

Pupil premium strategy statement: Devoran School

1. Summary information					
School	Devoran School				
Academic Year	2016-17	Total PP budget	£33,000	Date of most recent PP Review	Sept 16
Total number of pupils	213	Number of pupils eligible for PP	26	Date for next internal review of this strategy	Jan 2017

2. Attainment and progress

Devoran School has very small numbers of disadvantaged children in each cohort at the end of KS2, 4 in 2014, 3 in 2015 and 4 in 2016. The school has presented its data in the following way in order to create a more statistically significant group than what is currently available. In being presented in this way, it is possible to view data for each small cohort but also as an average over the last 3 years and compare it to national data.

Exp Standard	Reading		Writing		Maths		Progress	Reading		Writing		Maths	
	Sch	Nat other	Sch	Nat Other	Sch	Nat Other		Sch	Nat Other	Sch	Nat Other	Sch	Nat Other
2014 (4)	100%	92%	100%	89 %	100%	90%	2014	100%	92%	100%	94%	100%	91%
2015 (3)	100%	92%	67%	87%	100%	90%	2015	100%	92%	67%	95%	100%	91%
2016 (4)	75%	72%	50%	79%	75%	76%	2016	+3.05	+0.33	-2.07	+0.12	+1.64	+0.24
3 years (11)	91%	85%	81%	85%	91%	85%							
Above Exp							Better than						
2014 (4)	50%	56%	50%	39%	25%	48%	2014	25%	34%	25%	34%	25%	38%
2015 (3)	33%	55%	33%	42%	67%	48%	2015	33%	33%	33%	37%	67%	37%
2016 (4)	0%	23%	0%	18%	0%	20%							
3 years (11)	27%	44%	27%	33%	27%	38%							

3. Barriers to future attainment (for pupils eligible for PP including high ability)		
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 ALL achieving age related expectations of attainment in ALL year groups.	
B.	Lower % of PP pupils working at greater depth in reading, writing and maths by the end of KS2. resulting in lower than National average progress scores	
C.	Low self esteem and social / emotional development in 70% of PP children	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.		
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Higher percentage of high ability PP pupils to be working at greater depth in writing and maths by the end of KS2.	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 successful moderation practices established across the partnership.
B.	To ensure that the social and emotional needs of our most vulnerable children are identified and met	Both PP and non PP children leave at the end of KS2 with a strong social and emotional resilience and toolkit of strategies
C.	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 termly by teacher assessments and successful moderation practices established across the partnership.
D.		

5. Planned expenditure					
Academic year		2016-17			
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 /	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	St	When will you review
Improved progress for high attaining pupils	Staff meetings on challenge Learning pairs team teaching	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. Research through EEF toolkit suggests that specific targeted intervention is very effective.	Peer observations and team teaching approaches CPD meetings of challenge for high attaining pupils Lessons from teaching and learning pairs embedded into Teaching and Learning policy	M T / A M	July 2017
Improve phonological understanding for KS2 children	Fresh Start catch up phonics programme from RWI	Some PP in KS2 still have a poor understanding of basic phonics. This impacts on both reading and writing attainment. Research through EEF toolkit suggests that specific targeted intervention is very effective.	Specific RWI training for staff members delivering intervention. Small targeted intervention groups using fresh start programme for Year 4, 5 and 6 children.	A M	July 2017
Total budgeted cost					£2100 +4month
ii. Targeted support					
Desired outcome	Chosen action /	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	St	When will you review
Improved progress for PP pupils. Including high attaining pupils	121 and small group provision for KS2 children	Some of the students need targeted support to catch up. This will build on from the PIXL programme that was used last year. Research through EEF toolkit suggests that specific targeted intervention is very effective.	Organised timetable to ensure that staff delivering provision have sufficient preparation and delivery time and are well resourced.	S K	July 2017

