

Alverton Primary School: Pupil Premium Strategy Statement 2016 - 2017

1. Summary information					
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)		
	<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	25%	67%
Progress score Key Stage 2 for Reading	+1.11	+0.33
Progress score Key Stage 2 for Writing	+4.06	+0.17
Progress score Key Stage 2 for Maths	+4.69	+0.28

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
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

		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					
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

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?

<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.

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).

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

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. Id 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

		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 impact of expenditure 2016 - 2017

Please note: Because of the small numbers of children involved, detailed analysis of data might mean that some children can be identified and this information is therefore held on confidential documents.

Current Academic Year	2016 – 2017 Impact of Pupil Premium Funding
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i. Quality of teaching for all

Desired outcome	Chosen action / approach	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, particularly across Key Stage 2, particularly through Novel Study.	<p>Success Criteria met.</p> <p>Key Stage 1 Reading: 76% Expected Standard and 27% Greater Depth (73% / 21% last year). Our 17-18 data is higher than our, and national, data last year. For Year 2 Pupil Premium children 5/9 (56%) achieved the Expected Standard in Reading (last year 50%).</p> <p>Key Stage 2 Reading: 77% Expected Standard / 21% Score of 110+. The % achieving the Expected Standard at the end of Key Stage 2 has increased by 10% this year (national has increased by 5%).</p> <p>3/8 Pupil Premium children achieved the Expected Standard in the reading test; 5 out of 8 PP children in Year 6 are Teacher Assessed as working at the expected standard for Reading and 7/8 of these children have made accelerated progress this year.</p> <p>Please see Confidential Data Analysis 2016 – 2017 for full details of this.</p> <p>Across the school, Reading has the highest Average Points Score for each cohort above Maths and Writing and in all year groups, almost all children (including those in receipt of Pupil Premium) have made expected or accelerated progress. Progress with reading has been reviewed regularly at staff meetings and pupil progress meetings across the year. Read with ERIC has been very successfully introduced. This explicitly teaches the different skills needed to answer reading comprehension questions and has had a big impact. UKS2 have combined it with Novel Study, which takes place four times weekly. Next year, LKS2 are introducing Novel Study, having developed a very effective ERIC system. Key Stage 1 have reviewed their practice for reading and have communicated their expectations to parents. The younger children are also using the DERIC (plus D for Decoding) strategies, sometimes using pictures to help develop their comprehension. These actions have all had an impact on the children’s reading comprehension and awareness of texts.</p>	<p>The number of children achieving the Expected Standard has increased by 10% which is a pleasing result but we want to increase this further so that it is in line with our % achieving Expected Standard in Writing, Maths and SPaG.</p> <p>We will continue with Read with ERIC in 2017 – 2018 and to focus on making reading skills explicit as well as looking at the progress of the higher-attaining readers.</p> <p>We will also ensure that higher order reading skills are embedded, particularly with our higher-attaining readers.</p> <p>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.</p>	Costs of books for Novel Study are met from Phase Budgets.

