

Pupil premium strategy statement Grampound Road Village CE School 2018-2019

1. Summary information for 2018-2019					
School	Grampound Road Village CE School				
Academic Year	2018/19	Total PP budget	£6,345	Date of most recent PP Review	July 2018
Total number of pupils	118	Number of pupils eligible for PP	16	Date for next internal review of this strategy	January 2019
2. Attainment of Y6 pupils at the end of Academic year 2017-18				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard +				Reading 80% Writing 80% Maths 80% Combined 60%	Reading 85% Writing 80% Maths 75% Combined 60%
3. Current attainment at the start of Academic year 2018-2019					
				<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>
% achieving expected standard +				58% writing 42% maths 38% reading	73% writing 58% maths 68% reading
Average progress score in reading across KS2 (expected = 6 points)				6.9	6.7
Average progress score in writing across KS2 (expected = 6 points)				5.8	6.5
Average progress score in maths across KS2 (expected = 6 points)				5.6	5.3

4. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils deemed to be disadvantaged in Reading, Writing and Maths are not <u>ALL</u> achieving age related expectations of attainment in <u>ALL</u> year groups nor are they making as much progress as non-disadvantaged
B.	Social, emotional and behavioural difficulties affecting wellbeing and progress/ weaknesses in learning behaviours.
C.	Specific / individual needs of individuals. (Young Carers, SEN, Armed Forces children)
D.	Absence and lateness
E.	Pupils with higher abilities/G&T do not have access to enrichment opportunities
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Some home learning environments lack support, especially in readiness for school. Poor language/vocabulary is hindering age related expectations.
G.	Some families in need of specific /individual support with parenting skills etc.
H.	Disengagement- Lack of parental expectations, engagement and commitment
5. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
	Success criteria
A.	Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths.
	Pupils eligible for PP make more progress than 'other' pupils to reduce the attainment gap. Measured half termly by teacher assessments and progress reviewed with targeted actions.
B.	Social, emotional and behavioural needs are identified and actioned to best support outcomes of children.
	*Children making expected or better progress, closing the gap and promoting self-esteem and motivation. *More resilient learners are able to challenge and overcome barriers to learning. *Incidents of inappropriate or concerning behaviour are reduced. *Increased engagement and participation in class. *Improved relationships with peers.

C.	Children with specific or individual needs are supported effectively.	<p>*Children making expected or better progress. Closing the gap and promoting self-esteem and motivation.</p> <p>*Early intervention provides appropriate support.</p> <p>*Whole school 'Thrive' approach is promoted and best supports the needs of individuals with specific barriers.</p> <p>*1-1 Thrive action plans are in place to support the individual needs of identified children.</p>
D.	Attendance of small core of persistent PP absentee rises.	<p>*Attendance figures will be in line with the rest of the cohort and in line with national expectations.</p> <p>*Pupils attend school and access teaching, resulting in expected standards by the end of the year and making progress in line or better than non-disadvantaged pupils.</p>
E.	All HAPs/G&T PP children to maintain their projected academic pathway and to develop their self-esteem.	<p>*Increased opportunities for PP to reach greater depth.</p> <p>*Identified children will be able to embed their reasoning and explanations across all subjects.</p> <p>*Reduce the attainment gap between pupils eligible for PP identified as high ability and other pupils identified as high ability who are working at greater depth by the end of KS2. Measured half termly by teacher assessments and progress reviewed with targeted actions.</p> <p>*PP children have access to a wider range of non-curricular activities. E.g Hall for Cornwall performance, music lessons.</p>
F.	Relevant intervention and support is provided to support children's academic, social, emotional and behavioural well-being.	<p>*Identified parents attend relevant meetings (Parent consultations/RWI meetings/SATs/School trip meetings/TACs, etc)</p> <p>*Families are appropriately supported by school staff/external agencies and progress is made towards all targets set</p> <p>*Food bank/holiday clubs for identified families are accessible for those requiring support during school holidays.</p> <p>*Identified families receive additional funding for school based activities (e.g. swimming).</p>
G	Parents / families in need of extra support are identified and their parenting capacity is strengthened	<p>*Families identified work with PSA.</p> <p>*Workshops are attended by identified groups and are making a difference.</p> <p>*Signposting to other agencies.</p>

