



Pupil premium strategy statement: Fowey Primary School 2016-17

1. Summary information					
School	Fowey Primary School				
Academic Year	2016/17	Total PP budget	£50,760	Date of most recent PP Review	n/a
Total number of pupils	174	Number of pupils eligible for PP	38	Date for next internal review of this strategy	Jan 2017

2. Current attainment (KS2 2016; figures taken from RAISEonline, for a cohort of 8 PP children)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading	63%	71%
% achieving expected standard or above in writing	63%	79%
% achieving expected standard or above in GPS	50%	78%
% achieving expected standard or above in maths	38%	75%
% achieving expected standard or above in RWM combined	38%	60%
Progress measure reading	-1.00	+0.33
Progress measure writing	-0.62	+0.12
Progress measure maths	-1.77	+0.24

* In 2015, % of PP children attaining L4+ (6 in cohort): Reading (83%), Writing (67%), GPS (83%), Maths (83%).

* In 2015, % of PP children making at least 2 levels expected progress (5 matched children from KS1): Reading (100%), Writing (100%), Maths (100%)

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.	Decoding and blending skills in Reception are lower for pupils eligible to PP than for other pupils. This slows reading progress in subsequent years.
B.	Outcomes for higher ability PP pupils in reading are not as high as that in maths.
C.	Pupils deemed to be disadvantaged in Reading, Writing and Maths are not all achieving age related expectations of attainment in all year groups (with particular emphasis for lower and middle ability pupils in maths).
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parents of pupils eligible for PP are less able to make any contribution to activities outside the classroom that enrich learning.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve decoding and blending skills of pupils eligible for PP in Reception. To close the gap and improve these skills to ensure pupils make age related expectations of attainment in Y1 and Y2, as well as meet the expected standard for the Y1 Phonics Screening Check.	Early identification of pupils eligible for PP in Reception who are below expected levels in phonics for their age and KS1 pupils who require effective intervention to catch up.
B.	Higher percentage of high ability PP pupils to be working at greater depth in reading by the end of KS2.	Reduce the attainment gap between pupils eligible for PP identified as high ability and other high ability pupils' nationally, across KS2 in reading. Measured termly by teacher assessments, end of KS2 SATs and successful moderation practices established across PLT.
C.	Reduce the attainment gap (against National 'other pupils') of pupils deemed to be disadvantaged in Reading, Writing and Maths at KS2.	Pupils eligible for PP make more progress than 'other' pupils Nationally to reduce the attainment gap. The progress gap between lower/middle ability PP pupils and those who are higher ability is reduced. Measured termly by teacher assessments, end of KS2 SATs and successful moderation practices established across PLT.
D.	Children have access to all aspects of school life.	Equal access to outside/enrichment activities; parents/carers know how to access support.

5. Planned expenditure					
Academic year		2016/17			
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?
<p>A. Improve decoding and blending skills of pupils eligible for PP in Reception. To close the gap and improve these skills to ensure pupils make age related expectations of attainment in Y1 and Y2, as well as meet the expected standard for the Y1 Phonics Screening Check.</p>	<ul style="list-style-type: none"> Implement RWI for teaching of Phonics/ Reading – including purchasing of resources and whole staff training. PP children to be a focus for all coaching and monitoring visits. 	<p>Out of 5 PP pupils in EYFS in July 2016, 2 out of 5 achieved a GLD compared with 2015, which was 100%. Providing for these pupils as they move into Y1 is a priority, particularly as data for the Phonics Screening Check at Y1 has not been consistent over time, albeit greatly improved in 2016, with 100% of PP achieving the standard. However, numbers of PP children have fluctuated over time in EYFS and KS1.</p> <p>A whole school approach to teaching phonics through RWI has a proven success rate in other schools for all pupils.</p>	<ul style="list-style-type: none"> Following initial implementation, monitoring visit from RWI trainer and enact feedback and development points. Observations and moderation to ensure consistency of approach to the teaching of RWI phonics in KS1/EYFS, to include video analysis and sharing of practice. Targeted home/school liaison for children who are below the age related expectations. Morning and evening parent/child workshops to introduce RWI to parents. Teachers provide opportunities to consolidate/reinforce/extend learning outside the phonics/spelling session. Invite pre-school leaders to visit school and observe the teaching of RWI phonics. RWI Phonic resources to be given to pre-school at the beginning of the summer term to be used to support phonic development. Half termly assessment matrices show pupils progressing appropriately. 	JJ	Jan 2017

