

# Pupil premium strategy statement 2017 2018 (primary)

1. Summary information					
School	Lostwithiel Primary School				
Academic Year	2017-2018	Total PP budget	£34,619	Date of most recent PP Review	September 2017
Total number of pupils	148	Number of pupils eligible for PP	23 (16%)	Date for next internal review of this strategy	December 2017

2. KS2 Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	17%	60%
% reading	50% 3/6	71%
% writing	50% 3/6	79%
% maths	33% 2/6	75%

## Percentage of children working at Expected and above, July 2017 (Pupil Premium and Non Pupil Premium)

	Reading			Writing			Mathematics			Combined RWM		
	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
National KS2	53%	71%	-18%	64%	79%	-15%	57%	75%	-18%	39%	60%	-21%
<b>All</b>	<b>65%</b>	<b>86%</b>	<b>-21%</b>	<b>55%</b>	<b>75%</b>	<b>-20%</b>	<b>65%</b>	<b>78%</b>	<b>-13%</b>	<b>47%</b>	<b>71%</b>	<b>-24%</b>
All KS2	61%	85%	-24%	56%	72%	-16%	61%	76%	-15%	44%	67%	-23%
Y6	50%	85%	-35%	50%	74%	-24%	33%	70%	-37%	17%	67%	-50%
Y5	80%	80%	0%	60%	53%	+7%	80%	73%	+7%	60%	53%	+7%
Y4	75%	100%	-25%	75%	90%	-15%	75%	95%	-20%	75%	90%	-15%
Y3	33%	74%	-41%	33%	65%	-32%	67%	70%	-3%	33%	57%	-24%
National KS1	62%	78%	-16%	53%	70%	-17%	60%	77%	-18%	N/A	N/A	N/A

All KS1	100%	88%	+12%	50%	82%	-32%	100%	82%	+18%	50%	82%	-32%
Y2	100%	94%	+6%	0%	88%	-88%	100%	88%	+12%	0%	82%	-82%
Y1	100%	81%	+19%	100%	75%	+25%	100%	75%	+25%	100%	81%	+19%

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (issues to be addressed in school, such as poor oral language skills)

<b>A.</b>	Legacy of insufficient expectations for year 4, 5 and 6
<b>B.</b>	In KS2 there is a lack of basic skills in maths – place value and calculation and writing including sentence structure and composition
<b>C.</b>	Mental health issues / attachment issues experienced by some PP children leading to lack of resilience and fixed mind set and inability to persevere and take risk

#### External barriers (issues which also require action outside school, such as low attendance rates)

<b>D.</b>	Low attendance rates for some PP families
<b>E.</b>	Family challenges and lack of family support for some pupils
<b>F.</b>	Challenges of a remote location in Cornwall

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<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 support. Children

		make good or better progress in their learning
<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

5. 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					
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. Higher rates of rapid progress across the school for disadvantaged children	Curriculum resources  Investment in Mastery Maths no problem and Staff training in mastery approach  Staff training in maths subject knowledge and completion of foundation level	<b>Disadvantaged pupils are not making the progress needed in maths in KS2. Maths no problem has shown success in KS1 and the mastery approach is ensuring conceptual understanding.</b>  <b>Due to staffing changes and developments new staff and support staff need to receive high quality training</b>	A UPS teacher who is MAST trained and maths leader, is leading the adoption of mastery and ensuring coverage across the curriculum  SLT and maths Leader monitors books, lessons, planning and progress data.  Pupil premium children will be targeted through QFT and monitored in pupil progress meetings every 6 weeks  Performance management targets set for PP pupils	KF  SLT	Half termly
	Continued investment in Read Write Inc and accelerated reader following the success of their implementation in 2015/2016	See below for successful evaluation of RWI and AR	Reading leader assesses RWI pupils to regroup pupils half termly  External development days with RWI trainer x2 per year  English lead to monitor growth reports – teachers to take ownership of weekly progress of class and ensure books in correct ZPD	JN  KW	Half termly  AR weekly growth reports

A. Higher rates of rapid progress across the school for highly able disadvantaged children	<p>Mastery Teaching and Peninsula Learning Trust 'HABLE' programme</p> <p>Targeted in lessons through questioning and differentiation</p>	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.	<p>The impact of these interventions is monitored termly by senior leaders.</p> <p>Performance management observations/learning walks and monitoring</p>	NS and PLT lead teacher Elaine Badger	Half termly pupil progress meetings
<b>Total budgeted cost</b>					£8000
<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	<p>Daily 'rapid response' intervention at point of need.</p> <p>Daily Fresh Start intervention for PP Pupils in year 4</p> <p>Priority marking for disadvantaged pupils</p>	By addressing misconceptions at the point they happen we hope to increase pace of learning and minimise the gaps in learning	<p>Rapid response intervention monitored by senior leaders</p> <p>Fresh start intervention for year 4 monitored by English lead</p> <p>Marking and quality of feedback monitored by SLT</p>	<p>Senior leadership Team</p> <p>Class teachers to direct the daily intervention</p>	Half termly