H	Arithmetic and reasoning in Maths improves through targeted exposure in Early Morning Maths, 'keep up' interventions and through targeted family learning sessions.	*Targeted children attend Early Morning Maths daily. *PP children are identified on teacher's planning. *Identified families attend Maths specific family learning sessions. *Maths interventions focus on keeping up and moving children on in their learning. *Maths homework completed by all targeted children.
----------	---	---

6. Planned expenditure					
Academic year		2018-19			
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. Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths so that 50% reach age related expectations in Maths, 56% in writing and 68% in reading.	<p>Rigorous monitoring of all PP children.</p> <p>Focused interventions to continue for those who are under performing need to be planned for.</p> <p>Prioritise KS1 PP children.</p> <p>Focus on planning and in guided groups.</p> <p>Use of targeted writing – Alan Peat sentences</p> <p>Y3 and Y6 additional maths booster clubs Nov-May</p>	<p>More PP pupils are not achieving age related expectations of attainment when compared with ‘other’ pupils. We want to ensure that all PP pupils achieve age related expectation of attainment by the end of KS2. We want to use our expertise within school to improve teacher practices to provide stretch and encouragement for these pupils.</p>	<p>Monthly monitoring of classroom practice, work and planning scrutiny.</p> <p>Monitoring of intervention groups and folders.</p> <p>Focus on PP pupils in termly Pupil Progress Meetings</p> <p>Pupil Premium Review</p>	<p>CG</p> <p>DS</p>	<p>December 2018</p>

IMPACT:					FUTURE –
<p>B. Social, emotional and behavioural needs are identified and action planned to best support outcomes of children.</p>	<p>Transition from Thrive approach to TIS.</p>	<p>The TIS approach has demonstrated that improving social and emotional delays or interruptions leads to academic progress.</p>	<p>Monitor individual interventions Evaluate trackers and progress made towards targets.</p>	<p>CG DS Class Teachers</p>	Ongoing
	<p>All staff to receive whole MAT training</p>		<p>Consider feedback from teachers following training</p>	<p>CG DS</p>	Termly
			<p>Tracking academic progress of children half termly.</p>	<p>CG DS</p>	Half Termly
			<p>Monitor in line with attendance and projected points progress.</p>	<p>CG DS</p>	Annually
IMPACT:					FUTURE -
<p>D Attendance of small core of persistent absentee PP rises so that attendance of PP eligible pupils meets national expectations of 96%.</p>	<p>PSA to work closely with persistent absentee families.</p>	<p>Increased punctuality and attendance promotes better learning outcomes and a more positive attitude towards learning.</p> <p>Parents have renewed understanding of the importance of attendance and work with school to break down individual needs.</p>	<p>Termly meetings with PSA</p>	<p>CG</p>	Ongoing
	<p>Continue with current practice</p>		<p>School secretary to daily monitor attendance and summarise attendance half termly.</p>	<p>EW</p>	Half termly
	<p>Ensure half termly letters are issued to all families</p>		<p>SLT members to challenge target families</p>	<p>CG SK</p>	Half termly
			<p>Governors to receive a termly summary</p>	<p>CG</p>	Termly

