

# C.C.E PUPIL PREMIUM STRATEGY REVIEW

This review provides an opportunity to review whether PPG funding: raises the attainment of disadvantaged pupils of all abilities to reach their potential and whether funding supports children and young people with parents in the regular armed forces (conditions of grant). The review allows us to consider which aspects to continue, which to amend and which require improvement.

CONTEXT					
School	Veryan			Date of PP review	27 <sup>th</sup> June 2019
				Date of previous PP review	n/a
Total number of pupils	61	Number of pupils eligible for PP	9	Total PP budget	£11 800
Person undertaking review	Karen Holmes Shaun Perfect	Name of PP Lead/Champion	Caroline Jarrett	Name of PP S.M.C member	Andrew Nicholson
<p><b>Context Commentary</b>            There are currently 61 children on roll.            There are 9 children currently eligible for Pupil Premium. One child is in Reception and one in Nursery.            The funding statement on the website was based upon 9 children receiving £1320 each. Total= £11 880 (£12000 on website)            Last Ofsted inspection July 2016 – Good.</p>					
<p><b>Data Commentary (see below)</b></p> <p><b>Data is as of 13.6.19</b></p> <p>Attainment of PP pupils in r/w/m is 64% <b>above</b> national average of 51%            Attainment of PP pupils in reading is 76% <b>above</b> national average of 64%            Attainment of PP pupils in writing is 76% <b>above</b> national average of 67%            Attainment of PP pupils in maths is 63% <b>very slightly below</b> national average of 64%</p> <p>Accelerated progress is <b>above</b> national in reading, writing and maths            Accelerated progress of PP pupils is <b>better</b> than non-PP pupils in reading, writing and maths</p>					

86% of PP pupils have made expected+ progress in reading **above** national 85%  
57% of PP pupils have made accelerated progress in reading **well above** national 25%  
71% of PP pupils have made expected+ progress in writing **below** national 85%  
43% of PP pupils have made accelerated progress in writing **above** national 25%  
71% of PP pupils have made expected+ progress in maths **below** national 85%  
57% of PP pupils have made accelerated progress in maths **well above** national 25%

There is less PP progress in writing and maths than reading but accelerated progress in both is still well above national.

Non-Pupil Premium children have higher attainment and higher levels of progress in all subject areas.

Does the school's data indicate that attainment and progress for disadvantaged pupils are improving, and that gaps are closing, both within the school and compared to the national average?