Increase the social and emotion development of children across the school	121 and small group provision for Thrive intervention	13 PP children highlighted as needing social / emotional intervention based on initial baseline assessments.	Mrs Kerrison has been withdrawn from her classroom role for 3 out of her 3 working days. This is to ensure that she has sufficient preparation and delivery time and to liaise with parents	S K	July 2017
Total budgeted cost					£26,000 + 4mont
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?	S t a	When will you review?
Ensure all children inc PP are given equal opportunities to engage in extracurricular provision	Financial support for trips/ visits/ swimming and extracurricular activities	Not all children have access to or financial support for specific activities and experiences that the school has to offer such as residential trips and music lessons etc. This is an important part of SMCS development and self-confidence and learning new social skills. This has been used to support summer camps and the London trip.	Bi yearly meeting with children and parents in receipt of PP to get a 360 degree view of the best possible use off PP for each child.	M T	July 2017
Engage PP children in the curriculum through outdoor learning	JV to use her new bush craft skills and qualification to engage reluctant writers through the use of whittling and fire making	There is a clear gap between boys and girls writing in school. Boys are more reluctant to write freely and engagement is low and progress of PP children in writing is lower than non-disadvantaged children. The children have expressed considerable interest in learning new skills and taking part in more outdoor learning activities.	JV will deliver a bush craft intervention to the chosen children of KS2. They will use this as a stimulus in the spring and summer term for writing information booklets for the rest of the school at the end of the summer term. Cover will be provided for JV to deliver the intervention twice a half term.	J V	July 2017
Total budgeted cost					£5000

6. Review of expenditure										
Previous Academic Year		2015-16								
i. 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)	Cost						
One to one and small group provision to be made for all children who are not in line with their peer group, for age related expectations.	One to one tuition delivered by HLTA.	<p>High: observed increased progress amongst participating PP children compared to peers, as measured using Summer term data against new curriculum expectations of attainment.</p> <table border="1"> <thead> <tr> <th>Writing progress</th> <th>Maths progress</th> <th>Expected progress</th> </tr> </thead> <tbody> <tr> <td>+5.3</td> <td>+5.4</td> <td>+4</td> </tr> </tbody> </table> <p>This equate to nearly 1.5 terms accelerate progress.</p>	Writing progress	Maths progress	Expected progress	+5.3	+5.4	+4	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£9,000
Writing progress	Maths progress	Expected progress								
+5.3	+5.4	+4								

Increase the social and emotion development of children across the school	121 and small group provision for Thrive intervention	High: observed increased progress amongst participating children and reduced gaps in areas of emotional development when compared to peers. See case study examples	Very effective – will continue with this next year	£17,000				
ii. Other approaches								
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost				
Engage PP children in the curriculum through the use of technology to raise engagement in learning at home.	Audit of IT provision for all pupils. David Morgan to attend various Ipad training and engaging learners in the curriculum though using technology	High – Observed increased progress amongst children participating in specific ICT based boys reading clubs run by David Morgan. (8 Year 4 boys) <table border="1"> <tr> <td>Reading progress</td> <td>Expected progress</td> </tr> <tr> <td>+8.8</td> <td>+4</td> </tr> </table>	Reading progress	Expected progress	+8.8	+4	This needs to be rolled out on a larger scale. Timetabling issues during the school day may cause a problem but this could be developed through an after school club specifically inviting PP children with an interest in using technology. David Morgan has a degree in photography – this could become a medium for developing writing and viewpoints as an extracurricular club.	£4500 + 4 months
Reading progress	Expected progress							
+8.8	+4							
Ensure all children inc PP are given equal opportunities to engage in extracurricular provision	Financial support for trips/ visits/ swimming and extracurricular activities	Not all children have access to or financial support for specific activities and experiences that the school has to offer such as residential trips and music lessons etc.. This is an important part of SMCS development and self-confidence and learning new social skills. This has been used to support summer camps and the London trip.	Very effective in developing self-esteem and social development among peers. Will continue next year. This is essential for providing new and cultural experiences for children who may never travel outside of Cornwall or take part in being away from home for longer than the length of a school day.	£3070 + 2 months				

7. Additional detail

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