

St Day and Carharrack Primary School: Pupil Premium Strategy Statement 2017 - 2018

1. Summary information					
School	St Day and Carharrack Primary School				
Academic Year	2017-2018	Total Pupil Premium budget	£40,080	Date of most recent Pupil Premium Review	February 2018
Total number of pupils	183	Number of pupils eligible for PP	29 15.8%	Date for next internal review of this strategy	September 2018

2. Current attainment (individual tracking data for attainment and progress held for each child)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

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

A.	A high number of children join St Day and Carharrack mid-year across both key stages – some with low attainment and progress which may prevent them from achieving nationally expected standards at the end of a key stage and achieving their full potential.
B.	Some disadvantaged children enter the EYFS with low communication skills or speech and language needs- high PP and SEND needs; as they get older, we need to ensure that they are able to achieve in line with their peers(whole school focus – Reading)
C.	Children need to be ready to learn and their social and emotional needs and developments in self-esteem need to be met. Children struggle to meet the expectations of the school day.

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

D.	Attendance rates for pupils eligible for PP fluctuated in 2016- 2017. A greater push for breakfast club for PP children and supporting families to get to school on time/ including lift shares/ incentives.
E.	Some children are not financially able to access all opportunities alongside their peers.
F.	Lack of parental engagement/confidence with basic skills – reading, spellings and maths

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Targeted support for identified Pupil Premium children enables them to make accelerated progress and to achieve nationally expected standards at the end of each key stage including the EYFS.	Pupils eligible for PP make accelerated progress relative to their individual starting points. Pupils eligible for PP achieve expected standards at the end of each key stage
B.	Disadvantaged pupils make accelerated progress in communication enabling them to access their learning alongside their peers.	Pupils eligible for PP make accelerated progress relative to their individual starting points in Communication and Language in the EYFS, in Phonics in Year 1, and in Reading across the school. This will be measured by teacher assessments and moderation, end of Key Stage 2 SATs results, EYFS data and other appropriate assessments.

C.	The school is able to address and meet children's social and emotional needs and develop their self-esteem.	PP children to have free access to the school Breakfast Club and all extra-curricular clubs. Children's social and emotional needs are met through an effective range of support mechanisms include THRIVE/ TIS and learning mentor scheduled time to talk/draw/bereavement support.
D.	Increased attendance rates for pupils eligible for Pupil Premium.	Overall PP attendance improves in line with 'other' pupils. EWO support to target vulnerable families with a plan of support.
E.	Children eligible for PP are able to access extra-curricular activities with which there may be a financial barrier.	PP children are able to access extra-curricular activities free of charge (e.g. instrumental tuition, trips, etc.) and subsidized residential trips through money allocated to each individual child. Children who are vulnerable are able to access support when they need it.
F.	Parents engaged with their child's learning – attending workshops and class activities- an increased confidence in key basic skills.	Parents are engaged with school life eg. Attending 'Rocket Readers' – daily reading with their child. Parents attend school workshops and gain confidence in key basic skills.

5. Planned expenditure					
Academic year	2017- 2018				
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?
A. Improved reading skills for all, including phonics knowledge and comprehension strategies – through developing a love of reading.	Whole School 9-9.30 reading and phonics Whole-class 'Read with DERIC' strategies to be trialled in KS2. 1:1 interventions across both KS 'Rocket Readers'	To improve end of Key stage outcomes – children can confidently tackle written answers to reading comprehension questions. EEF teaching and learning toolkit research +5months progress – teach reading comprehension strategies explicitly and consistently.	This forms part of our School Improvement Plan and it will be monitored as part of that process. This will include lesson observations and learning walks, book scrutiny, ongoing professional dialogue and moderation, termly data / progress review meetings.	LV, RB All staff	Termly data

B. Feedback is used to help raise standards in English and Maths.	Feedback marking to close the gap- example/reminder/scaffold prompts – children use 'purple polishing' to improve. Develop Pupil Conferencing and growth mindset to give pupils ownership of their learning and enable them to recognise their own strengths and "next steps".	The EEF Teaching and Learning Toolkit identifies feedback as being of moderate or high impact and low cost. As a staff, we have rewritten our Feedback Policy to recognise that research, as well as our own experiences, show that there are many different types of effective feedback.	This forms part of our School Improvement Plan and it will be monitored as part of that process.	HT, all staff	Book scrutiny 1/2 termly Subject leader monitoring with governors
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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?
A and B Learning is accelerated in English and Maths across the key stages.	1:1 support and small group interventions RWI interventions EYFS/KS1 Drama- language development Deployment of TAs to PP heavy classes	EEF research for 1:1 and verbal interventions Progress across the school shows that Pupil Premium children made at least expected progress in Reading, Writing and Maths.	Ongoing review of pupils' needs and progress. Regular assessment and moderation. Pupil progress meetings, pupil conferencing	Key Stage teacher responsibility	Ongoing review; formal review with ½ termly data progress meetings.
A and B Accelerate progress for Pupil Premium children in the EYFS- especially communication needs- skill-up TAs-training.	Children are baselined on entry and interventions immediately put into place to address specific areas for development. EYFS training.	If children are not able to communicate effectively, this forms a barrier to their learning in many different areas of development.	Ongoing assessments by the EYFS team. Termly data / progress review Meetings.	HT, EYFS lead	Ongoing 1/2Termly
C Children's specific learning and emotional needs are identified and	Additional Ed Psych time bought in so that targeted support and advice can be given to staff and families of	For some children, the support provided by the Ed Psych is invaluable. This support has enabled parents and staff to work together even more effectively to support individual	Ed Psych visits are timetabled in advance to ensure maximum effectiveness for the visit	HT, LV	Visits are reviewed on each occasion by the SENDCo and the Ed Psych (approx. half-