Yes

**CURRENT DATA (PP v NON-PP)**

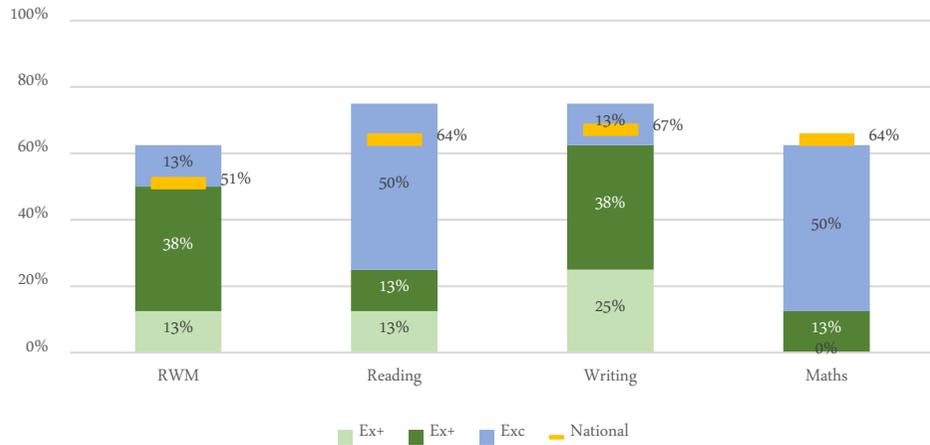
**PP Attendance (since September):**

**96.76**

**No of exclusions (since September):**

**0**

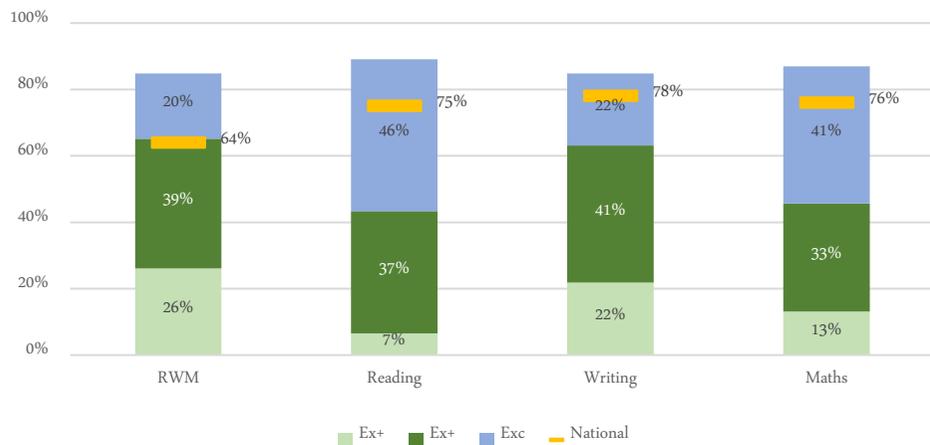
Pupil Premium Attainment 18/19



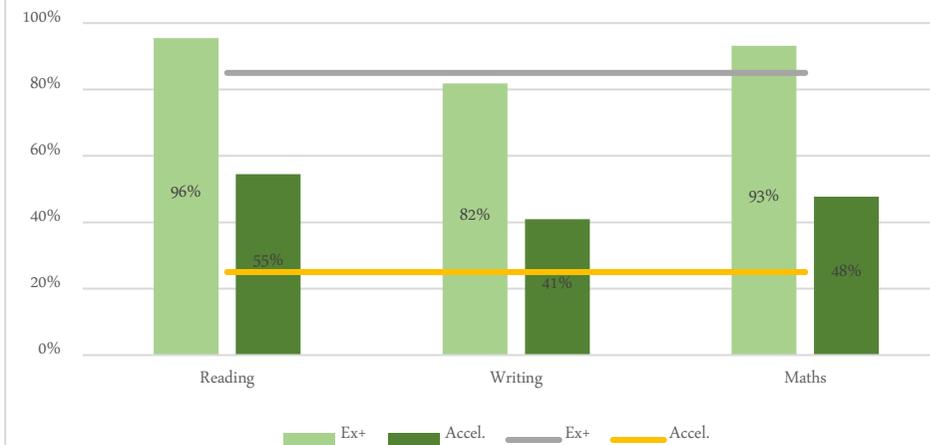
Pupil Premium Progress This Year



Non Pupil Premium Attainment 18/19



Non Pupil Premium Progress This Year



REVIEW OF EXPENDITURE (based upon current school website PP strategy)				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a>	Evidence and rationale for this choice?	Impact (qualitative and quantitative evidence) <b>Lessons learned</b> (and whether you will continue with this approach)	Cost
To raise the attainment of disadvantaged pupils, PP and SEN in order to increase the number of pupils making Age Related Expectations in reading, writing, maths and SPaG.	Use the existing data tracking system and teacher assessment to identify need and strategies to support the child. Pupil conferencing sessions.  To provide additional support for identified children – TA led and Teacher led	According to research carried out by the Sutton Trust Education Endowment Foundation studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups or work which is closely matched to learners needs can result in an additional 4+ months progress.	Non- contact time for pupil conferencing 1 session per term in each class. <b>Pupil conferencing has taken place during the year, but not with non-contact time.</b>  PSA visits the school regularly. She has supported PP children in transition visits. School contributes £1000 to her costs across Roseland schools. TA covers breakfast club 1 ¼ hours = 6 ¼ pw - £2992 Interventions Nurture support for one Y6 PP child - £4750 TA cover after school clubs - £1425 TIS support provided at lunchtimes - £475	<b>£160 per Autumn and Spring term per class</b>  £11 000
	To purchase appropriate resources including updating ipads and suitable apps, online programmes etc where appropriate.		Maths Whizz purchased for whole school use - <b>£947 = actual cost – will not be repurchased.</b> Dyslexia screening resources – not purchased – provided by the SEND team	£250 <b>£947</b>
	Staff training for RWInc and other interventions			

