

1. Summary information					
School	Warbstow C P School				
Academic Year	2018/2019	Total PP budget	£10560	Date of most recent PP Review	
Total number of pupils	86	Number of pupils eligible for PP	8	Date for next internal review of this	Jan

2. Current attainment		
	Y6 pupils eligible for PP (your academy)	Pupils not eligible for PP (national average)
% of Y6 pupils achieving ARE in reading, writing and maths	100%	
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: reading	100%	
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: writing	100%	
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: maths	100%	

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Spelling skills below expected standard for 2 out of 8 PP children in KS2
B.	High ability pupils need to maintain good progress across all subjects
C.	Oral language skills in KS1 are below their peers which hampers progress
D.	Pupils need to develop balance, coordination and fine and gross motor skills
E.	Pupils reading below expected standard for 2 out of 3 PP children in KS1
F.	Pupils Maths below expected standard for 1 out of 3 PP children in KS1
G.	Some PP Pupils have low emotional resilience
H.	Pupils Maths below expected standard for PP 3 out of 7 in KS2

External barriers (issues which also require action outside school, such as low attendance rates)

H.	Pupils attend fewer out of school activities such as swimming lessons, and sports clubs.
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4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Read, Write Inc. Spelling taught in small groups from Year 2-6	Higher percentage of PP children achieving expected in Spelling (in line with non PP children.)
B.	All staff prioritise high quality Feedback and Marking to ensure outstanding progress. TA well being champion, employed for 1 afternoon per week to discuss achievements, progress and any barriers to learning identified by the pupil. (talk time) HLTA employed PM in class 2 (Y2) to enable small class size cohort to achieve GDS. Targetted PP priority for reading and engagement.	PP children to make accelerated progress in small cohort
C.	Improve oral language skills for pupils eligible for PP in KS1. TA to carry out oral language activities to support specific and general needs, taking advice from the class teacher and Speech and Language Therapists and Educational Psychologist. Provide further opportunities for talk through play. (2 TA Am + teacher)	Pupils eligible for PP in KS1 class are able to Communicate with increased confidence by the end of the year so that all pupils make good progress from their starting point.
D.	Improve physical abilities through fine and gross motor activities. PP children to have free pass to morning 'Funfit club'	PP children accessing sports club 2 times/ week. Children's fine and gross motor skills improving.
E.	Project X small group tutoring available 3X / week for PP children achieving below expected standard in reading. Access to Dyslexia service to identify specific need. Whole school approach to Dyslexia friendly classrooms to support pupils with Dyslexia.	Pupils accelerate progress in reading so that all pupils make good progress from their starting point.
F.	1:1 tuition provided for pupils eligible for Pupil Premium grant in Upper KS2. Whole school approach to developing Maths fluency, reasoning and problem solving to improve attainment.	Pupil Premium Pupils achieve EXS in Maths at the end of KS2

G.	All pupils to receive two terms of swimming from Year R to Year 3 and 1 term in Years 4-6. School provides enrichment opportunities for all children through a variety of extra-curricular clubs, activities and residential trips both on and off-site. PP children to have free pass to morning 'Funfit club'. All pupils to have access to a variety of high quality sport, outdoor education and opportunities for competition. Swimming lessons provided to Pupils in receipt of pupil premium grant to develop confidence and independence. Music tuition in guitar, violin, cello and Samba drumming offered on top of whole class teaching and instruments provided for use at home and in school. Talk Time weekly opportunity to discuss needs. PP to use counseling provided by Dreadnought when needed.	PP children achieve above expected attainment in Swimming by end of KS2. Children accessing exciting curriculum, participating in competitions such as Cornwall games, taking part in team matches. Children able to achieve high standards in music.
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5. Planned expenditure

Academic year	2018-2019
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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?
Teachers have clear data and responsibility for tracking and improving the progress of PP children.	Use new Primary Impact sheets/ Jason Hurr and spelling ages to track progress of children, with all staff teachers aware of data of PP children. Head to compare PP and non PP children's progress and share with teaching staff. Use Pira/Puma assessment materials.	Careful tracking to ensure all pupils are making at least expected progress allows the Head and staff to analyse impact of strategies and adjust ½ termly where appropriate. Insuring a priority of focus on PP, maintaining a high profile and constant approach to achieve progress.	½ Termly data analyses, Pupils of concern discussed at weekly staff meetings. Parents kept informed through termly meetings and progress reports. Staff to moderate data input to ensure consistency at ½ termly data sessions.	Mr Ellis	Summer 2019

