

Pupil premium strategy statement Grampound Road Village CE School 2017-2018

1. Summary information for 2016-2017																
School	Grampound Road Village CE School															
Academic Year	2017/2018	Total PP budget					Date of most recent PP Review					Nov 2017				
Total number of pupils	128	Number of pupils eligible for PP				14	Date for next internal review of this strategy					Feb 2018				
2. Current attainment at the start of Academic year 2017-2018																
										Pupils eligible for PP (your school)			Pupils not eligible for PP (national average)			
% achieving expected standard +										26%			61%			
Average progress score in reading KS2										5.83			0			
Average progress score in writing KS2										6.07			0			
Average progress score in maths KS2										6.07			0			
Average progress scores for PP eligible pupils for year 2016-2017 (current year groups for 2017-2018). NB Average yearly progress = 6 points																
Year	2			3			4			5			6			
Subject	Rdg	Wrtg	Maths	Rdg	Wrtg	Maths	Rdg	Wrtg	Maths	Rdg	Wrtg	Maths	Rdg	Wrtg	Maths	
Points Progress (PP)	5.0	4.0	4.0	5.0	5.0	5.0	5.67	5.67	6.67	6.0	6.3	6.67	6.2	6.6	6.67	

3. 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
4. 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.
B.	Social, emotional and behavioural needs are identified and actioned to best support outcomes of children.
	<p>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.</p> <ul style="list-style-type: none"> *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	<ul style="list-style-type: none"> *Families identified work with PSA. *Parenting workshops are attended by identified groups and is making a difference. *Family learning sessions are tailored to fit the needs of the pupils and families. Sessions are attended by identified groups. Sessions are completed termly with area of focus planned and amended to support all involved.
H	Arithmetic and reasoning in Maths improves through targeted exposure in Early Morning Maths, 'keep up' interventions and through targeted family learning sessions.	<ul style="list-style-type: none"> *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.

5. Planned expenditure					
Academic year	2017-18				
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. Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths so that 52% reach age related expectations in Maths, 40% in writing and 56% in reading.</p>	<p>PP children to be a focus for regular pupil conferencing with teacher and 'pick up' and 'pre-teach' interventions.</p> <p>PP children to be a focus on monitoring visits.</p> <p>PP children are named on planning so all adults know who they are and can target appropriately in lessons.</p> <p>PP pupils to receive targeted interventions for core subjects.</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>Regular 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 AC</p>	<p>June 2018</p>
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<p>IMPACT Statutory Assessment Outcomes of Pupil Premium Children KS1 Reading: 33% Writing: 0% Maths: 0% KS2 Reading: 80% Writing: 80% Maths : 80%</p>					<p>FUTURE – Monitoring of PP children still needs to be rigorous. Focused interventions to continue for those who are under performing need to be planned for. KS1 needs to be a priority for PP children. Focus on planning and in guided groups. Use of targeted writing – Alan Peat sentences Y3 and Y6 additional maths booster clubs Oct-May</p>
<p>B. Social, emotional and behavioural needs are identified and action planned to</p>	<p>Deployment of relevant PSA support.</p>	<p>Thrive action plans and support has demonstrated that improving social and emotional delays or interruptions leads to academic progress.</p>	<p>Monitor whole class Thrive action plans Evaluate action planning and progress made towards targets.</p>	<p>CG AC Class Teachers</p>	<p>Ongoing</p>

