

1. Summary information					
School	Connor Downs Academy				
Academic Year	2016/17	Total PP budget	£58,780	Date of most recent PP Review	July 2016
Total number of pupils	184	Number of pupils eligible for PP	46 (25%)	Date for next internal review of this strategy	January 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school) (10 children)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading ,writing and maths (teacher assessment)	90%	<i>tbc</i>
% making at least two levels progress in reading (teacher assessment)	90%	92%
% making at least two levels progress in writing (teacher assessment)	100%	95%
% making at least two levels progress in maths (teacher assessment)	90%	91%

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 at Connor Downs 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 child protection and children in care and other family challenges including domestic violence and substance abuse on children's emotional well-being and learning.	
E.	The high level of learning needs and low 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 such as Talk Boost, and other speaking and listening interventions to impact positively on phonics, reading and writing.</p> <p>PP pupils engage in homework grid activities.</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.	Children's emotional needs have been supported through whole school Thrive approach and Thrive 1:1 targeted interventions and assessments for individual pupils.	Children will be better able to engage with learning and make accelerated progress academically.
C.	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 and through termly pupil progress meetings between class teachers and KS leaders.	Children will feel that they are 'in charge' of their learning and are proactive in challenging themselves to aim high.

	independence	
D.	Inclusion leader continues provides guidance to identified parents based on their needs through individual support, signposting, informal meetings. This will be measured by parental feedback.	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.
E.	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 provided.	Increased engagement from parents in supporting the learning of the children.

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 / 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 major impact on pupils' progress and particularly on disadvantaged pupils. Quality first teaching has the most impact especially on the most disadvantaged pupils.	Termly lesson observations. Termly book scrutiny. Pupil progress meetings. Performance management.	DK, TB	Reviewed termly.
Staff model growth mindset and pupils use growth mindset language.	Whole school culture developed and embedded.	Growth mindset is key to 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.	DK, HP	End of Autumn term for new staff. Monitored in Summer term – all staff.
Total budgeted cost					
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?
MAT PP children are provided with additional opportunities and challenge in maths	Additional support through a KS3 maths specialist weekly.	Maths is a key focus within our school and MAT development plan and challenging high attaining pupils a focal point of this.	Monitoring of the work done in these session. Allowing time for external PP staff to meet with class teacher. Evaluate progress each half term of sessions.	DK, HL	Half termly, beginning November 2016 then December, February, April and June 2016/17.

Pupils with PP receive high quality, purposeful, focused support	1:1 tuition in Spring term	Research evidences high quality one to one support that is purposeful and focused has a high impact on raising attainment.	Ensuring KS leaders have ownership of the sessions. Regular feedback between adults delivering the support and class teachers	DK,TB,CK	Mid-term review February half term. End of sessions This will also be used to assess impact on pupil outcomes using 2017 data.
Total budgeted cost					£1350
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?
Thrive to meet the emotional needs of PP pupils through a Thrive approach	Whole school and targeted Thrive	Thrive is recognised as an effective tool supporting emotional resilience which is a skill that disadvantaged pupils	Staff to assess pupils using the Thrive online tool. And ensure pupils needing emotional support are identified.	KL,JH,MQ	Termly
Total budgeted cost					£61,084 (including resources)

6. Review of expenditure				
Previous Academic Year		£57,100 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)	Cost

Pupils with PP receive opportunities to enhance learning opportunities in and out of the classroom.	Provide additional targeted opportunities	Children are provided with additional whole class and small group specialist support from secondary school to extend learning. 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.	This approach will continue. A specialist maths teacher comes in weekly to work with MAT pupils in Years 5 & 6. 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.	£1350 on staffing and resources
Promoting a growth mindset in all pupils and staff	Inset for all staff and whole school culture developed	Pupils understand about growth mind-set and its importance in learning. Staff have been able to model this to pupils. This has increased risk taking when learning, resilience and fantastic behaviour for learning in all years/classes.	This has been implemented effectively, with a whole school focus. It needs remain a high focus and be embedded, particularly when new staff or pupils join our academy.	Accessed through Aspire
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)	Cost

<p>Pupils with PP receive high quality, purposeful, focused support</p>	<p>1:1 tuition in Spring term</p>	<p>The level of attainment in PP pupils improved by specific, planned high quality 1:1 intervention. The Year 6 and Year 2 teachers planned and monitored the sessions, based on their assessments and judgements.</p>	<p>This approach was effective in achieving the desired outcome. Children made significant progress. This was the first time it had been implemented. We will continue this approach this year and further enhance it by reviewing the impact midway in, rather than just at the end.</p>	<p>N/A Replaced part of staff meeting time (which support staff are paid to attend).</p>
<p>Teachers/support staff employed to support PP groups throughout the school</p>	<p>Support in and out of class from teachers and teaching assistants.</p>	<p>The rate of progress was accelerated in all year groups, particularly in writing. Staff worked alongside the class teachers to deliver high quality support and intervention, both in the classroom and additional targeted small group work alongside this.</p>	<p>Of the two approaches (pupil premium staff class based compared with additional intervention), the additional focused support from teachers and support staff had the greatest impact. This will continue into 2016/17 but with time allocated for their PP staff to communicate with class based</p>	<p>£59825</p>

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)	Cost
Improve oral language skills in KS1 pupils who entered school with low language skills.	Talk Boost	Identified KS1 pupils, following teacher evaluation, showed increased rates of participation, improved oral language skills, improved resilience and increased confidence. 3 of the 4 children identified passed their phonics screening and the other made excellent progress and should pass the retake in Year 2.	The action was effective because the initial assessment tool identified the pupils who would benefit and the staff members delivering were given the appropriate training.	£121
Upper KS2 children supported with transition to Key Stage 3 including support for pupils' emotional well being	Implementation of Kernow Pyramid Club	Pupils identified as requiring this support made accelerated progress in reading and maths compared with non-disadvantaged pupils in Year 6 (all pupils made at least expected progress in writing). 80% of the group with eligible for PP. Parents were very positive in the parental feedback, with every parent commenting that they had seen the impact of the support.in high levels of confidence and improve resilience.	This club is very effective as the initial analysis tool is used to identify children who would benefit from this approach. Analysis this year has not identified a sufficient number of pupils who would benefit from this approach so it will not run this year but it is an approach we will assess year on year. Current year 6 pupils with any additional emotional will be met approaches such as Thrive.	£300 on resources, trip and staffing.

7. Additional detail

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