addressed to help the child be ready to learn	Pupil Premium children. TIS training Learning Mentor sessions Circl-time	children's specific learning and emotional needs.			termly).
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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?
C and D To provide a social start to the day and improve attendance with opportunities for interaction with staff and their peers through a Breakfast Club.	To provide breakfast in school which is free for Pupil Premium pupils who may also attend school clubs at no cost. Where attendance or punctuality is an issue, parents are directly approached.	A good breakfast means a great start to learning for the day. Supporting a daily breakfast club allows us to support our pupils who may not have breakfast every day as well as those parents who need childcare before school. We would like to use this to further support improved attendance	Regular meetings with Breakfast Club staff - to discuss provision, attendance etc. Pupil conferencing. Parent consultation on provision, requirements etc.	HT, AP	Ongoing, meeting termly
E Children are able to take part in the opportunities available and access additional targeted provision eg. Music/surfing – without cost or specialist equipment being a barrier.	Half the cost of Key Stage 2 camps and trips - funded for PP children so that they can access all the opportunities available to them. £200 incentive/credit for every PP family	Equality of opportunity. We want all children to access all the opportunities available to them and to take part in a wide range of enrichment activities.	School office hold records to ensure PP money is used for this purpose. If PP children do not opt to go to camp- liaise with parents to ensure that the reasons for this are not financial.	HT Office	Termly
C Social and emotional support is provided for those children who need it.	THRIVE/ TIS Learning Mentor	We consider addressing children's social and emotional needs to be fundamental to our work. Through this support, children become more self-assured and ready to engage with life and learning. The EEF Teaching and Learning Toolkit recognises that Social	Rolling programme of THRIVE. Appropriate assessments and programmes are in place and monitored.	LV, CH	Half-termly reviews.

		and Emotional interventions have an identifiable impact on attitudes to learning and, in many cases, attainment (five months additional progress on average).			
Total budgeted cost					£ 40, 000

6. Review of expenditure IMPACT and evaluation				
Previous Academic Year : £ -		2016- 2017		
Desired outcome	Chosen action / approach	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
Learning is accelerated in English and Maths across the key stages.	1:1 or small group interventions led by TAs and learning mentor	Success criteria partly met. New national testing -challenging targets for mixed needs. Good progress across the year groups due to 1:1. Challenge – new children mid-year. SEN needs.	1:1 necessary for new children joining mid-year. Interventions focus needed KS1. Reading strategies to be made a priority to increase confidence and stamina.	£8,828 LM £10,948 support worker
To provide a social start to the day with opportunities for interaction with staff and their peers through a Breakfast Club.	To provide an opportunity for pupils to eat breakfast in school which is free for PP children.	Success Criteria met. The number of Pupil Premium children attending Breakfast Club is steadily increasing. Pupil Premium funding has been used this year to encourage children to attend Breakfast Club. Breakfast and a range of activities is also available (at a cost of £1 per day) to other children and the number attending Breakfast Club has risen. Where attendance or punctuality is an issue, parents are directly approached and encouraged to use Breakfast Club for their children. This has made a real difference for some children.	A good breakfast means a great start to learning for the day. Supporting a daily breakfast club allows us to support our pupils who may not have breakfast every day as well as those parents who need childcare before school. We would like to use this to further support our attendance initiative as attendance amongst PP children is an area we still need to address.	£1,142
Social and emotional support is provided for those children who need it.	THRIVE support	Success Criteria met THRIVE has been established to respond to children (both in receipt of PP and not) who need additional support to manage their emotional well-being and self-regulate. Whole school benefit – through circle time and assemblies.	THRIVE assessments evidence gains. Anecdotal feedback from staff and children evidence the positive impact on this provision. We consider addressing children's social and emotional needs as fundamental to enable learning to take place.	£15,000 SEN 1.5days
Ensuring that Pupil Premium children are able to attend school camps.	Half of the cost of Key Stage 2 camps are funded for Pupil Premium children so that they can access all the opportunities available to them.	Success Criteria met. Children are able to access all the opportunities available to them and to take part in a wide range of Enrichment activities including Penwith challenges.	We consider children's equality of opportunity to be important aspects of our Pupil Premium provision and will continue this as part of our strategy in 2016 – 2017.	£6,500