best support outcomes of children.	Whole school Thrive approach embedded x1 assigned practitioners.		Consider feedback from teachers	CG AC	Termly
	Thrive training for all new teachers and TAs to embed approach.		Tracking academic progress of children half termly.	CG AC	Half Termly
			Monitor in line with attendance and projected points progress.	CG AC	Annually
IMPACT					FUTURE
PSA used for 3 families and 4 children					Transition from Thrive approach to TIS. All staff received whole MAT training
D Attendance of small core of persistent absentee PP rises so that attendance of PP eligible pupils meets national expectations of 96%.	Weekly attendance for each class published in newsletter	Increased punctuality and attendance promotes better learning outcomes and a more positive attitude towards learning.	Termly meetings with PSA	CG	Ongoing
	PSA to provide personalised support to families struggling with attendance issues.	Parents have renewed understanding of the importance of attendance and work with school to break down individual needs.	School secretary to daily monitor attendance and summarise attendance half termly.	EW	Half termly
			SLT members to challenge target families	CG SK	Half termly
			Governors to receive a termly summary	CG	Termly
96.15% overall attendance for PP children across the school Termly meetings with EWO – families included look at individual attendance improving					FUTURE - PSA to work closely with persistent absentee families.

					Continue with current practice Ensure half termly letters are issued to all families
E. All HAPs/G&T PP children to maintain their projected academic pathway.	Identification of children and appropriate extension tasks identified on planning	Extension work needed as coverage for greater depth- providing daily opportunities for children to reach their full potential across the curriculum.	Tracking academic progress of identified children- Regular data drops for PP children.	CG Class Teachers	Termly
	Daily opportunities provided as Maths Masters/Star writers	This promotes and encourages children to develop problem solving and reasoning skills.	Planning/work scrutinies.	CG	Half termly
	Provide 'aspirational' opportunities for students	Vital in promoting children to 'aim high' and encourage individuals to reach their full potential.	Pupil conferencing and lesson observations.	CG	Half termly
	Pupils to have access to a wider range of enrichment activities.		Monitor number of opportunities provided for pupils.	Class teachers	Termly
	Y5/6 teachers to build a strong working relationship with local secondary schools.		Pupil conferencing with identified pupils to inform staff of children's aspirations and areas of non-academic development.	Teaching staff & SLT	Termly
			Ensure PP eligible pupils take advantage of enrichment activities offered by secondary schools and other local agencies.	Y5/6 teachers	Termly
					Termly

			Successful transition days with local secondary schools. Secondary schools invited to moderation meetings.	Y5/6 teachers	
<p>IMPACT</p> <p>GD across the school for PP children</p> <p>Reading 18%</p> <p>Writing 12%</p> <p>Maths 6%</p>					<p>FUTURE</p> <p>Identify good practice and share it.</p> <p>Look at current Y6 baseline and identify focus children.</p> <p>Use PP trackers to track progress of PP children half termly.</p> <p>Use SDQ to assess progress in terms of SMEH.</p>
Total budgeted cost					£40,180

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>PP children to be identified for intervention.</p> <p>Interventions provided at least 3 x weekly to tackle underachievement in Reading, Writing or Maths</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. Targeted intervention on a needs basis will support children in plugging gaps in skills and knowledge.</p>	<p>Focus on PP pupils in termly Pupil Progress Meetings – planned interventions resulting from data analysis</p> <p>Pupil Premium Review</p> <p>Interventions and intervention folders monitored</p>	<p>CG AC</p> <p>CG</p>	<p>June 2017</p> <p>Half Termly</p>

				AC													
<p>IMPACT</p> <p>Closing the gap between disadvantaged and non-disadvantage pupils still needs to tighten.</p> <table border="1"> <thead> <tr> <th></th> <th>Maths</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>42%</td> <td>38%</td> <td>58%</td> </tr> <tr> <td>Non-PP</td> <td>58%</td> <td>68%</td> <td>73%</td> </tr> </tbody> </table>						Maths	Reading	Writing	PP	42%	38%	58%	Non-PP	58%	68%	73%	<p>FUTURE</p> <p>Gap still needs closing Targeted intervention planned for. Pupil conferencing to be used more rigorously with PP children.</p>
	Maths	Reading	Writing														
PP	42%	38%	58%														
Non-PP	58%	68%	73%														