IMPACT:					FUTURE -
<p>E. All Greater Depth PP children to maintain their projected academic pathway.</p>	<p>Identify good practice and share it.</p>	<p>Extension work needed as coverage for greater depth- providing daily opportunities for children to reach their full potential across the curriculum.</p> <p>This promotes and encourages children to develop problem solving and reasoning skills.</p> <p>Vital in promoting children to 'aim high' and encourage individuals to reach their full potential.</p>	<p>Tracking academic progress of identified children- Regular data drops for PP children.</p>	<p>CG Class Teachers</p>	<p>Termly</p>
	<p>Look at current Y6 baseline and identify focus children.</p>		<p>Planning/work scrutinies.</p>	<p>CG</p>	<p>Half termly</p>
	<p>Use PP trackers to tracker progress of PP children half termly.</p>		<p>Pupil conferencing and lesson observations.</p>	<p>CG</p>	<p>Half termly</p>
	<p>Use SDQ to assess progress in terms of SMEH.</p>		<p>Monitor number of opportunities provided for pupils.</p>	<p>Class teachers</p>	<p>Termly</p>
			<p>Pupil conferencing with identified pupils to inform staff of children's aspirations and areas of non-academic development.</p>	<p>Teaching staff & SLT</p>	<p>Termly</p>
			<p>Ensure PP eligible pupils take advantage of enrichment activities offered by secondary schools and other local agencies.</p>	<p>Y5/6 teachers</p>	<p>Termly</p>
			<p>Successful transition days with local secondary schools. Secondary schools invited to moderation meetings.</p>	<p>Y5/6 teachers</p>	<p>Termly</p>
IMPACT:					FUTURE:
Total budgeted cost					

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. Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths.	<p>Targeted intervention planned for and carried out.</p> <p>Pupil conferencing to be used more rigorously with PP children.</p>	More PP pupils are not achieving age related expectations of attainment when compared with 'other' pupils. We want to ensure that all PP pupils achieve age related expectation of attainment by the end of KS2. We want to use our expertise within school to improve teacher practices to provide stretch and encouragement for these pupils. Targeted intervention on a needs basis will support children in plugging gaps in skills and knowledge.	<p>Focus on PP pupils in termly Pupil Progress Meetings – planned interventions resulting from data analysis</p> <p>Pupil Premium Review</p> <p>Interventions monitored</p>	<p>CG DS</p> <p>CG DS</p>	<p>January 2019</p> <p>Half Termly</p>
IMPACT					FUTURE

<p>B. Social, emotional and behavioural needs are identified and action planned to best support outcomes of children.</p>	<p>Action planning and support from appropriate internal/external agencies.</p>	<p>Multiple barriers faced by children and families are supported and addressed by school-external agency partnership, allowing children to better access the curriculum.</p>	<p>Monitor individual outcomes of SDQs</p>	<p>CG</p>	<p>Ongoing</p>
	<p>TIS to be rolled out across the school PSA to work alongside families</p>	<p>TIS has demonstrated that improving social and emotional delays or interruptions leads to academic progress.</p>	<p>Evaluate trackers and progress made towards targets.</p> <p>Tracking academic progress of children- Consider more frequent data drops for PP children.</p>	<p>CG</p>	<p>Half termly</p>
	<p>Use of funds for trips/clubs/breakfast and after school club.</p>	<p>Assistance with fees helps to enrich pupils' curriculum coverage and removes potential cost barriers.</p>	<p>Monitor in line with attendance and projected points progress.</p>	<p>CG EW</p>	<p>Annually</p>
	<p>Alternative provision planned for vulnerable pupils</p>	<p>School club support ensures improved attendance, punctuality, and aids social development, supporting families dealing with financial/emotional difficulties.</p>	<p>Review PSA involvement and impact</p>	<p>DS</p>	<p>Termly</p>
			<p>CG to review and monitor provision and impact.</p>	<p>CG DS CG and SLT</p>	<p>Termly Termly</p>

