

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

1. Summary information for 2017-2018															
<b>School</b>	Grampound Road Village CE School														
<b>Academic Year</b>	2017/2018	<b>Total PP budget</b>			40,180	<b>Date of most recent PP Review</b>				Feb 2018					
<b>Total number of pupils</b>	134	<b>Number of pupils eligible for PP</b>			24	<b>Date for next internal review of this strategy</b>				July 2018					
2. Current attainment at the start of Academic year 2017-2018															
										<i>Pupils eligible for PP (your school)</i>			<i>Pupils not eligible for PP (national average)</i>		
<b>% achieving expected standard +</b>										26%			61%		
<b>Average progress score in reading KS2</b>										5.83			0		
<b>Average progress score in writing KS2</b>										6.07			0		
<b>Average progress score in maths KS2</b>										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

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Pupils deemed to be disadvantaged in Reading, Writing and Maths are not <b>ALL</b> achieving age related expectations of attainment in <b>ALL</b> year groups nor are they making as much progress as non-disadvantaged	
<b>B.</b>	Social, emotional and behavioural difficulties affecting wellbeing and progress/ weaknesses in learning behaviours.	
<b>C.</b>	Specific / individual needs of individuals. (Young Carers, SEN, Armed Forces children)	
<b>D.</b>	Absence and lateness	
<b>E.</b>	Pupils with higher abilities/G&T do not have access to enrichment opportunities	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>F.</b>	Some home learning environments lack support, especially in readiness for school. Poor language/vocabulary is hindering age related expectations.	
<b>G.</b>	Some families in need of specific /individual support with parenting skills etc.	
<b>H.</b>	Disengagement- Lack of parental expectations, engagement and commitment	
<b>4. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	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>B.</b>	Social, emotional and behavioural needs are identified and actioned to best support outcomes of children.	<ul style="list-style-type: none"> <li>*Children making expected or better progress, closing the gap and promoting self-esteem and motivation.</li> <li>*More resilient learners are able to challenge and overcome barriers to learning.</li> <li>*Incidents of inappropriate or concerning behaviour are reduced.</li> <li>*Increased engagement and participation in class.</li> <li>*Improved relationships with peers.</li> </ul>

<b>C.</b>	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>
<b>D.</b>	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>
<b>E.</b>	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, music lessons, clubs, lunchtime nurture groups.</p>
<b>F.</b>	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>*Identified families receive additional funding for school based activities (e.g. swimming).</p>

<b>G</b>	Parents / families in need of extra support are identified and their parenting capacity is strengthened	<ul style="list-style-type: none"> <li>*Families identified work with PSA.</li> <li>*Parenting workshops are attended by identified groups and is making a difference.</li> <li>*Family learning sessions are tailored to fit the needs of the pupils and families. Sessions are attended by identified groups.</li> </ul>
<b>H</b>	Arithmetic and reasoning in Maths improves through targeted exposure in Early Morning Maths, 'pick up' interventions.	<ul style="list-style-type: none"> <li>*Targeted children attend Early Morning Maths daily.</li> <li>*PP children are identified on teacher's planning.</li> <li>*Maths interventions focus on keeping up and moving children on in their learning.</li> <li>*Maths homework completed by all targeted children.</li> </ul>

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2017-18</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>

<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>
<p>B. Social, emotional and behavioural needs are identified and action planned to best support</p>	<p>Deployment of relevant PSA support.</p>	<p>Action plans and support has demonstrated that improving social and emotional delays or interruptions leads to academic progress.</p>	<p>Monitor whole class action plans</p> <p>Evaluate action planning and progress made towards targets.</p> <p>Consider feedback from</p>	<p>CG AC Class Teachers</p>	<p>Ongoing</p>

outcomes of children.	1 member of staff to be trained in TIS.		teachers	CG AC	Termly
			Tracking academic progress of children half termly.	CG AC	Half Termly
			Monitor in line with attendance and projected points progress.	CG AC	Annually
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  PSA to provide personalised support to families struggling with attendance issues.	Increased punctuality and attendance promotes better learning outcomes and a more positive attitude towards learning.  Parents have renewed understanding of the importance of attendance and work with school to break down individual needs.	Termly meetings with PSA  School secretary to daily monitor attendance and summarise attendance monthly.  SLT members to challenge target families.  Councillors to receive a termly summary.	CG  EW  CG SK  CG	Ongoing  Half termly  Half termly  Termly
E. All HAPs/G&T PP children to maintain their projected academic pathway so that 20% meet GD in reading, 8% in writing and 20% in maths.	Identification of chn and appropriate extension tasks identified on planning.  Daily opportunities provided as Maths Masters/Star writers	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.	Tracking academic progress of identified children- Regular data drops for PP children.  Planning/work scrutinies.  Pupil conferencing and lesson observations.	CG Class Teachers  CG  CG	Termly  Half termly  Half termly