<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 Thrive action plans and outcomes Evaluate action planning and progress made towards targets.</p>	<p>CG</p>	<p>Ongoing</p>
	<p>Deployment of relevant PSA support.</p>		<p>Consider feedback from teachers</p>	<p>CG</p>	
	<p>Whole school Thrive approach embedded.</p>	<p>Thrive action plans and support has demonstrated that improving social and emotional delays or interruptions leads to academic progress.</p>	<p>Tracking academic progress of children- Consider more frequent data drops for PP children.</p>	<p>CG</p>	<p>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. School club support ensures improved attendance, punctuality, and aids social development, supporting families dealing with financial/emotional difficulties.</p>	<p>Monitor in line with attendance and projected points progress. Review PSA involvement and impact</p>	<p>CG EW</p>	<p>Annually</p>
	<p>Pupil Premium pupils are targeted in BLP research projects</p>		<p>CG & AC to review and monitor projects and impact.</p>	<p>CG AC</p>	<p>Termly</p>

IMPACT

Draw and talk targeted 2 children

PSA targeted 4 families

4 families referred to EHH

2 children accessed personalised timetables

Funds used to support residential visits

FUTURE

TIS to be rolled out
across the school PSA
to work alongside
families

Alternative provision
planned for vulnerable
pupils

C Children with specific or individual needs are supported effectively.	Individuals have access to a TA	Current support provided is proving to best support chn to overcome barriers to learning and make academic, social and emotional progress.	Tracking academic progress of children- More regular data drops for PP children.	CG AC	Termly
	Named intervention TAs to be timetabled at least 3 afternoons per week to deliver targeted interventions to promote ARE outcomes in R/W/M and RWI.	Progress being made towards projected expectations of children.	Interventions are evaluated for effectiveness and used to track expected progress for individuals	Class Teacher s	Half termly
	Draw and Talk accessed to support identified needs	Children continue to develop self-identity and increase self-esteem, enabling them to access learning more readily.	Effective monitoring of the intervention, involving Ed Psych.	PS CG	Termly
Pupil premium underachieving children to be targeted for regular pupil conferencing in Maths.			Book looks to ensure PP children are receiving pupil conferencing.	CG AC	Termly

IMPACT					FUTURE	
1:1 TAs used effectively to provide learning opportunities to meet the needs of the child					Teacher to target current Y6 PP pupils - SEN progress and attainment trackers introduced to monitor the progress of those pupils every half term.	
PP progress in core subject areas						
	Maths		Reading		Writing	
	EXS	GD	EXS	GD	EXS	GD
PP	50%	15%	55%	30%	65%	45%

					Progress and attainment trackers used to monitor progress half termly
D Attendance of small core of persistent absentee PP rises.	Early EWO referrals with CG	Increased punctuality and attendance promotes better learning outcomes and a more positive attitude towards learning.	Half-termly meetings with PSA Contact with EWO via email.	CG	Ongoing
	PSA/SLT support given to help overcome barriers Attendance incentives to be awarded across the school	Parents have renewed understanding of the importance of attendance and work with school to break down individual needs.	Review of attendance policy. Parents challenged and supported when attendance / punctuality becomes a concern School secretary to daily monitor attendance and summarise attendance half termly. Challenge target families	CG SK EW	Half termly
			Governors to receive a termly summary		Half termly Termly
Persistent Absentees Summer 2017/2018 – 8.2%					FUTURE Continue to use strategies that are working PSA to work with families to ensure consistency HoS to continue to monitor attendance