<p>B Enthusiasm and stamina for reading is increased.</p>	<p>Reading Karate to encourage and promote stamina in reading in LKS2.</p> <p>Reading Passports across the school to encourage enthusiasm for reading and quality texts.</p> <p>Story Club</p>	<p>Success Criteria met.</p> <p>The Story Club in Key Stage 1 is very well supported and has had a waiting list for both the Spring and Summer terms.</p> <p>The Reading Karate scheme has been introduced across Years 3 and 4 and many children have been very engaged with this and with working through the reading bands; some have achieved their black band. We will continue to use this to increase stamina for reading next year.</p> <p>The Reading Passport scheme has been very popular across the school and all staff are extremely positive about its impact.</p> <p>In the Nursery and Reception, parents have been choosing books with their children to read at home and often ask to take more than one book in order to complete the challenge; staff report that “far more parents” than previously have engaged with reading with their children because of it.</p> <p>Across the school, many children are finishing their passports; because these books are very accessible in the classrooms, the children are borrowing and reading far more books than they have previously and are reading things that they wouldn’t necessarily choose if left to their own devices. All staff report that children are very engaged with this scheme and that some children who had not read much at home previously are now very keen to do so. It has been particularly successful in engaging boys with reading; for some, the books may be above their reading ability but, with their parents’ support, are accessible to them – and they enjoy the element of competition. Importantly, they are “good books”!</p> <p>The Reading Passport scheme has helped to boost confidence in some children in themselves as readers as well as improve their comprehension and has enabled them to access books they might otherwise not have done. A further anecdote which shows the increased enthusiasm for reading comes from a Year 1 teacher as, in story time, children who had never before shown any real interest in books are now “creeping up towards me and practically sitting on my feet to listen!”</p>	<p>For 2017 – 2018, we will continue to raise the profile of reading.</p> <p>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 continue to apply for grants to help with these costs.</p> <p>We will allocate some Pupil Premium funding to help improve the range of books available in each class.</p>	<p>£4600</p>
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<p>A Feedback is used to help raise standards in English and Maths.</p>	<p>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.</p>	<p>Success Criteria 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) and is often part of ongoing feedback through, or after, lessons, for example in intervention. This means that pupils are provided with incisive feedback and are able to use this effectively to improve their work, often during the lesson itself to allow the pupils to respond at the point of intervention / feedback. Rubrics are used across the school, especially for writing, and these help children to recognise their strengths and to identify their own next steps.</p> <p>In data terms, the impact of feedback in this way can be evidenced by end of year progress and attainment data. Writing has the highest progress figures across all Key Stage 2 cohorts; in all year groups across the school, the % of children working at ARE for Writing has increased. In Maths, all year groups have made accelerated progress for Maths and the % of children working at ARE in all cohort has increased.</p> <p>This success of our approach to feedback is evidenced through pupil conferencing: “It is really helpful when you can look at your work with an adult and talk about the things you’re not sure about.” “The teachers talk to you about your work and the things you need to do to improve.” “I prefer going through my work with an adult to looking at the marking – it’s much easier to know what you need to do to make your work better.” Pupil conferencing in this way through the effective use of feedback therefore enables students to develop ownership of their learning and to identify what they need to do. “The thing that helps me most in my learning is being able to go through my work with an adult.” (Year 6) “If I’m stuck in a lesson or don’t know how to make my writing better, I can work with an adult and then I can do it.” (Year 5) “It’s really good when adults come round in the lesson and talk to you – they can help you think about your ideas and they can show you what to do so you can carry on.” (Year 4)</p>	<p>Target books were trialled as a way to develop pupil conferencing but the classes and teachers that trialled this found that our initial plan of using these in specific pupil conferencing sessions was not the most effective way of working.</p> <p>Regularity of a range of feedback, including during the lesson itself, and the use of rubrics means that children know what they are aiming to achieve and what they need to do (see Impact column for pupil views on this).</p> <p>We will continue to work in this way next year.</p>	<p>Cost of target books (from general school budget). No further cost beyond staff time and as part of 1:1 teacher and TA intervention.</p>
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ii. Targeted support				
Desired outcome	Chosen action / approach	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
A Enable children to make accelerated progress and attain national standards.	1:1 Teaching Support	<p>Success criteria met. Please see Pupil Premium Planning and Evaluation Outline for 1:1 Teaching in Year 6 for further details.</p> <p>In Year 6, 14 of the 14 children receiving teacher-led intervention for SPaG (including 4 PP children) made accelerated progress and achieved the Expected Standard for SPaG.</p> <p>13 of the 15 children receiving teacher-led intervention in Maths made accelerated progress and achieved the Expected Standard for Maths (including 4 PP children).</p> <p>In both SPaG and Maths, one PP child who had received this intervention achieved a score of 110+.</p> <p>In Year 2, 6 out of 8 children who received teacher-led intervention for Writing achieved the Expected Standard in Reading. Two PP children who had this intervention made accelerated progress but did not quite reach the standard required. 7 out of 9 children receiving teacher-led in Maths achieved the expected standard.</p> <p>In Year 2, teacher-led intervention also focused on Greater Depth; 7 out of 8 children achieved this for writing, including 1 PP child and 9 out of 10 for Maths (including 1 PP child).</p> <p>In both Year 2 and Year 6, some PP children were working significantly below the level of the tests and received personalised interventions which enabled them to make accelerated progress although they did not achieve ARE.</p> <p>“SPaG can be really confusing but now I understand it much better.” “I had lots of practice to answer the questions so when I did my SPAG test, I felt really confident.” “I didn’t mind doing extra practice in the afternoons because Maths got much easier.” “I am much better at Maths now!”</p>	<p>This has continued to be a very successful and valued approach and we will continue with it again in 2017 – 2018.</p> <p>As well as the obvious accelerated progress made by the children, the increase in their self-confidence and belief in themselves as learners is quite remarkable.</p>	£14745

