

# Lostwithiel Primary School Pupil Premium

1. Summary information			
<b>School</b>	Lostwithiel Primary School		
<b>Academic Year</b>	2016 - 2017	<b>Total PP budget</b>	41,500
<b>Total number of pupils</b>	160	<b>Number of pupils eligible for PP</b>	26

2. Attainment KS2 2016		
	<i>FSM6 at Lostwithiel</i>	<i>Non FSM6 National</i>
<b>Reading at expected standard or above</b>	67%	66%
<b>Writing at expected standard or above</b>	67%	74%
<b>Maths at expected standard or above</b>	50%	70%
<b>RWM combined</b>	50%	53%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
<b>A.</b>	Legacy of insufficient expectations
<b>B.</b>	Fewer language skills and reading development
<b>C.</b>	Lack of resilience and fixed mind-set leading to inability to take risks
<b>D.</b>	Mental health issues / attachment issues experienced by some PP children
External barriers	
<b>D.</b>	Low attendance rates for some PP families

<b>E.</b>	Family challenges and lack of enrichment experiences	
<b>F.</b>	Challenges of a remote location in Cornwall	
<b>4. Desired outcomes</b>		<b>Success criteria</b>
<b>A.</b>	Higher rates of rapid progress across the school for disadvantaged children	Ensure disadvantaged children are making same or better rate of progress as non disadvantaged nationally
<b>B.</b>	Development of resilience, growth mindset and increased mental health	Identified children able to fully access the curriculum and feel happy and safe in school so they can take risks
<b>C.</b>	More stable family backgrounds	Minimised effect from families needing CAF / CP and pupil premium key worker support. Children make good or better
<b>D.</b>	High attendance rates for disadvantaged children	Reduce persistent absence
<b>E.</b>	Broaden horizons and higher aspirations for disadvantaged children	Wide range of experiences and aspirations for future to include further education

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016 - 2107</b>			
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

A. Higher rates of rapid progress across the school for disadvantaged children	Curriculum resources Accelerated Reader Singapore/Mastery Maths and Bar modelling	Due to the children's lower rates of reading development, it is vital that the school has high quality reading and phonics resources that promote both reading for pleasure and decoding skills. A part of this is used to pay for the schools' REN reading programme. In addition, maths resources will be purchased to support learning. All PP children had access to additional resource to encourage reading for pleasure.	A TA is employed weekly to monitor the use of the reading resources and the children's progress through weekly reports to teachers  A UPS teacher who is also English lead, leads the Accelerated Reading Programme.  The maths Leader monitors books, lessons, planning and progress data.	SD/JN KF	Nov '16 / March '17 / July '17
A. Higher rates of rapid progress across the school for highly able disadvantaged children	Mastery Teaching and Peninsula Learning Trust 'HABLE' programme	A number of our pupil premium are achieving highly at school and, in order to achieve their potential, are provided with additional experiences outside the classroom to complement the challenges provided within them.	The impact of these interventions is monitored termly by senior leaders.	NS and PLT lead teacher	Termly pupil progress meetings
<b>Total budgeted cost</b>					£16,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Higher rates of rapid progress across the school for disadvantaged children	RWI interventions  Maths intervention lead by maths lead	Studies have shown that learning to read early is essential to progress in all areas, including vocabulary development. RWI is a nationally recognised programme with proven results.  High quality, teacher led intervention for PP children led by maths lead (released 1 afternoon per week and afterschool tutoring)	RWI externally audit through development days The impact of these interventions is monitored termly by senior leaders.	JA  KF	Every 6 weeks

<p>A. Higher rates of rapid progress across the school for disadvantaged children</p>	<p>Pupil Premium Key Worker</p> <p>Use of Target Tracker to track and assess PP children in detail- using EYFS style observation tools</p> <p>Pupil Premium is part of weekly agenda in staff meetings to share gaps with key worker and</p>	<p>Teacher is released 1 day per week of PP key Worker time is used to support the learning of PP children with additional needs. This is over seen by HT, she provides high quality leadership (recognised as effective by the NFER review into PP strategies).</p> <p>TAs</p>	<p>The impact of these interventions is monitored 6 weekly in pupil progress meetings by HT and AHT.</p>	<p>SLT JB</p>	<p>Brief weekly review and use of new pupil premium log in staff meeting as Pupil Premium is part of weekly agenda.</p> <p>Every 6 weeks in pupil progress meetings</p>
<p>B. Development of resilience and increased mental health C. More stable family backgrounds</p>	<p>Pupil Premium Key Worker</p> <p>Change in school learning culture- Child led planning for disadvantaged children so they can make accelerated progress. Curriculum to raise engagement, motivation, and perseverance</p>	<p>Key Worker will:</p> <ul style="list-style-type: none"> <li>• Provide a safe space</li> <li>• Build resilience through growth mindset activities</li> <li>• Work with families who are facing challenges or struggling to deliver good parenting.</li> <li>• Provide strong social and emotional support needed</li> </ul> <p>Curriculum and learning culture implementation of learning ambassadors, child led learning and growth mind-set activities and language</p>	<p>The work of these support staff is closely monitoring by the inclusion team.</p>	<p>Inclusion team (JB, MW, JB)</p>	<p>Every 6 weeks</p>
<b>Total budgeted cost</b>					<p>£15,000</p>
<p><b>iii. Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