<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 implement THRIVE after completed THRIVE training</p> <p>PP Trip/team building to develop resilience x 3 per year</p> <p>PP writing day experiences x 3 per year</p>	<p>Key Worker will:</p> <ul style="list-style-type: none"> <li>• Provide a safe space</li> <li>• Build resilience through growth mind-set activities</li> <li>• Work with families who are facing challenges or struggling to deliver good parenting and signpost or refer to appropriate support</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 senior leadership team.</p>	<p>Senior Leadership Team</p> <p>Pupil Premium governor</p> <p>Jo Barnes for THRIVE</p> <p>Jo Naylor for writing trips</p> <p>Jo Barnes for team building trips</p>	<p>Every 6 weeks</p> <p>Termly LGB meetings</p> <p>Review through pupil conferencing with PP pupils termly</p>
<b>Total budgeted cost</b>					£14 000
<b>iii. Other approaches</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>
<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</p>	<p>Enriched curricular opportunities and wrap around care</p> <p>Growth Mindset strategies adopted throughout the school</p> <p>The school is working towards becoming a rights respecting school. Children in receipt of the pupil premium funding have been part of the steering</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.</p> <p>Additional activities such as swimming, extra curricular 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 is fully funded by PP funding for our disadvantaged children.</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>THRIVE training completed by SENDCO and approach has been disseminated to staff – all class teachers have THRIVE assessment analysis on their PP pupils</p>	<p>NS KF Admin team</p> <p>KQ</p>	<p>Termly pupil progress meetings</p> <p>Review internally using RSA audits termly</p> <p>Review through pupil conferencing with PP pupils</p>

	<p>committee and work within class, on the playground and in extra curricular activities towards this. The Award aims to improve the lives of young people through education about children's rights</p>	<p>Additional 'Listening Ear' experiences are provided for those pupils who need a safe space and trusted adult .</p> <p>Evidence from the Rights Respecting Schools award suggests that these benefits include:</p> <ul style="list-style-type: none"> <li>▪ Pupils develop a long-term commitment to values such as social justice and inclusion</li> <li>▪ There is a reduction in bullying and discriminatory behaviour among children</li> <li>▪ Pupils enjoy and feel safe at school</li> <li>▪ Pupils feel included and valued</li> <li>▪ Pupils' wellbeing and emotional resilience is improved</li> <li>▪ Pupils' engagement in the school and their own learning is improved</li> <li>▪ Pupils' attainment is improved, and the attainment gap between disadvantaged and non-disadvantaged pupils is narrowed</li> <li>▪ Pupils are more engaged in their local and global communities as 'active citizens'</li> </ul>	<p>Kate Webber, Assistant head is strategic lead for Rights respecting school award. She is leading the steering committee of pupils, parents and staff to ensure this is implemented well.</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> <li>• Provide transport where this is a barrier</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>Senior Leadership Team</p> <p>Pupil Premium governor</p>	<p>Ongoing / Termly</p>
<b>Total budgeted cost</b>					£12 000

6. Review of expenditure																																										
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A. Higher rates of rapid progress across the school for disadvantaged children	Curriculum resources Accelerated Reader  Continued investment in read write inc and Fresh Start training and resources.	Reading attainment <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> </tr> <tr> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>National KS2</td> <td>53%</td> <td>71%</td> </tr> <tr> <td><b>All</b></td> <td><b>65%</b></td> <td><b>86%</b></td> </tr> <tr> <td>All KS2</td> <td>61%</td> <td>85%</td> </tr> <tr> <td>Y6</td> <td>50%</td> <td>85%</td> </tr> <tr> <td>Y5</td> <td>80%</td> <td>80%</td> </tr> <tr> <td>Y4</td> <td>75%</td> <td>100%</td> </tr> <tr> <td>Y3</td> <td>33%</td> <td>74%</td> </tr> <tr> <td>National KS1</td> <td>62%</td> <td>78%</td> </tr> <tr> <td>All KS1</td> <td>100%</td> <td>88%</td> </tr> <tr> <td>Y2</td> <td>100%</td> <td>94%</td> </tr> <tr> <td>Y1</td> <td>100%</td> <td>81%</td> </tr> </tbody> </table> Phonics 88% Non PP 100% of PP pupils		Reading		PP	Non PP	National KS2	53%	71%	<b>All</b>	<b>65%</b>	<b>86%</b>	All KS2	61%	85%	Y6	50%	85%	Y5	80%	80%	Y4	75%	100%	Y3	33%	74%	National KS1	62%	78%	All KS1	100%	88%	Y2	100%	94%	Y1	100%	81%	Accelerated reader will be invested in again this year and continued. Teachers must manage the use of this in class and continue to target PP pupils through targeted reading time  The current year 4 cohort need to be monitored carefully and disadvantaged pupils are now receiving daily Fresh Start	£16,000
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<p>A. Higher rates of rapid progress across the school for disadvantaged children.</p> <p>B. Development of resilience and increased mental health</p> <p>C. High aspirations and self belief</p>	<p>Pupil Premium Key Worker</p> <p>Use of Tracking system to track and assess PP children in detail</p> <p>Pupil Premium is part of weekly agenda in staff meetings to share gaps with key worker and</p>	<p>The profile of PP progress is higher within the LGB, teaching and support staff</p> <p>The tracking system successfully highlights PP pupils and tracks progress. External data consultant carries out additional analysis and challenges senior leaders- holding to account.</p> <p>Success scrap books for PP used successfully have made pupils feel proud of their achievements in pupil questionnaires.</p> <p>Learning culture shift shown in external challenge days to be positive for PP learners</p>	<p>Pupil Premium Key Worker is continuing with pastoral role to support PP pupils and their families. Key worker has forged successful links with vulnerable families and has supported families through referral process for Early Help hub and school nurse.</p>	<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>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></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>PA of pp pupils in monitored closely by PP key worker and admin team. PP attendance has improved from March 2017</p>	<p>It is vital we continue with the approach but need to take firmer action on non -attendance. More robust attendance policy adopted by LGB July 2017 allows senior leaders to take a tougher line on attendance overall. We will continue to offer support first and foremost to disadvantaged families and remove barriers, such as transport.</p>	<p>£10 000</p>
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