<p>A and B Accelerate progress and enable children to attain national standards in English at the end of Key Stage 2.</p>	<p>Additional Teacher time to enable small group work in English in Year 6.</p>	<p>Success Criteria met. Please see Pupil Premium Planning and Evaluation Outline Small Group English Teaching in Year 6</p> <p>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.</p> <p>This has had a significant impact on the progress of these pupils and led to an increased number working at ARE in Writing; 9/9 made accelerated progress in Writing with 7/9 at ARE (none of these children were writing at ARE in July 2016). Writing results were externally moderated.</p> <p>8/9 made accelerated progress in Reading across the year with 6/9 Teacher-Assessed at ARE in Reading (up from 3 in July 2016) based on practice test results across the year; 3/9 achieved a score of 100+ in the Reading Test (please see Planning and Evaluation Outline for further details regarding this).</p>	<p>This has been a very successful approach, especially for Writing, which we will continue in 2017 – 2018. Due to cohort numbers, we will extend this to include specific work on SPaG. The group will be bigger next year (15) and a very experienced and skilled Year 6 TA will also work in the group to support the children.</p> <p>There will be an increased focus on Reading and reading comprehension for this group and additional intervention for 1:1 reading support delivered by skilled TAs will also be timetabled for 2017 – 2018.</p>	<p>£8913</p>
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<p>A and B Learning is accelerated in English and Maths across the key stages.</p>	<p>1:1 or small group interventions led by TAs.</p>	<p>Success Criteria met. Progress across the school shows that Pupil Premium children are making at least expected progress in each cohort in Reading, Writing and Maths. This has resulted in the number of children working at age-expected levels increasing.</p> <p>In Years 3, 4 and 5, TA-led intervention has focused primarily on intervention in English and Maths following identification in lessons of areas that need revisiting.</p> <p>Year 3 Reading 26 at ARE (increase of 5) (PP 3 from 1) Writing 21 at ARE (increase of 5) (PP 2 from 1) Maths 24 at ARE (increase of 3) (PP 2 from 1)</p> <p>Year 4 Reading 30 at ARE (increase of 5) (PP 7 from 4) Writing 22 at ARE (increase of 3) (PP 2 from 1) Maths 28 at ARE (increase of 4) (PP 4 from 2)</p> <p>Year 5 Reading 36 at ARE (increase of 2) Writing 31 at ARE (increase of 4) Maths 35 at ARE (increase of 3) In Year 5, the number of Pupil Premium at ARE has remained the same although accelerated progress has taken place for other children towards this.</p> <p>In Key Stage 1, TA-led intervention has been largely targeted towards 1:1 reading and Phonics support. 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 achieved the national standard this year (only 2/7 of the same children achieved their ELG for Reading); those who did not have received personalised, targeted intervention and their learning needs are understood and addressed. 2/3 Year 2 Pupil Premium who retook the test also achieved the expected standard.</p> <p>Pupil comments "If I have intervention in the afternoon, I am really focused." (Year 5) "We can say ourselves if we need to have intervention in the afternoon – that's really good." (Year 5) "I find Maths a bit hard so I like it when I can work with an adult on my own." (Year 3) "When it's just me, it's easier to concentrate." (Year 3) "If you have intervention on your own, it's really good because the TA can just focus on one person." (Year 4) "All that reading really helps!" (Year 2)</p>	<p>Our assessments and pupil progress meetings show that intervention in Reading, Writing and Maths, which many 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.</p> <p>Going forward, we intend to ensure that more of our interventions across the school are personalised 1:1 support (rather than working in small groups) as we have found that this is where most progress is made through data and also feedback from staff and children.</p>	<p>£31651</p>
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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>	<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. We will continue to provide this support for identified children next year.</p>	£1536
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A and B Accelerate progress for Pupil Premium children in the EYFS, particularly in relation to their communication needs.	<p>Children are “headlined” on entry and interventions immediately put into place to address specific areas for development.</p> <p>See also Speech and Language below.</p>	<p>Success Criteria met. This year’s cohort of children came into Reception with very low scores for Communication and Language, especially Understanding, which can impact on all areas. A big focus was therefore given initially to developing this area with the following results for our Pupil Premium children:</p> <p>Listening / Attention: Entry 33% Exit 83% Accelerated Progress 50% of pupils Speech: Entry 33% Exit 100% Accelerated Progress 67% of pupils Understanding: Entry 33% Exit 83% Accelerated Progress 50% of pupils</p> <table><tr><td></td><td>2017 PP Data</td><td>2016 PP Data (RAISE)</td></tr><tr><td>GLD</td><td>50%</td><td>17%</td></tr><tr><td>Reading</td><td>50%</td><td>17%</td></tr><tr><td>Writing</td><td>50%</td><td>17%</td></tr><tr><td>Number</td><td>67%</td><td>17%</td></tr></table> <p>Pupil Premium progress in Reception this year: Reading Expected Progress 83% Accelerated Progress 50% Writing Expected Progress 100% Accelerated Progress 33% Number Expected Progress 100% Accelerated Progress 67%</p> <p>The effectiveness and regularity of intervention plays a key part in this, as does the initial starting points for each of these children. Significant progress has also been made by some children who have not achieved their ELGs but have closed attainment “gaps” with other children as their progress has accelerated in the different areas.</p> <p>A key action has been to provide additional support for Pupil Premium children - even if they don’t necessarily need it - to ensure that they don’t fall behind. All Pupil Premium children are “headlined” on entry into Reception and interventions are then swiftly put into place to address any issues (eg with fine motor control) that might prevent the child reaching their Early Learning Goals.</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>		2017 PP Data	2016 PP Data (RAISE)	GLD	50%	17%	Reading	50%	17%	Writing	50%	17%	Number	67%	17%	<p>We will 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 / Social and Emotional intervention group to address, and help support, these needs as they have already been identified for the 17-18 cohort.</p>	Additional TA hours funded from school budget.
	2017 PP Data	2016 PP Data (RAISE)																	
GLD	50%	17%																	
Reading	50%	17%																	
Writing	50%	17%																	
Number	67%	17%																	