<p>A. Higher rates of rapid progress across the school for PP children  B. Development of resilience and increased mental health  C. High aspirations and self belief  E. Broaden horizons and higher aspirations for disadvantaged children</p>	<p><b>Enriched curricular opportunities</b></p>	<p>Additional experiences such as an outdoor/ adventurous residential are subsidised to ensure that PP children can access them. A trip to London develops the citizenship of PP children.  Additional activities such as swimming and sports and music after school clubs are subsidised by PP funding for our disadvantaged children.</p> <p>Breakfast club provision and after school club provision</p> <p>Additional 'Listening Ear' experiences are provided for those pupils who</p>	<p>The Headteacher oversees the trip to London which is planned in detail by herself.</p> <p>World of work week and topic to expose children, parents and carers to range of opportunities and career pathways</p>	<p>NS  KF</p>	<p>Termly pupil progress meetings</p>
<p>D. Higher attendance rates for PP children</p>	<ul style="list-style-type: none"> <li>• Walking bus staffed by 2 X TA</li> <li>• Pupil Premium Key worker</li> <li>• Attendance clinics for pupil premium PA families</li> <li>• Service level agreement with Education welfare Officer</li> </ul>	<p>Children cannot learn if they are not in school. Children with low attendance are encouraged to join the walking bus through incentives.</p> <p>PP Key Worker to meet all PP pupils on Monday for positive start to week- PA attendance charts to be discussed and kept with key worker.</p> <p>HT and attendance team to meet with persistent absence PP pupils and families termly to offer support in getting pupils to school on time and ready to learn.</p>	<p>A teaching assistant and head teacher oversee who is offered this service. This will be reported back to LGB</p>	<p>SLT  MW  RC  NS  JB</p>	<p>Ongoing / Termly</p>
<b>Total budgeted cost</b>					<b>£8,000</b>

6. Review of expenditure				
Previous Academic Year		2015 - 2016		
i. Quality of teaching for all				
Desired outcome	Action taken	Impact	Lessons learned	Cost
A. Higher rates of rapid progress in early reading and phonics for PP children	Implementation of Read Write Inc Phonics scheme across KS1.	100% of Pupil Premium children in year 1 achieved pass in their phonics screening.  100% of Pupil Premium children in year 2 achieved a pass in their retake.	This needs to continue next year to ensure high quality phonics teaching and progress for disadvantaged pupils.	Phonics resources to implement RWI, staff training for all of KS1 teaching and support staff £7000
ii. Targeted support				
Desired outcome	Action taken	Impact	Lessons learned	Cost
A. Higher rate of progress of maths for both KS1 and KS2 children	Booster teacher employed for KS1 intervention  TA led intervention in KS2	66% of Pupil Premium achieved expected level in maths KS1, while 33% did not.	Quality of teaching overall needs improvement as does early intervention and action. Gap analysis of pupil premium children not used to target gaps efficiently. Reading and writing need targeting 2016-2017  Teacher led intervention and a pupil premium key worker (who is a teacher line managed by the HT) will be used 2016-2017.	

A. Higher rates of rapid progress across the school for PP children	TA specialist support  Access to technology with use of ipads		This is a crucial area of the school's work and must continue to be supported.	
B. Development of resilience and increased mental health C. More stable family backgrounds	Pupil & Family Services		This area of work must continue to allow children to be ready to access the high quality teaching available to them.  Additional equality and diversity work would support a greater number of PP / service children at times of vulnerability next year.	

**iii. Other approaches**

Desired outcome	Action taken	Impact	Lessons learned	Cost
A. Higher rates of rapid progress across the school for PP children B. Development of resilience and increased mental health	Extra- curricular activities	All PP children had access to play support which had a positive impact on fitness levels, team working skills and playground behaviour which led to reduced delays in starting learning after lunch. Cultural experiences have enriched the children's lives and given them more to talk and write about. Outdoor and adventurous activities have developed their perseverance and resilience – vital life skills.	These areas are important to continue to ensure PP children experience a broad and exciting curriculum, helping them to become well-rounded citizens.	need £336

**Additional detail**