

Pupil Premium strategy statement

School	Pelynt Primary Academy				
Academic Year	2017/18	Total PP budget	£17,160	Date of most recent PP Review	July 2018
Total number of pupils	90	Number of pupils eligible for PP	10	Date for next internal review of this strategy	Dec 2018

1. Current academic outcomes

	<i>School 2018</i>			<i>National 2017</i>		
	<i>PP</i>	<i>NPP</i>	<i>Diff</i>	<i>PP</i>	<i>NPP</i>	<i>Diff: Sch PP - Nat NPP</i>
EYFS - % GLD 2017-18	100%	73%	27%	54%	72%	-18%
% 32/40 to pass the Phonic Screening test (Yr1)	0%	77%	-77%	70%	83%	-13%
KS1 - % Reaching Expected Standard 2017-18	R: 33% W: 33% M: 100%	R: 63% W: 63% M: 71%	R: -30% W: -30% M: +29%	63% 54% 62%	79% 72% 79%	-16% -18% -17%
KS2 - % Reaching Expected Standard 2017-18	(4/15 pupils) R: 50% W: 75% Ma: 25% GPS: 50% Combined: 25%	(11/15 pupils) R: 55% W: 64% Ma: 18% GPS: 45% Combined: 18%	R: -5% W: +11% Ma: +7% GPS: +5% Combined: +7%	60% 66% 63% 66% 48%	77% 81% 80% 82% 67%	-17% -15% -17% -16% -19%
KS2 - Average Scaled Score 2017-18	R: 94.3 GPS: 96.8 M: 96.3	R: 99.6 GPS: 97.5 M: 95.9	R: -5.3 GPS: -0.7 M: +0.4	101 104 102	105 107 105	-4 -3 -3
KS2 – Average Progress Score 2017-18	R: -9.5 W: -1.7 M: -5.6	R: -4.4 W: -2.2 M: -6.2	R: -5.1 W: +0.5 M: +0.6	-0.7 -0.4 -0.6	0.3 0.2 0.3	-1 -0.6 -0.9
Attainment or above in reading, writing & maths (Cohort data)	R: 55% W: 47% Ma: 33%	R: 80% W: 68% Ma: 67%	R: -25% W: -21% Ma: -34%	NA	NA	NA
Average progress in reading, writing & maths (Cohort data) 3pts expected	R: 1.9 W: 3.1 M: 2.3	R: 3.3 W: 3 M: 3.1	R: -1.4 W: +0.1 Ma: -0.8	NA	NA	NA

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 at or 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 (88% compared with 95%)
	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	60% of children have experienced changes in home life or recent loss.
	Outcome	Children consider school a safe and supportive place and are happy to communicate changes with school.
E	Barrier	Lack of positive role models
	Outcome	Children are introduced to a range of role models from different countries and backgrounds.
F	Barrier	50% of pupil premium children have little or no parental engagement with learning.
	Outcome	Parents show increased enthusiasm for learning and engagement with school events and strategies.

2. Planned expenditure

Academic year	2018-2019				
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

<p>There is a low percentage of Pupil Premium children who are working at or above expectations in Reading, Writing and Maths. At the end of KS1 or KS2, no children achieved Greater Depth in Reading, Writing or Maths.</p>	<p>Adult-led interventions</p> <p>TA and teacher training to support struggling pupils (£200)</p> <p>Visible learning development plan (Teacher clarity and feedback) – Sharing with TA in additional meetings/ training (£1000)</p> <p>Additionally timetabled staff.</p> <p>Maintain teaching staff to allow for continued level of support across all cohorts</p> <p>£1000</p>	<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>Collaborative learning in class (+5 months) and feedback in class focussed on ensuring that PP children know their next steps to learning and how to improve (+8 months)</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>Other CPD needs identified by SMT, time/ training and support given to support this</p> <p>Teacher CPD – Visible learning INSET days/ staff meetings/ monitoring</p> <p>Cascading Visible learning training and understanding to support staff</p> <p>In class intervention records show children included and impact had</p> <p>IRIS – Micro teaching to monitor feedback to children</p> <p>Pupil Progress Meetings evidence strategies employed to support eligible groups and individuals with agreed action</p>	<p>Class teacher s and PP Lead</p>	<p>Teaching supports all children and ensures struggling pupils have resources to help progression children make at least 3 points</p> <p>Interventions are well planned, focused, monitored and evaluated to ensure progress/ impact (intervention records – monitored in Pupil progress meetings)</p>
<p>PP children make less progress than non PP peers.</p>	<p>Visible learning</p> <p>£1000</p>	<p>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.</p> <p>Focussed timetable targeting PP pupils to ensure the support and challenge they need is present.</p> <p>Teachers to lead interventions as evidence shows this has a higher impact on progress and attainment.</p>	<p>VL timetable targeted from whole trust training.</p> <p>Ensure assessment for learning is embedded in school through new feedback criteria and marking policy. (EEF +8 months)</p> <p>Pupil Progress Meetings evidence strategies employed to support eligible groups and individuals with agreed action</p>	<p>VL coach and PP Lead</p> <p>Class teachers and PP Lead.</p>	<p>PP pupils make accelerated progress to diminish the difference. (at least 3pts)</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 £400	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
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/ TIS £2250	Teacher knowledge of individual children Research around Thrive/ TIS 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.
	Visible Learning £1250	Self reflection of the children as learners will encourage self-belief and their own set of morals for learning. The effect score for children’s expectation of themselves is 1.44 (around 3 years progress). If children understand how they can learn they will be able to have higher expectations of themselves. EEF +8 months Meta cognition	Learning walks Pupil conferencing Staff CPD in visible learning and work in staff meetings	VL coach and HoS.	Children are able to verbalise their own learning. All PP children can talk about learning. They know where they are, where they need to be and how to get there.
To co-ordinate PP throughout the school	PP Lead hours £880	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.

To help children deal with emotional/behavioural issues thus ensuring children are ready to learn.	Pastoral support from SENCO and Thrive/ TIS Training for additional staff. £2500	Correctly trained staff will be able to target support in school or through knowledge of external agencies.	50% of PP children have been affected by the bereavement, separation or significant life changes Children need to be able to identify how they are feeling to be able to focus on work EEF states - Social emotional learning +4 months progress	DSL HoS SENDCO Thrive/TIS practitioner. Councillor trained TA	Children and families will feel supported and confident to work with school to overcome any issues. Baseline and end assessments/ pupil voice show a shift in understanding mood/emotions for the 50% PP children Children on task quicker and for longer – class observations
Pupils are exposed to a wide range of positive role models.	Workshops and assemblies £1000	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.

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
Parents show increased enthusiasm for learning and engagement with	Provide meetings for all parents to ask questions and have answers and guidance about school life. £880	Given more opportunities to understanding	Attendance at meetings and logs of communications will be kept.	PP Lead Class teachers Trust leads.	Parental voice shows parents have been engaging with school through the different meetings and methods.

school events and strategies.	Signposting parents towards outside help.	Providing opportunities for parents to help themselves and know that school is there for help will encourage increased engagement.	Logs of meetings and support given will be kept.	PP Lead.	
	Use social media to inform parents of upcoming events/ successes and strategies to use. £1800	Parents access social media more often than school website and in person. By providing key information and dates	Key and authorised people will be adding things to the sites. Making sure the information is added in line with Trust policy.	PP lead Authorised personnel .	
Total budgeted cost					£2680

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.**