	<p>Provide 'aspirational' opportunities for students</p> <p>Pupils to have access to a wider range of enrichment activities.</p> <p>Y5/6 teachers to build a strong working relationship with local secondary schools.</p>	<p>Vital in promoting children to 'aim high' and encourage individuals to reach their full potential.</p>	<p>Monitor number of opportunities provided for pupils.</p> <p>Pupil conferencing with identified pupils to inform staff of children's aspirations and areas of non-academic development.</p> <p>Ensure PP eligible pupils take advantage of enrichment activities offered by secondary schools and other local agencies.</p> <p>Successful transition days with local secondary schools. Secondary schools invited to moderation meetings.</p>	<p>Class teachers</p> <p>Teaching staff &amp; SLT</p> <p>Y5/6 teachers</p> <p>Y5/6 teachers</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p>
<b>Total budgeted cost</b>					£40,180

<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. Reduce the attainment gap of pupils deemed to be	PP children to be identified for intervention.	More PP pupils are not achieving age related expectations of attainment when compared with 'other' pupils. We want to ensure that all	Focus on PP pupils in termly Pupil Progress Meetings – planned interventions resulting from data	CG AC	June 2018

<p>disadvantaged in Reading, Writing and Maths.</p>	<p>Interventions provided at least 3 x weekly to tackle underachievement in Reading, Writing or Maths</p>	<p>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>analysis  Pupil Premium Review  Interventions and intervention folders monitored</p>	<p>CG AC</p>	<p>Half Termly</p>
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<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 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>Action plans and support has demonstrated that improving social and emotional delays or interruptions leads to academic progress.</p>	<p>Consider feedback from teachers</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>Tracking academic progress of children- Consider more frequent data drops for PP children.</p> <p>Monitor in line with attendance and projected points progress.</p>	<p>CG EW</p>	<p>Annually</p>
				<p>Review PSA involvement and impact</p>	<p>CG AC</p>

C Children with specific or individual needs are supported effectively.	Individuals have access to a TA	Current support provided is proving to be 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 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
	Pupil premium underachieving children to be targeted for regular pupil conferencing and book scrutiny in Maths.		Book looks to ensure PP children are receiving pupil conferencing.	PS CG	Termly
				CG AC	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	Parents have renewed understanding of the importance of attendance and work with school to break down individual	Review of attendance policy. Parents challenged and supported when attendance /	CG SK EW	Half termly

	Attendance incentives to be awarded across the school	needs.	punctuality becomes a concern School secretary to daily monitor attendance and summarise attendance half termly. Challenge target families  Councilors to receive a termly summary		Half termly  Termly
E. All HAPs/G&T PP children to maintain their projected academic pathway.	<p>Identification of children as being likely to achieve Greater Depth and targeted in English and Maths.</p> <p>Provide 'aspirational' opportunities for students</p> <p>Maintain good links with the local secondary schools.</p>	<p>Mastery 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>
F. Relevant	Staff trained in Early	Early intervention can prevent difficulties	Opportunities to evaluate the	CG	Annually

<p>intervention is provided to support children's social, emotional and behavioural well-being.</p>	<p>Help services</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>A nurture group at lunch times.</p>	<p>early.</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>sessions using pupil voice. 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 plans monitored.</p>	<p>CG</p>	<p>Ongoing and as needed</p> <p>Termly</p>
<p>H. Arithmetic and reasoning in Maths improves through targeted exposure in Early Morning Maths, 'pick up' and 'pre-teach' interventions</p>	<p>Targeted children attend Early Morning Maths daily.</p> <p>PP children are identified on teacher's planning.</p> <p>Maths interventions focus on keeping up and moving children on in their learning.</p> <p>Maths homework completed by all targeted children.</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>All adults know who targeted children are to support appropriately.</p> <p>Using intervention as a 'pick up' solution rather than a 'catch up' to keep children working alongside their peers whilst closing the gaps.</p> <p>Parental involvement models the</p>	<p>Morning Maths walk to monitor the use of arithmetic skills.</p> <p>Planning scrutinies completed</p> <p>Intervention monitored and files checked.</p>	<p>CG AC</p> <p>CG AC</p> <p>CG</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p>

		importance of learning to children and encourages them to strive for the best.	Homework marked and checked by class teachers.	Class teachers	Weekly
<b>Total budgeted cost</b>					£35,865.00
<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>
Parents / families in need of extra support are identified and their parenting capacity is strengthened	PSA direct support for children and families  PSA referrals to parenting workshops  Review methods of communication with parents (investigate social media options)	Positive relationships established and maintained with families.  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.	Parent feedback  PSA report  Feedback from parents and children. Staff to evaluate.	CG  CG	Termly  Termly
Children and families in need of therapeutic support are identified and the children's social and emotional needs are addressed.	Draw and talk with identified children. 20 minutes per week.  Theraplay for identified	Parent confidence in supporting social, emotional behaviour impacts on resilience of child and subsequent academic progress.	Parent feedback  Feedback from parents and children. Staff to evaluate.  Feedback from theraplay	CG	Termly

	children. (Outsourced) Weekly.		instructors.		
<b>Total budgeted cost</b>					£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>