<p>B. Higher percentage of high ability PP pupils to be working at greater depth in reading by the end of KS2.</p>	<ul style="list-style-type: none"> Invest in new reading comprehension materials. Higher attainment of high ability PP pupils to be a focus for coaching throughout all year groups and for monitoring visits. Early identification for specific teaching for most able pupils. Raise profile of reading further, fostering of a love of reading across the school. Update Home/School reading books. 	<p>Less high ability pupils eligible for PP are working at greater depth in reading by the end of KS2. We want to ensure that PP pupils achieve high attainment and progress (from KS1) as well as just meeting expectations. We want to use our expertise within school to improve teaching practices started last year, e.g. reciprocal reading.</p>	<ul style="list-style-type: none"> Staff training for use of new reading comprehension of materials. Coaching (CPD) opportunities given to improve teaching practices, ensuring quality time is provided for reflection. After monitoring visits, provide time for reviewee to watch the video of guided reading session on the quality of teaching. Feedback to be critical reflection approach. Weekly guided reading planning assessed to analyse how higher ability pupils are provided for and support given where needed. Monitor weekly reading raffle numbers and check to ensure PP children are taking part – if not liaise with home to find out why. Audit current home/school book resource and order appropriate texts. 	<p>PT</p>	<p>Jan 2017</p>
<p>C. Reduce the attainment gap (against National 'other pupils') of pupils deemed to disadvantaged in Reading, Writing and Maths at KS2 (with particular emphasis for lower and middle ability pupils in maths).</p>	<ul style="list-style-type: none"> Staff training for whole school approach to teaching mastery in maths. Lower and middle ability PP children to be a focus for all coaching and monitoring visits. 	<p>More PP pupils are not achieving age related expectations of attainment when compared with 'other' pupils nationally. We want to ensure that all PP pupils achieve age related expectations by the end of KS2. We want to ensure lower and middle attaining pupils in maths make better progress from their starting points. Pupils who are provided consistent support from both home and school made more progress.</p>	<ul style="list-style-type: none"> Using INSET and coaching to provide training for all staff. Cross reference to whole school priority in SIP. Provide staff with CPD opportunities that allows them to reflect on their own practice. Collaborate with other schools in PLT for training in mastery. After monitoring visits, provide time for reviewee to watch the video of session on the quality of teaching. Feedback to be critical reflection approach. Weekly planning assessed to analyse how lower and middle ability pupils are provided for and support given where needed. Maths leader to provide parental/pupil workshops to help parents support their child's development of maths at home in line with new calculation policy. 	<p>MB</p>	<p>Jan 2017</p>
Total budgeted cost					<p>£20,260</p>

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?
A. Improve language skills of pupils eligible for PP in Reception. To close the gap and improve language skills of KS1 children to ensure pupils make age related expectations of attainment in Y1 and Y2, as well as meet the expected standard for the Y1 Phonics Screening Check.	<p>Targeted specific intervention for pupils who are below where they should be with TA Intervention Reading Leader.</p> <p>Teacher/Parent consultation meetings to agree termly progress targets to improve parental participation/joint responsibility and provide support for parents.</p>	Despite daily RWI phonics sessions, some pupils will need additional targeted support to catch up. This approach has yielded success and been effective in other schools.	<ul style="list-style-type: none"> • Early identification through RWI assessment matrix for those children in EYFS, Y1 and Y2 who require intervention. • Intervention is timetabled and will be reviewed half termly when pupils are re-assessed. • Review teaching of RWI across school by meeting with Lead Reading TA on a weekly basis to identify targeted pupils. • Weekly ongoing assessment to be completed by Intervention Reading Leaders and passed to teachers to ensure pupils' targets are followed up in class. • Increase parental engagement through phonics sessions alongside pupils. 	JJ	Half termly
B. Higher percentage of high ability PP pupils to be working at greater depth in reading by the end of KS2.	Children in KS2 identified as 'at risk' of not meeting age related expectations to receive Rapid Reading recovery sessions. 'At risk' chn (not meeting end of year target) provided with two taught guided sessions on a flexible basis.	Rapid reading has proved successful in the past in supporting children to catch up quickly.	<ul style="list-style-type: none"> • Rapid reading intervention is timetabled and staff who have received training will support pupils. • Pupils 'move off' the programme quickly and assessments show gap has closed. 	PT	Termly

<p>C. Reduce the attainment gap (against National 'other pupils') of pupils deemed to be disadvantaged in Reading, Writing and Maths at KS2.</p>	<p>Targeted specific intervention for pupils who are not on track to meet age related expectations or not on track to make progress to reach targets: 1:1 tutoring; small group intervention – by HT, DHT, class teacher and TAs.</p>	<p>Some pupils need targeted support to catch up. Research including, EEF Toolkit, identifies that teacher-led focused 1:1 teaching has a positive impact on achievement.</p> <p>Research shows that trained TAs running planned interventions will add around 2 months to a child's learning ability.</p>	<ul style="list-style-type: none"> • Identification of pupils who did not meet age related expectations of attainment in July 2016. • Identification of lower and middle ability pupils in maths who are at risk of not achieving age related expectations or not making sufficient progress to meet their targets. • Assessment data and monitoring shows intervention is being effective as pupils catch up. 	<p>MB</p>	<p>Termly</p>
Total budgeted cost					<p>£26000</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>D. Children have access to all aspects of school life.</p>	<p>To ensure that all children are able to attend curricular trips and residential trips by subsidising these.</p> <p>Parents approach school to access resources:</p> <ul style="list-style-type: none"> - Inclusion support (SENDCo) - EWO - Educational Psychologist 	<p>Impact of learning outside the classroom and practical application of skills beyond the classroom has proven success in raising expectations and achievement. This universal benefit is planned to reflect the falling income for vulnerable families and the move to capping benefits.</p>	<ul style="list-style-type: none"> • Take up of the subsidy will be monitored by the Headteacher. • All families who seek support for trips, etc. receive support. • Impact of additional services, such as EWO and Educational Psychologist on children's: <ul style="list-style-type: none"> - accessibility to the curriculum (reports show children can access all aspects of school life) - monitoring of attendance, with particular reference to PP pupils (attendance is higher than national) 	<p>CW</p>	<p>July 17</p>
Total budgeted cost					<p>£4500</p>

6. Review of expenditure				
Previous Academic Year				
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
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

This is a review of the previous year, so the outcomes and success criteria will be different to above.

Lessons learned may be about impact or implementation.

Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.

For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.

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

7. Additional detail