

Pupil Premium strategy statement

School	Pelynt Primary Academy				
Academic Year	2017/18	Total PP budget	£18,480	Date of most recent PP Review	May 2018
Total number of pupils	95	Number of pupils eligible for PP	15	Date for next internal review of this strategy	July 2018

Current attainment

	<i>The % of Pupils eligible for PP at Pelynt Primary Academy. 2016 – 2017 National figures in brackets.</i>	<i>The % of Pupils not eligible for PP at Pelynt Primary Academy 2016 – 2017 National figures in brackets.</i>
Proportion achieving expected attainment or above in reading, writing & maths	R: 50% (59.5) W: 100% (65.2%) Ma: 50% (58.8%)	R: 85.7% (76.4%) W: 71.4% (80.1%) Ma: 71.4% (76.3%)
Average progress score in reading where 0 was the figure for all pupils	-1.95	-4.9
Average progress score in writing (TA) where 0 was the figure for all pupils	1.1	-4.65
Average progress score in maths where 0 was the figure for all pupils	-5.8	-5.2

Identifying Potential Barriers to learning for Disadvantaged Pupils (ie not necessarily present for all PP pupils)

In School Barriers		
A	Barrier	There is a low percentage of Pupil Premium children who are working above expectations in Reading, Writing and Maths. At the end of KS1 or KS2, no children achieved Greater Depth in Reading, Writing or Maths.
	Outcome	A higher percentage of PP children working above Age-Related Expectations and achieving Greater Depth at the end of KS1/2
B	Barrier	PP Children attend school at a much lower rate than non-PP
	Outcome	PP children are in line with trust attainment target of 96% or are in-line with attendance of those children not in receipt of PP.
C	Barrier	PP children make less progress than non PP peers.
	Outcome	PP difference is diminished through targeted intervention and in-class support.
External Barriers		
D	Barrier	Lack of self-esteem/ confidence including low aspirations.
	Outcome	Children think more of themselves and have a positive outlook on life and their own abilities through use of VL and behaviour for learning.
E	Barrier	Lack of positive role models
	Outcome	Children are introduced to a range of role models from different countries and backgrounds.
F	Barrier	Financial restrictions prevent children being fully equipped for a range of school activities and extra-curricular visits.
	Outcome	Flexible pricings result in increased pupil uptake.

1. 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: To address the current underlying inequalities between children eligible for free school meals and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Intended impact/Actual impact
A higher percentage of PP children working above Age-Related Expectations and achieving Greater Depth at the end of KS1/2	<p>Adult-led interventions</p> <p>Additionally timetabled staff.</p> <p>Maintain teaching staff to allow for continued level of support across all cohorts</p> <ul style="list-style-type: none"> • <i>Mathematics Support KS2</i> • <i>Teaching hrs min 2 hrs support per week –</i> • <i>Reading Extension groups (Spring Term 18 KC min 1 hr per week)</i> 	<p>Dedicated intervention time to allow a suitable adult to carry out targeted interventions based upon half-termly data collection from class teachers.</p> <p>Focussed timetable targeting PP pupils to ensure the support and challenge they need is present.</p>	<p>Half-termly reviews of interventions carried out by class teachers and monitored by SENCo. Pupil Progress meetings and interim PP-focussed meetings to ensure interventions are aimed at where the need is greatest.</p> <p>Timetabling Staffing</p> <p>Ensuring equipment is in good working order Impact reports produced by programme</p> <p>Pupil Progress Meetings evidence strategies employed to support eligible groups and individuals with agreed action</p>	Class teachers and PP Lead	<p>Data will reflect improved performance at end of KS2 and KS1</p> <p>KS1: R: 33% W: 33% M: 100%</p> <p>KS2: R: 50% W: 75% Ma: 25% GPS: 50% Combined: 25%</p> <p>No PP achieved GDS in either KS. This is a drop compared with 2016/17 cohorts.</p>
PP children make less progress than non PP peers.	Visible learning	Student achievement increases as a result of clear learning – teachers know what they are teaching and students know what they are learning Build capacity of learners to learn.	VL timetable targeted from whole trust training.	VL coach and PP Lead	<p>PP pupils make accelerated progress to diminish the difference.</p> <p>Learning powers have worked well to allow children to articulate their learning.</p> <p>Use of new marking policy highlights next steps in learning.</p>
	Adult-led interventions	Focussed timetable targeting PP pupils to ensure the support and challenge they need is present.	Pupil Progress Meetings evidence strategies employed to support eligible groups and individuals with agreed action	Class teachers and PP Lead	<p>Progress was lower than non-PP although interventions enables rapid progress. → Targeted teacher-led interventions planned for 2018/19.</p>