	Implementation and delivery of Reading Karate	Improvements in reading at home needed to engage parents further. This scheme is a motivational incentive and is proven to be very effective in increasing the enthusiasm for reading.	Reading Karate resources purchased from 4PUP - £138.62	£231.12 £138.62 actual spend
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Evidence and rationale for this choice?</b>	<b>Impact</b> (qualitative and quantitative evidence) <b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To improve the access of pupils to all aspects of school life	Parents approach school to access resources. Uptake of clubs and extra activities by children.  Subsidise the cost of school trips, camp and swimming.	According to research by Sutton Trust Educational Endowment Foundation, evidence indicates, that on average children make four additional months' progress per year from having social and emotional support.	50% of swimming costs are covered by the PP grant as well as for trips.  Accommodation costs for camp were paid for one PP child	£400 per term  £41.45
To broaden the range of opportunities for pupils	Music lessons, sports workshops with Cornish Pirates and dance workshops. Bring in external coaches and experts to offer a broadening curriculum		No music lessons taken up by PP children. Will be a focus for next year.	

To improve the health and well-being of pupils	Training for TIS, dyslexia and autism	<p>The TIS approach is a specific way of working with all children to develop their social and emotional well-being enabling them to engage with life and learning. It supports them in becoming self- assured, capable and adaptable. It can also address any troubling behaviour providing a firm foundation for academic attainment.</p> <p>According to research by Sutton Trust Educational Endowment Foundation, evidence indicates, that on average children make four additional months’ progress per year from having social and emotional support.</p>	<p>Autism training</p> <p>Top up TIS training by EYFS HLTA – needed cover for 2 days</p>	<p>£160</p> <p>£160</p>
	Anger management or emotional support through counselling where necessary		Emotional support provided by one TA covered through Sports Premium.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Evidence and rationale for this choice?</b>	<b>Impact</b> (qualitative and quantitative evidence) <b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>Other approaches or uses of PP funding not included in current plan</b>				

PSA			See above	
Breakfast club				

AUDIT	EVIDENCE					
1. What specific outcomes does the school aim to achieve with PP funding in relation to raising attainment, accelerating progress, improving attendance, reducing gaps and increasing opportunities?		<b>(61 pupils)</b>	<b>(2018/19)</b>	<b>(Spring)</b>	<b>(Autumn)</b>	<b>&lt;= 90%</b>
	All Pupils	<b>61</b>	96.76%	97.30%	96.13%	3.28%
	PP	<b>9</b>	97.34%	98.54%	96.48%	0%
	Not PP	<b>52</b>	96.68%	97.11%	96.08%	3.85%
	<p>To raise the attainment of disadvantaged pupils, PP and SEN in order to increase the number of pupils making Age Related Expectations in reading, writing, maths and SPaG.</p> <p>To improve the access of pupils to all aspects of school life.</p>					
2. Are all staff aware of which pupils are eligible for the PPG, their barriers to learning and the strategies they should be using to support these pupils?	Yes – teaching staff and TAs. Staff are aware of barriers to learning in particular for specific children where learning is more of a problem or where there has been a need for developing self-confidence.					
3. What do class teachers do to invisibly target pupil premium pupils within the classroom? Are PP pupils and specialist provision identified on lesson plans/seating plans?	Children are all on class planning sheets. Some are also on SEN tracking sheets. Same day interventions for some children.					
4. Is the school using its best teaching and support staff with PP-eligible pupils?	Yes – all children stay in class. TIS support given via two well trained members of staff.					
5. What evidence has the school used to learn about the most effective strategies in the context in which it works?	EEF strategies were used to inform overall school planning as seen on barriers to learning sheet. But, will be reviewed in the light of the new HofS.					

