

Pupil premium strategy statement at Penponds Primary School

1. Summary information					
School	Penponds Primary School				
Academic Year	2017/2018	Total PP budget	£27,880	Date of most recent PP Review	Sept 17
Total number of pupils	108	Number of pupils eligible for PP	23	Date for next internal review of this strategy	Dec 17

2. Attainment and progress for Key Stage 2 2017			
Proportion of pupils in Y6 (2016 cohort) eligible for PP	25%	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP in school</i>
% of pupils eligible for PP achieving ARE in 2017 Reading 75% Writing 100% Maths 100%			
% of pupils not eligible for PP achieving ARE in 2017 Reading 76% Writing 76.9% Maths 46.2%			
% achieving ARE in reading, writing and maths		75%	46.2%
Points progress in reading		4.7	-0.9
Points progress in writing		5.9	-0.6
Points progress in maths		2.8	-4.7

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.	Speech, language, vocabulary and comprehension skills in Year 4 and 5 are lower for pupils eligible for PP than for other pupils
B.	Progress measures for pupils eligible for PP are not as accelerated as they could be in KS2
C.	Specific additional needs including those being supported as SEN to make good progress
D.	Social, emotional and behavioural problems affecting wellbeing and progress
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
C.	Circumstances in the home which have an impact on the pupil's emotional wellbeing in school. This is a barrier to progress.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
A.	Increase attainment and rates of progress for all PP chn.
	<i>Success criteria</i>
	Pupils eligible for PP make rapid progress by the end of the year so all PP pupils meet ARE or exceed by the end of the academic year

B.	Care, guidance and support is improved for PP chn and specific additional needs are supported effectively.	Children with additional needs are supported effectively through the school's SEND practice, with recognition of and support for any additional factors that PP children face.
C.	Ensure attendance of all chn, but particularly those eligible for PP, remains above average.	Whole school attendance remains above national average with pupils eligible for PP achieving above average attendance.

5. Planned expenditure					
Academic year	2017-2018				
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?
Increase attainment and rates of progress for all PP chn.	Staff CPD developing maths mastery, grammar and spelling. DERIC reading skills explicitly taught. Programme of peer observations and pair coaching. Full time Learning assistant provided in each class	Evidence: Some PP children do not make good or better progress. We believe that all PP chn should achieve or exceed the expected standard. Ref: Ofsted 'The Pupil Premium' How schools are spending the funding successfully to maximise achievement' National literacy trust research 2016 discussed the importance of reading for pleasure and its impact on Literacy attainment and progress.	Half termly timeline with agreed actions and milestones is prepared for each term. Monitoring programme ensures actions are completed. Provision map, pupil progress meetings, achievement team meetings are used to ensure planned interventions are having good impact on individual PP children. PP Governor regularly meets with staff to ensure governors are maximising PP spend where it is most needed.	Pedagogy and curriculum lead	January 2018
Care, guidance and support is improved for PP chn and specific additional needs are supported effectively.	Whole school assemblies on learning behaviours. School Value cards. Playground Leaders Pupil voice to include Learning Ambassadors, E-cadets and School Council. Year 6 prefects acting as peer mentors and reading buddies Growth mind set to develop confidence, curiosity and creativity.	Pupil progress meetings have highlighted some pupils for whom poor learning behaviours are preventing progress (e.g. children lack independence, resilience or are easily distracted)	Monitoring of behaviour records Pupil conferencing Half termly timeline Lesson visits and drop ins Governor visits to observe behaviours.	Headteacher	December 2017
Total budgeted cost					£9,200

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?
Increase attainment and rates of progress for all PP chn in Literacy	Daily reading using AR to quiz. DERIC reading skills with whole class approach Accelerated Reader vocabulary quizzes 'Reading Assemblies' RWI phonics intervention 'Mighty writer' booster intervention Termly Spelling Bee competition 'The Writer's block' scheme Reading buddies scheme Speech and Language therapy Learning Assistant support Guided reading volunteers SPAG.com	These interventions are structured into the school week and have historically had a good impact on attainment and progress. Good practice has been researched in other schools through visits New research from Literacy training and update (summer 2017) states that explicit whole class teaching of reading is more effective than traditional guided reading sessions. 'The writer's block' is a proven intervention that raised progress from -4.6 to 0.9 in KS2 2016.	Agreed classroom expectations. Organise timetable to ensure staff have sufficient preparation and delivery time. Impact of interventions are reviewed regularly and altered accordingly depending on success and individual chn's needs – see half termly timeline. Training is updated as required throughout the year. Careful half termly tracking of individual PP chn linked to pupil progress review meetings Pupil Premium Governor being a key part of all decisions	Literacy subject Leader	January 2018
Increase attainment and rates of progress for all PP chn in Maths	Clear feedback and next steps Challenge evident in every lesson Daily Fast Maths Maths Ladders approach Weekly maths investigations using NRICH planning Dyscalculia toolkit with HLTA Y6 MA group attend NEXUS Weekly small group 'Maths Leader' interventions with HT Weekly small group 'Maths Leader' interventions with HT using White Rose resource Learning Assistant Support Provision of IT to enhance homework provision and	We want to provide extra support to rapidly improve maths progress and attainment. Evidence for this approach was gathered from our own internal tracking data, half termly assessments, pupil conferencing and day to day teaching. Small group intervention with high quality staff, targeted planning and resources have been shown to be effective.	Agreed classroom expectations. Half termly timeline with agreed actions and milestones is prepared for each term. Monitoring programme ensures actions are completed. Lesson visits and book looks Provision map, pupil progress meetings, achievement team meetings are used to ensure planned interventions are having good impact on individual PP children.	Maths Subject Leader	January 2018