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, particularly in the Nursery, Reception and Year 1, has supported pupils in addressing particular Speech and Language needs, allowing targeted pupils to better access their learning. This provision is reviewed regularly both in-house and with the Speech and Language therapist. Provision is informed by pupil progress and accurate assessment. 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 and will continue to use our Pupil Premium funding to support this next year.	£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 took place in June 2017. This will now be disseminated to other EYFS staff.	The training was very recently undertaken – the member of staff involved will ensure that other staff share in the knowledge gained in order to better communicate with those children for whom speech and language is a barrier.	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.	Educational Psychologist time bought in so that targeted support and advice can be given to staff and to 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. Next year, we will also use our Pupil Premium funding to buy specialist behaviour support if needed.	£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 will be developing 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. She will work closely with the DSL and Deputy DSL to ensure that all of our most vulnerable families are provided with the range and levels of support that they need.	£3787
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iii. Other approaches				
Desired outcome	Chosen action / approach	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>Weekly tracking for targeted children.</p> <p>Education Welfare Officer support if needed.</p> <p>Involve the school office in tracking targeted pupils on a daily basis.</p> <p>Develop the Learning Well partnership to close the GP / school gap.</p> <p>Increase parental engagement.</p> <p>Develop praise and reward systems and involve pupils in self-regulating to gain awards.</p> <p>Increase prominence of attendance league.</p>	<p>Success Criteria met. The drive to improve attendance has been a key focus for us this year.</p> <p>Our attendance has improved and attendance stands at 95.3% as at the end of June (last year 95%); a flu virus at the end of the Autumn Term resulted in markedly low attendance for that half-term, had this not occurred then our attendance % would be approximately 0.5% higher All persistent absence % are now below national %.</p> <p>The average % attendance for Pupil Premium children has improved from last year (94%) and is currently 94.5%. 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. When considering the forty children at our school with the lowest attendance, 33% of these receive Pupil Premium (down from 37% last year). 25% of children whose attendance <90% receive Pupil Premium (down from 34% last year).</p> <p>Regular monitoring is followed up with letters and meetings with parents to discuss attendance, as well as EWO involvement where necessary. We have very successfully introduced a Parent Liaison officer who meets with parents where attendance is an issue, particularly those where attendance is between 90 – 93%. The Parent Liaison Officer and the Pupil Premium Lead have met with parents of children whose children are receipt of the Pupil Premium where attendance is causing concern; this has had good impact, particularly among Year 6 parents.</p> <p>Examples of how attendance has improved for some of our Pupil Premium children after discussion with / intervention from the Headteacher, Parent Liaison Officer, Pupil Premium Lead or Education Welfare Officer include:</p> <p>Child A Attendance: Autumn 88%; Spring and Summer 94% Child B Attendance: Autumn 75%; Spring and Summer 94% Child C Attendance: Autumn 88%; Spring and Summer 96% Child D Attendance: Autumn 73%; Spring and Summer 95%</p> <p>We have many initiatives in place to reward good attendance that motivate pupils to attend school. Pupil conferencing shows that pupils are very aware of the importance of coming to school and those interviewed had strong opinions about what constituted poorly enough to stay at home!</p> <p>Our headteacher has driven the establishment of The Learning Well Partnership which has been successfully introduced across Penwith, enabling schools to work with local GP surgeries where attendance due to ill health is a concern. Feedback from schools and GPs has been very positive.</p> <p>A key issue for us is holidays in term time which, although not authorised, are still taken although requests have fallen by 1/3 since the Autumn Term.</p> <p>Please also see the Breakfast Cub section 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