<p>Attainment in Spelling increased so that 90% of pupils achieve EXS in Spelling at the end of KS2</p>	<p>Spelling groups arranged so that all pupils below expected standard are in small targeted groups. 'Word shark' to provide further challenge and practise practice for targeted pupils.</p>	<p>Last year number of pupils below expected standard in spelling dropped from 50% to 27% which is good progress but needs to be reduced further. Introduction of Read, Write, Inc Spelling is having a high impact but needs to be a priority for 2017-2018.</p>	<p>Children assessed half termly to measure impact, Mr Ellis and Advisory board to monitor, through pupil conferencing, book scrutiny and lesson observations. Mr Ellis to analyse data half termly and assess impact of each group. .</p>	<p>Mr Ellis</p>	<p>Termly</p>
<p>Attainment in reading above National Average at KS1 and KS2</p>	<p>Comprehension books to be provide greater challenge for Years 2-6. Children in Year 4-6 taught in smaller classes 4 mornings/ week to accelerate progress.</p>	<p>86% of PP children are reading EXS+ in KS2. This is high but a target of 100% is desired for this cohort in 2 years. Only 33% of PP children are achieving EXS in Reading KS1.</p>	<p>Guided reading lessons to be monitored by Mr Ellis and Advisory board. Reading progress data analysed termly. Staff INSET to discuss impact of Guided reading sessions.</p> <p>Read 5 books a day initiative with support of 2 TA every AM</p>	<p>Mr Ellis Mrs Sobey Mrs Reeves Ms Page/HLTA</p>	<p>Termly</p>
<p>Improve Maths Fluency/ Reason and Problem Solving so that all pupils make progress. Continue with fluency initiatives.</p>	<p>Club 99 and Times Table challenges to be introduced from Year 2-6. Certificates to be awarded in Assemblies and progress charts to be displayed in classrooms. Children to be set weekly homework and tests. Strategy to be articulated to parents. Sumdog online resources tragets fluency and reasoning problem.</p>	<p>Progress and Attainment in Maths was not satisfactory for EXS or GDS last year in Math's. If we are to achieve at least in line with the National Average and improve GDS we need to address areas of learning/problem solving . A number of pupils do not know all of their tables confidently by the end of KS2 and this needs to be a priority if we are to continue to achieve above the National Average. With the added new online times table assessment for Year 4 this continues to be a priority.</p>	<p>Mr Turnham to monitor half termly, through pupil conferencing, book scrutiny and lesson observations. Mr Ellis and Mr Turnham to analyse data termly.</p> <p>Introduce lesson structure and support planning surgeries.</p>	<p>Mr Turnham</p>	<p>Termly</p>

Develop punctuation in Grammar and Punctuation in children's writing to increase number of pupils achieving EXS and GDS in Writing at KS1 and KS2. Develop Exception in writing. For EXS and GDS in KS1 & 2	Marking and Feedback policy to target writing skills specifically extended writing.	Writing is above national average in KS2. Analyses shows at KS1 outcomes need to improve.	Termly Book scrutiny to assess impact of marking on Grammar and Punctuation. ½ termly data collection and termly pupil progress meetings to ensure accelerated progress. Enrolled in excellence in writing. KS1 and key school priority. KS1 teacher enrolled in excellence in writing course. Smaller class size for Y2	Mr Ellis & Mrs Sobey	Termly
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Total budgeted cost

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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?
Employ HLTA in Y2 (class 2) to deliver provision in the afternoons. PP children to have additional support.	This will reduce the class size for Class 1 PP in Reception and 2 in class 2. TA employed in all three classes to allow extra support and to deliver interventions. PP mentor to discuss progress, achievement and to support children with any barriers to their learning such as support organising homework/ PE kits/ friendship issues. (talktime)	Evidence suggests that PP children don't always make good progress. Teaching Assistants support PP children in lessons and through interventions. Use of mentors to give praise/ support and challenge has proved effective in other schools. This procedure enables early intervention needs to be identified.	Observations and tracking of progress through data analyses lesson observations and Pupil progress meetings. Update/ Feedback Reports on Talktime	Mr Ellis Mrs S Reeves/Mr Ellis	Termly Termly Yearly
Total budgeted cost					£3022