Care, guidance and support is improved for PP chn and specific additional needs are supported effectively.	SEN TA provision to provide 1:1 support for ASD chn. Learning Mentor provision to boost emotional wellbeing. Thrive provision Breakfast and extended school provision. Targeted support with residential visits and extra-curricular clubs, e.g. surfing to boost self-esteem and confidence 1-1 Music tuition	<p>To build on the success from last year and to overcome the multiple barriers faced by the children.</p> <p>Close relationships built with Learning Mentor provide a solid foundation for progress and attainment to improve in children with EBD.</p> <p>To ensure that all children eligible for PP have the same opportunities that non PP children do regardless of cost.</p>	Monitoring and evaluation timeline. Careful tracking of these children through book looks, data, Venn diagrams and pupil progress meetings.	Headteacher SENCO/Student and Family Support Lead	Half termly
Total budgeted cost					£17,400
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?
Ensure attendance of all chn, but particularly those eligible for PP, remains above average.	Liaison with parents/carers by SENCO/HT Whole school approach to developing communication with parents and carers through social media, newsletters and texting. Challenging holiday requests with attendance evidence. Using EWO for attendance clinics as required. Close monitoring of PP attendance Termly parent meetings and class dojo.	<p>This worked very well last year with above average attendance and 0.9% persistent absences overall.</p> <p>Parent survey indicated homework as an improvement with high expectations in the parent body.</p>	Half termly attendance letters Rewards and badges for good attendance	Headteacher	Half termly Parent survey – July 2018
Total budgeted cost					£1,280

6. Review of expenditure				
Previous Academic Year		2016-2017 Total Pupil Premium 18,940		
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
All PP children to make the same amount of progress as their peers	TA booster sessions Writers block intervention Maths Ladders MA Maths PP chn at NEXUS	All of our classes have a Learning Assistant in class full time. Some benefit from two Learning Assistants dependant on the level of need in the class.	Some of the interventions had less impact due to them being spread too thinly. Regular monitoring was focused on teaching not learning in the early part of the year. The highest impact interventions were consistent, intensive sessions over 2 weeks. This will be continued next year.	£7600
PP children in Year 6 to make ARE or exceed ARE by the end of the year.	Booster interventions for more able PP children Precision teaching for LA groups to fill gaps	Some PP children did not make ARE in Year 6, especially boys in Maths. Booster interventions worked in writing but had less impact in maths.	Gaps were not filled quickly enough for chn to build on skills and knowledge. From September 2018 a teacher will teach Y6 interventions throughout the year to ensure all PP chn are ARE by May, especially in Maths. Some children's confidence and self-esteem in maths was an issue during the run up to SAT's week.	£6300
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
Care, guidance and support is improved for PP chn and specific additional needs are supported effectively.	SEN TA provision to provide 1:1 support for ASD chn. Learning Mentor provision to boost emotional wellbeing. Breakfast and extended school provision. Targeted support with subsidising residential visits and extra-curricular clubs, e.g. surfing to boost self-esteem and confidence 1-1 Music tuition	Improvements evident in targeted children – happier, less disruptive and more secure at school. Clear communication has been established between parents, teachers and the Learning Mentor. Extensive feedback notes have been compiled showing impact of Learning Mentor interventions. Parent survey in July 2017 feedback from extra-curricular clubs was very good. Classmates have benefitted from this with calmer atmosphere and fewer distractions – some issues persist.	Lessons Learned: Consistent, timetabled weekly sessions with high quality staff made the most impact with	£4390
iii. Other approaches				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Attendance for children eligible for PP is above national average	Half termly monitoring of whole school attendance data. Attendance letters sent out every 6 weeks 100% badges every term Attendance reported to parents every week in newsletter Weekly trophy	These approaches were successful and attendance remained above average all year with 0.9% persistent absence. Termly meetings with EWO checked good practice and record keeping.	Keep a close eye on term time holiday requests and whole school report on SIMS. Check absences are not occurring weekly with the same children. Check 2 years worth of holiday requests before granting information.	£650

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.penponds.cornwall.sch.uk