | <p>£5892</p> |
| <p>C</p> <p>Social and emotional support is provided for those children who need it.</p> | <p>“Nurture” support is provided through the Pastoral team, 1:1 Nurture support, THRIVE practitioners and coaching.</p> | <p>Success Criteria met</p> <p>The Pastoral Team has been established to respond to children (both in receipt of Pupil Premium and not) who are worried or need additional support. This team is equipped with individuals who have received a range of training including bereavement specialists and staff who have undergone THRIVE training. All members of the team have received coaching training.</p> <p>Pupils are aware that they have unlimited access to this team, particularly through the “Worry Box”.</p> <p>Nurture support each afternoon allows 1:1 support for some children and allows individual issues and concerns to be addressed as well as building self-esteem.</p> <p>A quiet space has been provided in the Library each lunchtime for children where they are also able to access additional support from a member of the Pastoral Team should they need it.</p> | <p>Anecdotal feedback from staff and children evidence the positive impact of this provision. We consider addressing children’s social and emotional needs as fundamental to our work and intend to continue to give this the emphasis it merits as part of our Pupil Premium strategy in 2017 – 2018.</p> <p>We will continue to ensure that our trained Thrive practitioners are given the time and space to use their training to support those children who most need it.</p> | <p>£5884</p> |

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| <p>C</p> <p>The school makes the best use of the Pupil Premium, ensuring that the children receive the highest quality provision possible from the funding.</p> | <p>Allocate some funding to ensure the effectiveness of the leadership of Pupil Premium (both PP Lead and PP governor) and to ensure that our information is up-to-date and informs best practice.</p> | <p>Success Criteria met.</p> <p>The PP Lead and PP governor are due to attend the Cornwall Pupil Premium conference where the keynote speaker is Sir John Dunford. Information gathered from these opportunities form part of our ongoing planning. Andy Brumby, Cornwall Learning Advocate for Pupil Premium, conducted a thorough and very positive review in which he praised many aspects of the quality of our Pupil Premium provision.</p> | <p>Some funding will continue to be allocated to ensure the effectiveness of the leadership of Pupil Premium and to ensure that our information is up-to-date and informs best practice.</p> <p>Funding will enable both PP lead and PP governor to attend training.</p> | <p>£300</p> |
| <p>Ensuring that Pupil Premium children are able to attend school camps.</p> | <p>Half of the cost of Key Stage 2 camps are funded for Pupil Premium children so that they can access all the opportunities available to them.</p> | <p>Success Criteria met.</p> <p>Children are able to access all the opportunities available to them and to take part in a wide range of enrichment activities including a visit to London and outdoor pursuits such as coasteering and kayaking.</p> <p>4/4 Year 3 Pupil Premium pupils are going to camp.</p> <p>12/14 Year 4 Pupil Premium pupils are going to camp.</p> <p>9/10 Year 5 Pupil Premium children are going to camp.</p> <p>8/8 Year 6 Pupil Premium children are going to camp.</p> <p>The reasons for pupils choosing not to go to camp were for other reasons than financial ones.</p> <p>“It’s wonderful that you pay for half of camp.” (Year 6 parent)</p> | <p>We consider children’s cultural capital and equality of opportunity to be important aspects of our Pupil Premium provision and will continue this as part of our strategy in 2017 – 2018.</p> | <p>£2590</p> |

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| Children are able to talk part in the opportunities available to them. | Parents of Pupil Premium children can use £100 of their funding to enable their children to access extra-curricular activities (eg to pay for music lessons, after-school clubs which attract a cost, or to cover the cost of school trips) or in the way that they need it most (eg to help buy school uniform). | Success Criteria met. This has been taken up by all but two of the parents of our Pupil Premium children. “I am so pleased that my child can have Music lessons because I couldn’t have afforded them.” (Year 6 parent) “It’s really helped me out to use this money to pay for uniform.” (Reception parent) | We consider children’s cultural capital and equality of opportunity to be very important aspects of our Pupil Premium provision and will continue this as part of our strategy in 2017 – 2018. | £6700 |
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Pupil Premium Data 2015 – 2016 and 2016 – 2017.

Pupil Premium Planning and Evaluation Outline for 1:1 Teacher-led Intervention (Year 6) 2015 – 2016

Case Studies are available in the Pupil Premium file which give details of the impact of Pupil Premium provision on individual pupils in 2015 – 2016.