

Pupil premium strategy statement

1. Summary information					
School	Penryn Primary Academy				
Academic Year	2017/18	Total PP budget	£ 211,780.00	Date of most recent PP Review	Sep 2017
Total number of pupils	434	Number of pupils eligible for PP	134	Date for next internal review of this strategy	January 2018

2. Current attainment		
	% Y6 pupils eligible for PP (11 pupils) SATs data:	All pupils
% achieving ARE in reading ,writing and maths	36% (2016-2017 15%)	42%
progress scaled score for PP children in reading	-4.6	-4.1
progress scaled score for PP children in writing	-1.3	-0.1
Progress scaled score for PP children in maths	-2.7	-2.1

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.	A significant number of children enter EYFS with below age related expectations, especially in language & communication.
B.	Children including those in care and under SGO with high levels of emotional needs which need to be met before they can fully engage in learning.
C.	Lack of learning independence, especially in boys.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	The impact of family challenges including domestic abuse, substance abuse and parents who experience mental health challenges on children's emotional well-being and learning.

E	The high level of learning needs and low aspiration and expectations from stakeholders.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Improve speaking and language skills through targeted support and other speaking and listening interventions to impact positively on phonics, reading and writing.</p> <p>PP pupils engage in homework this will develop to include optional homework grids.</p>	<p>Pupils show improved speaking and listening skills in class.</p> <p>Identified pupils make rapid progress in phonics towards meeting the phonics screening requirements.</p>
B.	<p>Children's emotional needs have been supported through whole school Thrive approach, Thrive assessments to inform Thrive 1:1 targeted interventions for individual pupils, breakfast Nurture group and small group emotional support. Targeted pupils also take part in forest school interventions to support the development of engagement in learning and the skills required in order to learn.</p>	<p>Children will be better able to engage with learning and make accelerated progress academically.</p>
C.	<p>Increase in pupils' learning independence particularly in boys. Staff to continue to implement strategies that support pupils to develop learning independence and increased resilience. These outcomes will be monitored through pupil voice, including child survey, and through termly pupil progress meetings between class teachers and KS leaders.</p>	<p>Children will feel that they are 'in charge' of their learning and are proactive in challenging themselves to aim high.</p>
D.	<p>Parent support advisor provides a range of services to support families. Further to this the development of our own family centre will mean that there is a central hub for core services which parents are able to access.</p>	<p>Feedback from the end of year parental questionnaires will indicate that they feel that staff are approachable and that parents feel that they are well supported by school.</p>
E.	<p>Workshops after school will be provided in core subjects to support parents with how and what the children learn. Individual support given to parents where the need is required with PP/SEND. Additional ways to engage parents such as homework grids and craft afternoons/workshops will be started next term.</p>	<p>Increased engagement from parents in supporting the learning of the children.</p>

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?
All pupils access quality first teaching	Appropriate training for all staff.	Large body of research evidences that quality first teaching has a major impact on pupils' progress and has the most impact on the most disadvantaged pupils.	Learning walks/observations. Termly book scrutiny. Pupil progress meetings. Performance management.	AE, Heads of School and PP Leader	Reviewed termly.
Staff model growth mindset and pupils use growth mindset language.	Whole school growth mindset culture embedded.	Promoting growth mindset is an effective strategy to use to support effective learning particularly for disadvantaged pupils.	Current expertise among the staff is shared to support new members of staff. Opportunities for growth mindset indicated on planning. PSHE scheme links to resilience and growth mindset. This is further supported by our weekly assemblies which focus on the PSHE topic/theme.	All staff championed by SLT	Mid - year

Total budgeted cost					Currently under review
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?
Pupils with PP receive high quality, purposeful, focused support	1:1 and 1:2 and small group tuition	Research (EEF) evidences high quality one to one support that is purposeful and focused has a high impact on raising attainment.	Ensuring KS leaders and year group teachers have ownership of the sessions. Regular feedback between adults delivering the support and class teachers	SLT KS leaders Teachers and TAs to implement	Mid-term review February half term. End of sessions -assess impact on pupil outcomes using 2017 data.
Pupils who enter EYFS at below age related expectations, especially in language & communication are well supported to make accelerated progress.	Small group intervention	Use of EEF toolkit to identify high-impact low- cost strategies. Strategies used to include: time to talk, basic concept groups and ELKAN program.	CB to lead provision. Sessions will be delivered by staff and feedback will be passed onto CB through intervention records and conversations.	CB and EYFS staff	Assessment before intervention and at end of interventions.
All PP pupils have the same opportunities to experience a wide range of activities, including outdoor learning, sport, clubs and visits.	PP pupils will have the opportunity to take part in activities outside the classroom on both class trips and extra curricula activities.	To ensure that PP pupils have the same chances in life, we need to ensure that they have a love of school and learning and that they experience a wide range of activities. This is aimed at finding activities that they can take pride in, excel at and develop a sense of achievement.	Data will be gathered regarding who is taking part in extra activities and regular meeting will occur with teachers and pupils to discuss impact and progress.	Class teachers and PP Lead.	End of each term.
Total budgeted cost					Currently under review