<p>E. All HAPs/G&T PP children to maintain their projected academic pathway.</p>	<p>Identification of children as being likely to achieve Greater Depth and targeted in English and Maths.</p> <p>Intervention 4 x weekly in year 6.</p> <p>Provide 'aspirational' opportunities for students</p> <p>Maintain good links with the local secondary schools.</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>Planning/work scrutinies.</p> <p>Pupil conferencing and lesson observations.</p> <p>Monitor number of opportunities provided for pupils – Pupil feedback</p> <p>Monitor success of transition days –pupil feedback.</p> <p>Ensure PP eligible pupils take advantage of enrichment activities offered by secondary schools and other local agencies.</p>	<p>CG Class Teachers CG</p> <p>CG</p> <p>Class Teachers</p> <p>Class Teachers</p> <p>Class Teachers</p>	<p>Termly</p> <p>Half termly</p> <p>Termly</p>
<p>IMPACT</p> <p>Whole school PP pupils achieving GD</p> <p>Maths 17%</p> <p>Reading 8%</p> <p>Writing 17%</p>					<p>FUTURE -Analyse current HAPs pupils and make class teachers aware. Pupils to be targeted through intervention and progress tracked half termly.</p>
<p>F. Relevant intervention is provided to support</p>	<p>Staff trained in Early Help services</p>	<p>Early intervention can prevent difficulties early.</p>	<p>Opportunities to evaluate the sessions using pupil voice.</p>	<p>CG</p>	<p>Annually</p>

<p>children's social, emotional and behavioural well-being.</p>	<p>Early Help identified and promoted from entry level and above</p> <p>Relevant agency details promoted and referrals made, including MARU</p> <p>Inclusion of the 'Thrive Approach' and an associated lunch time nurture group with allocated Thrive practitioner</p>	<p>Increased parental engagement in school.</p> <p>Positive relationships established and maintained with families.</p> <p>Endorses social behaviours and provides a forum for children to discuss current anxieties.</p>	<p>Where relevant, professional and parent feedback. Monitoring progress points previously actioned.</p> <p>Continue to information share with staff in weekly meetings</p> <p>Whole class and individual Thrive plans monitored.</p>	<p>CG</p>	<p>Ongoing and as needed</p> <p>Termly</p>
<p>IMPACT</p> <p>Draw and talk targeted 2 children PSA targeted 3 families 4 families referred to EHH 2 children accessed personalised timetables Funds used to support residential visits</p>					<p>FUTURE</p> <p>TIS support to be put in place. PSA to meet with and support vulnerable families</p>
<p>H. Arithmetic and reasoning in Maths improves through targeted exposure in Early Morning Maths,</p>	<p>Targeted children attend Early Morning Maths daily.</p>	<p>Morning Maths helps children develop their arithmetic skills throughout the year, whilst accessing other areas of the Maths curriculum in lessons.</p>	<p>Morning Maths walk to monitor the use of arithmetic skills.</p> <p>Planning scrutinies completed</p>	<p>CG AC CG</p>	<p>Termly</p> <p>Termly</p>

'pick up' and 'pre-teach' interventions	PP children are identified on teacher's planning.	All adults know who targeted children are to support appropriately.		AC	
	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
<p>IMPACT Morning Maths carousel of activities focussed on arithmetic and fluency (daily practice) 55% of pupils answered 30 or more arithmetic questions correctly in the Y6 SATs papers 62% of children made expected progress with 27% making accelerated progress in Maths.</p>					<p>FUTURE KS2 family learning sessions to take place Keep up interventions to continue Early Morning maths to continue Y3 and Y6 booster maths sessions to take place weekly Oct-May.</p>
Total budgeted cost					£35,865.00

iii. Other approaches					
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?
Parents / families in need of extra support are identified and their parenting capacity is strengthened	PSA direct support for children and families	Positive relationships established and maintained with families.	Parent feedback	CG	Termly
	PSA referrals to parenting workshops Review methods of communication with parents (investigate social media options)	Parent confidence in supporting social, emotional behaviour impacts on resilience of child and subsequent academic progress. Parents who feel more confident in supporting children in reading writing and maths are more likely to impact on children's progress.	PSA report Feedback from parents and children. Staff to evaluate.	CG	Termly
IMPACT PSA involvement with 3 families Twitter introduced as a means of communication					FUTURE Evaluate impact of Twitter feed
Total budgeted cost					£2,241.60 (PSA) £2,073.40(OTHER) £4316.00 (TOTAL)

6. Additional detail

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