6. How does the school promote awareness of eligibility among the parents so that all eligible pupils claim and are supported?	Form goes out to new parents when children enter the school as part of the school pack. It is also mentioned on the newsletter prior to the January census
7. On the school website, how good is the account of the PPG, how much is being received and how well it is used?	Barriers to learning and PP expenditure review both on the website. Next year the new format will be used which the HofS is familiar with.
8. Is the school using the PPG to improve the engagement of parents with the educational progress of their children; if so how and is it effective?	Used the PSA to work specifically with one key PP family. Reports are emailed to the HofS. Open door policy, parent forums where all parents are invited to come along to.
9. Because high expectations of pupils are so important, what is the school doing to raise expectations for what PP-eligible pupils can achieve among the children themselves, their parents and the school staff?	High expectations are expected from all children. This is promoted to all parents and staff.
10. Is the school checking the impact it is making with the PP funding against impact in successful schools in the country?	No
11. How does the school provide its PP pupils with wider opportunities and how many take them up? Are breakfast clubs and lunchtime and/or after school clubs targeted at pupil premium pupils? What proportion of PP pupils access these wider opportunities?	Access to camp and swimming sessions. Free breakfast club sessions are taken up by one PP child – but is available to all PP eligible children. Registers available for school clubs
12. How well is the school using PP funding to support pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts?	TIS support, extra support within class provide the extra support where needed. Children access full class teaching.

<p>13. Do the SMC understand PP funding? Is there a named SMC who takes lead responsibility for championing pupil premium pupils? Is there evidence of regular SMC impact reports linked to PP?</p>	<p>Andrew Nicholson is i/c Impact reports are in place for SMC. Effective.</p>
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<p><b>Veryan – EXECUTIVE SUMMARY FOR DIRECTORS</b></p>
<p><b>SUMMARY OF FINDINGS AND ACTIONS TO CONSIDER (School Improvement Team)</b></p>
<ul style="list-style-type: none"> <li>• Share good practice of interventions across our Trust of good practice</li> <li>• PSF training for Heads of Schools and access to key budget lines</li> <li>• Do Directors understand how the PP budget is allocated to schools?</li> <li>• Breakdown of PP Income needed to qualify the amount received and numbers of children in receipt of PP – PP and LAC</li> <li>• New allocations for 2019/20 need to be sent out for HofS to prepare new statements</li> <li>• Review PP policy</li> <li>• EEF strategies to be reviewed across the MAT – strengths / weaknesses of interventions used</li> <li>• Provide a WAGOLL anonymised case study for HoS/PP champions</li> <li>• HoS meeting to provide training/updates on good PP case studies from across the country</li> <li>• Could effective use of PP be a training module for leadership training?</li> </ul>

<p><b>SUMMARY OF FINDINGS AND ACTIONS TO CONSIDER FOR HEAD OF SCHOOL/PP CHAMPION</b></p>
<ol style="list-style-type: none"> <li>1. Consider Music lesson subsidy for PP children</li> <li>2. Provide a bespoke package for individual children / families.</li> <li>3. Consider tracking participation of PP children in extra-curriculum clubs</li> <li>4. HoS can only see 4PUP on PSF not the other 2PUP, 6PUP. This needs changing.</li> <li>5. If appropriate, consider hardship fund.</li> <li>6. Needs to be a monthly/half-termly site visit from finance team regarding budget and virements</li> <li>7. Consider the impact and lessons learned of the interventions provided this year</li> <li>8. PP champion to be Lead teacher – shared during early 2019/20</li> </ol>

<b>SUMMARY OF FINDINGS AND ACTIONS TO CONSIDER FOR SMC MEMBERS</b>	
1.Needs to be a greater understanding of the budget for HoS?	

<b>RAG RATING LINKED TO CURRENT OFSTED SCHOOL INSPECTION FRAMEWORK</b>	
How leaders and governors have spent the pupil premium, their rationale for this spending and its intended impact	
Any differences made to the learning and progress of disadvantaged pupils as shown by outcomes data and inspection evidence.	