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?
To meet the emotional needs of PP pupils supporting high levels of engagement with learning and a positive impact on outcomes.	Whole school and targeted Thrive.	Thrive is recognised as an effective tool supporting emotional resilience which is a skill that disadvantaged pupils.	Ensure all pupils needing emotional support are identified. Seek feedback from pupils, parents and staff to gauge impact. Thrive assessments will show improvements in children's emotional stability and needs.	All staff in class Targeted intervention JH, JB, CH	Mid-year
	Breakfast Nurture group to support emotional wellbeing and engagement with learning for identified pupils.	Research that evidences the positive impact on wellbeing of outdoor learning and social and emotional interventions.	Seek feedback from pupils, parents and staff to gauge impact	JB, CH	
Raise aspiration and expectations of pupils and parents and carers of PP pupils.	Visits by adults who have overcome obstacles in their lives to achieve. Visit to FE college and University of Exeter at Penryn for PP pupils and parents	To raise aspiration of parents and pupils by ensuring they are aware of local opportunities to access further education/degree level courses. (Mark Nasen)	Support parents and carers to attend – provide transport if required.	All staff, EM JH DH to lead.	Mid -year
Total budgeted cost					Currently under review

6. Review of expenditure				
Previous Academic Year		£ 213,860.00 allocated		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
Teachers have clear data and responsibility for tracking and improving the progress of PP pupils.	Development of new pupil tracking system and improved data sharing.	Assessment system to track attainment in place and used by all. Data taken from systems and pupil progress meetings inform teachers planning, particularly groupings to support teaching and learning. PP is a category discussed at each pupil progress meeting.	Preparation for pupil progress meetings reviewed. Teachers now have a greater ownership of their data due to an increase in knowledge. Coaching has been used to support data analysis, by summer term teachers will independently prepare their data.	
As above	Regular pupil progress meetings to discuss impact of strategies.	As above	As above	
Behaviour of a small group of children does not impact on other children. Needs of this group are met through alternate provision.	Develop a nurture class of identified pupils with an alternative curriculum.	We responded to pupils needs as required and pupils have reintegrated into their mainstream classes. See JB case study.	Due to its success we have replicated this at the KS1 site to meet their needs.	
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	

PP children who are not making required progress are identified and the gaps in their learning are re-learned.	Deployment of teaching time, TA, HLTA time.	Data suggests the gap is closing but there is still a need to narrow it further. KS2 results in RWM the gap is decreasing however year 3 show a significant gap which will be a focus for the year. See whole school PP summary document.	We will continue with 1:1 after school sessions and small group interventions. For this year we will revisit precision teach 1:1 and continue to use our TA and HLTA staff to support the teaching of PP to narrow the gap in attainment.	
All PP children have the same opportunities to experience a wide variety of activities, including outdoor learning, sport, clubs and visits.	Track the engagement of PP children in the activity offered by academy and ensure that there are no barriers to this e.g. cost.	MAT workshops provided in writing and maths for our pupils alongside other pupils. PP children given additional opportunity through competitions such as writing. Additional opportunities provided with activities such as beach safety, drama at Minack and inclusive sport opportunities.	The Upper KS2 staff have identified support from secondary schools in French, Maths, English, PE and Drama to benefit all pupils, including those with PP. MAT PP children attend maths, reading and writing workshops fortnightly at a local secondary.	
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
Pupils support group employed to ensure all needs of families are met.	Safeguarding lead, Thrive practitioners, SENDCO, EWO service with Penryn College and Family Centre	Pupil support group is up and running. There are good links with the college. The family centre bid has been submitted and in the process of finalising detail. The impact on parental engagement has been positive which is evidenced through our parent surveys. The weekly welfare meetings have increased knowledge of children and any safeguarding concerns which have been dealt with efficiently. Thrive assessments have shown progress with targeted children	We will continue to develop the family group and staffs CPD. Following the success of Thrive we have employed a second full time thrive practitioner as well as Julie Harmison as the strategic lead. This year we will be introducing coffee mornings and parenting courses.	

<p>Strategies to support PP children are shared and developed on a trust level.</p>	<p>Appoint a PP champion/lead who will meet and work with other ASPIRE PP champions to develop best practice. This role will also be combined with the sports lead to increase participation.</p>	<p>Last year our PP champion had time out of class to develop PP. He attended the network meetings and visited other schools to develop best practice. He ensured as many pupils as possible took part in sporting activities to expand their learning experiences outside the classroom, including more able pupils.</p>	<p>We will continue to develop the role and use PP champion. We will continue to work within the trust and share best practice in order to raise the attainment of PP pupils. As a trust we are developing a PP charter mark for each school and these will be finalised mid year.</p>	<p>Mid year.</p>
---	---	---	--	------------------

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Role	Allocate to Pupil Premium	% of Role	
Pupil Premium Co-ordinator	£9,480.00	20%	EM
Pupil Premium Handover	£2,285.40	20%	MT
SENCO	£10,178.40	20%	IS
Teachers	£27,183.00	5%	All
Safeguarding Lead	£9,726.00	50%	PP
Parent Support Advisor	£8,976.00	50%	KM
Thrive	£23,750.40	80%	JB & KH
Thrive	£6,615.00	25%	JH
Forest School	£20,700.00	100%	WM
Interventions	£10,440.00	60%	HS
Interventions	£10,440.00	60%	GH
Interventions	£10,440.00	60%	NR
Admin	£2,206.80	15%	DL
TA Support	£46,767.00	25%	All
Staffing	£199,188.00		
Professional Services -			
EWO	£2,854.00		
Resources - TBC	£4,000.00		
RWI	£2,000.00		
Training	£2,000.00		
Enrichment Programmes	£2,500.00		
Non Staffing	£13,354.00		
TOTAL	£212,542.00		

Funding

FSME6	£203,280.00
Looked After Children	£7,600.00
Service Children	£900.00
TOTAL	£211,780.00

Mid-year review of impact of pupil premium funding for 2017 – 2018