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?
Children to develop emotional resilience so that they are happy, confident and secure and able to make progress.	Dreadnought to deliver counselling to children identified by parents and school as needing extra emotional support. Talk Time Exercise daily 30 mins	Counselling is proven to have a high impact on children's emotional resilience, leading to improved academic attainment. Parental support- improves happiness and wellbeing Research suggest healthy lifestyle promotes resilience, self worth and well being	Through discussions with parents, pupils and staff to assess impact. 1 hour per week	Mr Ellis Mrs Reeves	On going
Total budgeted cost					£600

6. Review of expenditure				
Previous Academic Year		2017-2018		
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)	Cost
Teachers have clear data and responsibility for tracking and improving the progress of PP children.	Use Jason Hurr and spelling ages to track progress of children, with all staff teachers aware of data of PP children. Head to compare PP and non PP children's progress and share with teaching staff.		Termly data analyses, Pupils of concern discussed at weekly staff meetings. Parents kept informed through termly meetings and progress reports. Also use an IEP where appropriate.	£0

Attainment in Spelling improved so that it is in line with attainment in Reading and Writing.	Read, Write Inc Spelling introduced for all pupils from Year 2-Year 6. Children taught in small groups to ensure challenge	Spelling had previously been a strength, through delivery of high quality PIPS lessons; however data analyses shows that 27% of pupils in KS2 did not reach the expected standard in Spelling Discussion with local schools and INSET on Read, Write Inc could deliver accelerated progress in spelling.	Children assessed half termly to measure impact, Mr Ellis to monitor, through pupil conferencing, book scrutiny and lesson observations. Mr Ellis to analyse data half termly. Governors to monitor and provide challenge.	
ii. Attainment in Arithmetic improved so that it continues to be above National average for achievement and progress.				
Outstanding Feedback and Marking to ensure outstanding progress for all pupils.	Regular staff meetings to share outstanding practice	High quality Marking and Feedback is shown to have a high impact on Pupils progress. (Sutton Report) OFSTED 2015 stated that 'Pupils are not encouraged to respond in enough detail to their teachers' detailed marking.'	Children responding to their marking showing that they are moving forward with their learning. Mr Ellis to analyse impact of marking through pupil conferencing and book scrutiny	£0
Improved language skills in Reception	TA to work with Speech therapist to deliver intervention. EYFS delivered to accelerate progress.	Improved speech is essential for early phonics/ reading and writing skills to develop.	Children's speech improved, able to express their needs and access phonics activities. Speech therapist to assess that they no longer have a need for targeted support.	

Improved progress for high attaining pupils.	High attaining pupils challenged through differentiation (Challenge in class streamed for Spelling) Teacher to tutor small groups of Year 6 pupils during Spring Term to ensure they achieve Greater depth by the end of KS2.	GDS has dropped 0% at KS2 This was anticipated at end of KS2. Throughout the rest of KS” GDS scores are good. School priority is to develop attainment and progress in Maths and English in KS1 & 2	High achievers tracked termly to ensure they continue to achieve greater depth.	£450
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iii. Children to have access to greater variety of sports and other wider curricular activities

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
Exciting curricular and extra-curricular activities and Visits including after school clubs, alternative sports tuition, Wild Tribe, residential, adventurous activities and STEM workshops. Increase interschool and intraschool tournaments	STEM conference annually for Year 2-6. Residential trips from Year 1- Year 6. Climbing, kayaking etc. for Years 4 -6. Wild Tribe for Year R- Year 6. Alternative sports lessons for 4 weeks each year. Team building activities for Year 3/ 4; Annual theatre trips.	This should ensure that all children including PP children have a wider array of practical life experiences which should support them with their life skills, social skills, resilience, confidence and thus learning in the classroom.	High impact wide array of life experiences motivates children and develops confidence. Extra swimming lessons develop independence, confidence, language skills as well as co-ordination. Continue next year.	£1000