Attendance of PP children is in line with trust attainment target of 96% or are in-line with attendance of those children not in receipt of PP.	Positive message of attendance and rewards	Encouraging both PP and non-PP children to attend regularly will impact of time in school and therefore attainment.	Reports generated show either no difference or a “positive gap” in attendance between PP and non-PP children.	PP lead.	PP attendance will become positive in line with rest of school Attendance is still below non-PP children (88%:95%) although this has improved over the year. There are some crossover chn who affect the data for other reasons.
budgeted cost					£6600
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	Intended impact/Actual impact
Children think more of themselves and have a positive outlook on life and their own abilities through use of VL and behaviour for learning.	Thrive	Teacher knowledge of individual children Research around Thrive and it's effectiveness	Half-termly impact reports demonstrate overall positive impact for children. Adults notice a positive improvement in behaviours	Thrive practitioner and PP lead.	Conferencing of children shows increased self-belief and outlook. Behaviour for learning improves. Children are able to verbalise their own learning.
	Visible Learning	Self reflection of the children as learners will encourage self-belief and their own set of morals for learning.	School based visible learning coaches developed. Assembly themes/ displays.	VL coach and HoS.	Self-belief and “Can Do” attitude has been noticed in governor scrutiny, Self confidence and behaviour for learning has improved across the school and children are able to explain what they are learning and their next steps through a new marking policy. Displays in class and use of learning journeys helps PP to visualise their learning. Assemblies based on learning powers, growth mindsets and VL techniques have boosted this.
To co-ordinate PP throughout the school	PP Lead hours	Teaching staff are aware of PP children in school, their requirements and support in place. PP Lead carried out monitoring of pupils.	Pupil progress meetings will show knowledge of PP children by staff.	PP Lead	Staff have a greater understanding of PP and the individual needs of the group. Staff are aware of the PP children and work with SENCO to ensure they have suitable activities and support in place. Staff meetings about TIS and Thrive and the link to SEN and PP have been attended by all staff.

To help children deal with emotional/behavioural issues thus ensuring children are ready to learn.	Pastoral support from SENCO and Thrive Training for additional staff.	Correctly trained staff will be able to target support in school or through knowledge of external agencies.	Records of support will show improved levels of support given and impact of the support.	DSL HoS SENDCO Thrive practitioner.	Children and families will feel supported. Councillor trained TA has been used to support in different situations. PP coffee mornings have been held. Weekly Social Sessions have been held for c=key children by trained TA and Thrive staff.
Pupils are exposed to a wide range of positive role models.	Workshops and assemblies	Positive role models of both genders and different backgrounds will be able to reach all PP children.	Records of assemblies and PSHCE.	Class teachers PP lead	Children's behaviour for learning improves. Assemblies and visitors have exposed children to new role models, cultures and experiences.
budgeted cost					£7,880
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	Intended impact/Actual impact
For all children to access learning activities and experiences	Residential trip discounts	Opportunity to experience new things to enhance holistic approach of the child.	Case by case basis and discount to be applied	PP lead and AEH.	More PP children take up extra-curricular activities and visits. All Y6 PP children accessed the residential. Support with uniform and equipment has also been given.
	Purchase of school uniform.	As professionals, we recognise that if a child is not ready to learn, this has a negative impact on self-esteem and motivation. Purchasing will be authorised by the PP Lead on an individual	Purchasing will be authorised by the PP Lead on an individual basis and in communication with families.		
Total budgeted cost					£4000

This plan will be reviewed at the end of term, taking into account the progress of pupils, their wellbeing and opportunities for further support to be implemented.

*Money has been set aside from the total budget to finance the introduction of strategies and support programmes for PP pupils in January. These support programmes include literacy and maths based resources that will enable disadvantaged pupils to diminish the difference between themselves and non-disadvantaged pupils.