<p>C Children with specific or individual needs are supported effectively.</p>	<p>Individuals have access to a TA</p> <p>Draw and Talk accessed to support identified needs</p> <p>Pupil premium underachieving children to be targeted for regular pupil conferencing in Maths.</p> <p>Progress and attainment trackers used to monitor progress half termly with a focus on Y2 and Y6</p>	<p>Current support provided is proving to best support chn to overcome barriers to learning and make academic, social and emotional progress.</p> <p>Progress being made towards projected expectations of children.</p> <p>Children continue to develop self-identity and increase self-esteem, enabling them to access learning more readily.</p>	<p>Tracking academic progress of children- More regular data drops for PP children.</p> <p>Interventions are evaluated for effectiveness and used to track expected progress for individuals</p> <p>Effective monitoring of the intervention, involving Ed Psych.</p>	<p>CG DS</p> <p>Class teachers</p> <p>CG AO Class teachers</p>	<p>Termly</p> <p>Half termly</p> <p>Termly</p>
IMPACT					FUTURE
<p>D Attendance of small core of persistent absentee PP rises.</p>	<p>Continue to use strategies that are working</p> <p>PSA to work with families to ensure consistency</p> <p>HoS to continue to monitor attendance</p>	<p>Increased punctuality and attendance promotes better learning outcomes and a more positive attitude towards learning.</p> <p>Parents have renewed understanding of the importance of attendance and work with school to break down individual needs.</p>	<p>Half-termly meetings with PSA Contact with EWO via email where necessary.</p> <p>Review of attendance policy. Parents challenged and supported when attendance / punctuality becomes a concern</p> <p>School secretary to daily monitor attendance and summarise attendance half termly. Challenge target families</p>	<p>CG</p> <p>CG SK EW</p>	<p>Ongoing</p> <p>Half termly</p> <p>Half termly</p>

			Governors to receive a termly summary		Termly
IMPACT:					FUTURE
E. All Greater Depth PP children to maintain their projected academic pathway.	Analyse current Greater Depth pupils and make class teachers aware. Pupils to be targeted through intervention and progress tracked half termly.	Extension work needed as coverage for greater depth- providing daily opportunities for children to reach their full potential across the curriculum. This promotes and encourages children to develop problem solving and reasoning skills. Vital in promoting children to 'aim high' and encourage individuals to reach their full potential.	Tracking academic progress of identified children- Regular data drops for PP children. Planning/work scrutinies. Pupil conferencing and lesson observations. Monitor number of opportunities provided for pupils – Pupil feedback Monitor success of transition days –pupil feedback. Ensure PP eligible pupils take advantage of enrichment activities offered by secondary schools and other local agencies.	CG Class Teachers CG CG Class Teachers Class Teachers Class Teachers	Termly Half termly Termly
IMPACT					FUTURE -
F. Relevant intervention is provided to support children's social, emotional and behavioural well-being.	TIS support to be put in place. PSA to meet with and support vulnerable families	Early intervention can prevent difficulties early. Increased parental engagement in school.	Opportunities to evaluate the sessions using pupil voice. Where relevant, professional and parent feedback. Monitoring progress points previously actioned.	CG	Annually

		<p>Positive relationships established and maintained with families.</p> <p>Endorses social behaviours and provides a forum for children to discuss current anxieties.</p>	Continue to information share with staff in weekly meetings		Ongoing and as needed
IMPACT					FUTURE
G. Parents / families in need of extra support are identified and their parenting capacity is strengthened	PSA to meet with and support vulnerable families and signpost them to training	<p>Enabling families to have the capacity to support children at home and in school.</p> <p>Develop positive relationships between school and families.</p>	<p>Opportunities to signpost to other agencies.</p> <p>Visible PSA.</p>	CG DS	Termly
H. Arithmetic and reasoning in Maths improves through targeted exposure in Early Morning Maths, 'pick up' and 'pre-teach' interventions	Targeted children attend Early Morning Maths daily.	Morning Maths helps children develop their arithmetic skills throughout the year, whilst accessing other areas of the Maths curriculum in lessons.	Morning Maths walk to monitor the use of arithmetic skills.	CG DS	Termly
	PP children are identified on teacher's planning.	All adults know who targeted children are to support appropriately.	Planning scrutinies completed	CG DS	Termly
	Maths interventions focus on keeping up and moving children on in their learning.	Using intervention as a 'keep up' solution rather than a 'catch up' to keep children working alongside their peers whilst closing the gaps.	Intervention monitored and files checked.	CG	Termly
	Maths homework completed by all targeted children.	Parental involvement models the importance of learning to children and encourages them to strive for the best.	Homework marked and checked by class teachers.	Class teachers	Weekly

	Y3 and Y6 booster maths sessions to take place weekly Nov-May.			CG, DS	Autumn 2
IMPACT					FUTURE
					Total budgeted cost
					Total budgeted cost

7. Additional detail

Our Pupil Premium policy can be seen on: <http://www.grampoundroadschool.co.uk/web>