<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 children attending Breakfast Club is increasing and we now average about 30 each day, including Pupil Premium children. Breakfast Club staff report that there is a mix of reasons why children attend Breakfast Club: for some parents, childcare at this time of day is important while other children really benefit from having access to a healthy amount of food at this time of the day.</p> <p>Pupil Premium funding has been used to encourage children to attend Breakfast Club by providing a range of free pre-school activities. Breakfast and a range of activities is also available (at a cost of £2 per day) to other children and the increased number attending Breakfast Club provides greater opportunities for social interaction.</p> <p>Where attendance or punctuality is an issue, parents are directly approached and encouraged to use Breakfast Club for their children and this initiative has made a real difference for some children.</p> <p>"I really like it when we have bacon sandwiches!" Year 2 child.</p> <p>"It's fun playing indoor hockey and table tennis." Year 5 child.</p> <p>"I like going on the playgrounds when it's sunny and you can go on the climbing wall."</p> <p>"The big children help you make really good things with Lego." Year 1 child.</p>	<p>A good breakfast means a great start to learning for the day and increases readiness for learning. 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 actively 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 trained THRIVE practitioners, the Pastoral team and 1:1 Nurture support.</p>	<p>Success Criteria met</p> <p>Dedicated Thrive practitioners have worked with some of our most vulnerable children. Thrive assessments show that the impact of these sessions and support has been significant; this is obviously confidential information but is held within school.</p> <p>This funding has allowed 1:1 and small group support, allowing individual issues and concerns to be addressed as well as building self-esteem and readiness to learn.</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>The Pastoral Team was 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. Pupils are aware that they have unlimited access to this team, particularly through the "Worry Box". Members of staff also refer children to members of the team when they have concerns. Often, issues or worries are resolved very quickly; where necessary, the team member will seek the advice of the class teacher or member of the SLT, including the DSL if needed.</p>	<p>Anecdotal feedback from staff and children evidence the positive impact of this provision.</p> <p>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. We also plan to introduce "Champion a Child".</p>	<p>£5884</p>

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 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.	Success Criteria met. The PP Lead and PP governor have attended the Cornwall Pupil Premium conference where the keynote speaker was Sir John Dunford. Information and advice gathered from this forms part of our ongoing strategic planning and has been key in enabling us to develop our strategy for Pupil Premium as well as providing much of the material for whole-staff INSET. 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.	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. Funding will enable both PP lead and PP governor to attend training.	£300
Ensure 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.	Success Criteria met. Children are able to access all the enrichment 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. 4/4 Year 3 Pupil Premium pupils are going to camp. 12/14 Year 4 Pupil Premium pupils are going to camp. 9/10 Year 5 Pupil Premium children are going to camp. 8/8 Year 6 Pupil Premium children are going to camp. The reasons for pupils choosing not to go to camp were for other reasons than financial ones; we are especially pleased that, as they get older, some children who have chosen not to go to camp before now attend. "It's wonderful that you pay for half of camp – I was worried that my child would not be able to go as I couldn't afford it on my own and they would have missed out." (Year 6 parent).	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.	£2590
Children are able to take 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 and helps to ensure well-being and readiness for school as well as reduction in financial concerns for some families. "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

7. Additional detail

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

Documents which supplement the analysis of information above

Pupil Premium Data 2016 – 2017

Confidential Pupil Premium Data Analysis 2016 – 2017

Pupil Premium Planning and Evaluation Outline for 1:1 Teacher-led Intervention (Year 6) 2016 – 2017

Pupil Premium Planning and Evaluation Outline for Small Group English Teaching in Year 6 2016 - 2017

Case Studies are available in the Pupil Premium file which give details of the impact of Pupil Premium provision on individual pupils in 2016 – 2017