

TARGET: 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																		
Success criteria	Action(s) to be taken	Who is responsible?	Who is involved?	Start/finish dates	Resources: Time, hours, etc	Outcomes												
Eligible groups are identified																		
All eligible children make at least the expected progress for their stage of development with a high proportion of children exceeding this (see School Development Plan)	<ul style="list-style-type: none"> School tracking data shows eligible groups and individuals Pupil Progress Meetings evidence strategies employed to support eligible groups and individuals with agreed action points Maintain staffing to allow for continued level of support across all cohorts <i>teaching hrs SD 0.1 – focus on higher attaining /extension activities.</i> Maintain increased Teaching Assistant hours to support; <i>Continue ; Reading Extension groups (Sum 16 – Spring 17)</i> * <i>Social Skills support (Sum 16 – Spring 17)</i> * <i>Self Esteem and confidence building (Sum 16 – Spring 17)</i> 	TW&VW AC AC AC TW&VW	All CTs All CTs Personnel Committee Curriculum Committee	Ongoing “ Review half termly or with new in year admission April 14- July 15 “	PPA Leadership Time SD - Teaching 0.1 (Aut 16 and Spring 17) £2250 LR – Grp and individual support, 15 hrs Thrive CIC £5300 RP - Support class 1, 12 hrs CIC £4200 HH – Whole class/individ and group Support £2100 total £13,850 Sub Total £13,850	Aut Term KS 1 pupils 4 pupils mostly in line with ARE and non PP children 1 child making less than expected progress but receiving personal , social and emotional support which is proving very beneficial. KS2 9 pupils <table border="1"> <thead> <tr> <th>Aut half term</th> <th>Writing</th> <th>Reading</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Age Related comparison</td> <td>+ 1.1</td> <td>+0.3</td> <td>+0.7</td> </tr> <tr> <td>Progress</td> <td>+0.6</td> <td>+0.7</td> <td>+1.3</td> </tr> </tbody> </table> N.B. O would be average attainment and progress Wrap around Care Funds have been used to subsidise wrap around care for targeted pupils. This gives the family essential support to provide consistent care and emotional well being. Uptake has been higher for these children and the impact across the school day very beneficial. Functional Reflex Therapy A specialised worker visits weekly and works individually with 7 pupils to aid relaxation and anxiety in children. Pupils report 'loving' these sessions . 'I sleep better now' 'My stretchy doll helps me when I am worried'	Aut half term	Writing	Reading	Maths	Age Related comparison	+ 1.1	+0.3	+0.7	Progress	+0.6	+0.7	+1.3
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Pupil Premium

Updated Jan 17

ACTION PLAN

YEAR April 2016-17

<p>Appropriate Resources and Training are purchased and accessed</p>	<ul style="list-style-type: none"> • Continue to develop Thrive Programme with planned support across the whole school, individual and small groups. • Continue to develop working area for Thrive support with materials and resources • Audit resources for mathematics/Literacy across each key stage targeted at identified pupils <i>Focus; material/training to support higher attaining pupils</i> • Audit Resources for outdoor learning targeted at identified pupils • Audit staffing and resources for EYFS provision in line with expected provision • Training and monitoring for all staff , as appropriate • Support for learning opportunities e.g. external visits /visiting practitioners ,Transport costs etc 				<p>£1000</p> <p>£500</p> <p>£2000</p> <p>£1000</p> <p>£1500</p> <p>£1500</p> <p>£4730</p> <p><u>Sub Total £12,230</u></p>	<p>Aut Term 2016</p> <p>Thrive - Currently a small number of children re being supported individually . Due to two members of staff leaving we need to reassign small groups and whole class support . This is a priority for the Spring Term.</p> <p>AC to investigate the Headstart funding from Cornwall council to fund extra hours for cover instead of training any more staff.</p> <p>Maths resources have been shared at a staff meeting to ensure all staff are aware of material available for all groups of pupils including Pupil Premium. Class teachers have been asked to speak to AC regarding any extra resources required.</p> <p>Outdoor resources are in the process of review with pupil conferencing . (Spring Term2017)</p> <p>External visits; Merrivale Kents Cavern Sports Festivals</p>
<p><u>Total Funding Received</u> <u>£26,080</u></p>					<p><u>£26,080</u></p>	

Year Group	Identified pupils			Nos	g	B		
		Review 2016-17						
		<i>Please see Data Report – Spring 2017</i>						
REC	FRT	2 pupils , 2 terms intervention Both have made very good progress and are in line with ARE 1 pupil , 1 term intervention 1:1 support during several sessions has ensured a very good integration into reception		3	2	1		
Y1	S and L add cs Extension activities Thrive/ FRT	Support in KS 1 – 3 pupils, three terms intervention. All chn received a great deal of support within the class to cover emotional stability and improve their levels of concentration and application. Specific 1:1 attention was also very beneficial. Subsidy towards breakfast club and after school care also ensured the well being of family members, which in turn allowed for further support with health and well being. Steady progress for all three children in most areas.	1	1				
Y2	Extension activities Thrive/FRT		2	1	1			
Y3	Social skills Social skills and language dev Social skills 1 to 1 support fine motor skills (handwriting) Thrive/FRT	1 child; 1:1 support on a reduced timetable to prevent any further fixed term exclusion. This includes daily Thrive support. Very little academic progress but extremely successful reintegration and improved emotional stability leading to slight increase in school based hours. 1 child; Regular Thrive sessions to develop self esteem and confidence. Particular good progress in reading.	2	0	2			
Y4	Additional cs Social skills 1:1 support Fine motor skills Thrive/FRT	2 children , three terms support Extra teaching hours 1.25 per week Both chn are working below ARE but have made progress in Writing , One child has exceeded the expected progress in reading , one has not made sufficient progress in reading , One child has exceeded the expected progress in mathematics , one has not made sufficient progress in mathematics ,	2	0	2			
Y5	Additional cs Social skills Thrive/FRT	5 children , three terms support Extra teaching hours 1.25 per week Progress and Attainment; Writing; 4 points progress, 80% are at or above ARE Reading; 3.6 points progress, 100% at or above ARE Maths; 3.6 points progress, 80% at or above ARE	5	4	1			
Y6	Extension act Add cs Social skills & ex Add cs 1 to 1 Thrive/FRT	1 child , 1 terms support Extra teaching hours 1.25 per week This child has made exceptional progress in all areas.	1	1	0			
Total (74) 15-16 (61) 16-17		(CIC/post CIC 4) 19 (25.7%)	Total	15	Total	16	9	7
			g	8				
			b	7				
			cic/post cic	4	cic/post cic	4	2	2
			SEN	4	SEN	4		
%NOR	26%	%NOR	25%					

