

Pupil premium strategy statement: 2017-2018

1. Summary information					
School	Rosemellin C.P School				
Academic Year	2017-2018	Total PP budget	£107.700	Date of most recent PP Review	
Total number of pupils	340	Number of pupils eligible for PP	97	Date for next internal review of this strategy	June 2018

2. Current attainment (national average progress is 0) (floor standards: -5 in reading; -7 in maths; -7 in writing)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	50%	67%
progress in reading	0.39	0.33
progress in writing	3.76	0.18
progress in maths	-1.8	0.28

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.	The effectiveness of quality first teaching in diminishing differences between groups.
B.	The difference between PP children and non PP children's language and communication skills on- entry is marked.
C.	Parental engagement in supporting learning and raising aspirations.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	A narrow experience before starting school impacts on children's social, emotional and mental well-being affecting self-esteem, confidence, focus and readiness to learn.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Quality first teaching addressing gaps specific to groups/individuals and effective feedback progresses learning well.	Children's progress is accelerated from various starting points through well planned, responsive lessons Narrowing The Gap data evidences gap diminished from 2017 and by the end of KS2 almost closed bar Maths.
B.	The difference is diminished between PP children and non PP children achieving GLD at end of YR	2018 YR EYFS Profile data evidences:

	2017: PP 30% and non PP 76%	PP 46% and non PP 75% - difference diminishing Tracking at Autumn Half Term 2018 to be analysed and targeted children identified.
C.	The difference between Y1 PP children and non PP children achieving the expected standard in the Phonic screening is diminished.	An increase of 10% in the % of PP children attaining nationally expected standard 2017: PP 55% 2018: PP 62%
D.	A well-planned transition programme prepares children (and families) for a successful start to school, supported by all staff, including learning mentors and SEN team.	Children well-prepared for school and increasingly ready to learn. Children transitioned into school in Sept 2018 and whole team approach to meet the needs of cohort appropriately.

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?
Assessment effectively used to plan teaching and learning and all pupils make good progress and achieve well.	<p>Improve feedback and marking so that it immediately impacts on learning and addresses misconceptions at point of need.</p> <p>Planning utilised to address gaps in age related expectations specific to cohort need.</p>	<p>Accurate, clear, timely and relevant feedback can impact positively on pupil outcomes.(EEF)</p> <p>Accurate starting points progress learning, teaching what is needed not what is already known.</p>	<p>Evidence triangulated and is tracked through regular book looks, children conferences and lesson drop-ins.</p> <p>As above</p>	N. Finn	<p>Summer Term 2018</p> <p>Further input planned for 2018-2019 to use close the gap tool to address differences.</p>
Behaviour For Learning is positively impacting on pupil progress.	Develop the language of the 4Rs across the school, with YR focusing on CoEL.	Pupils thrive when they are: resourceful, resilient, reflective and who cooperate and collaborate when needed, forming positive relationships.	Whole school adoption of 4Rs; class displays with whole school assemblies and rewards focusing on these behaviours. Effort and hard work praised and rewarded.	N.Finn, M Cromey and A Woodmason	<p>Spring and Summer Terms 2018</p> <p>Evidence through learning walks, drop-ins and pupil interviews show that Growth Mindset is beginning to embed.</p>
				<p>Total budgeted cost: £64,900.00:</p> <p>Middle Leadership release time 0.7 of 3x TAs providing support</p> <p>Assessment tracking system</p>	

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?
Y1 children attain in line with expected standard in Phonic Screening (2017:84%)	Participate in Fluency In Phonics project focusing on a rigorous approach using RWI strategies and regular assessment to identify those children requiring additional support.	Discrete, well-planned phonics with children's learning needs identified and addressed by trained staff and in smaller groups impacts on achievement.	External auditor-CC- to visit 3x per year to review progress and plan next steps with a written action plan shared with school.	M.Paul (Phonic Champion)	Nov, Feb and June 2018 Good progress made. Attainment in Phonic screening 85%.
Increased % of YR children achieving GLD.	Working in collaboration with Early Excellence audit continuous provision and ensure reading, writing and number activities are high quality sessions and linked to individual's next steps.	High quality, sustained play with well - trained adults effectively impacts on the communication, language and social skills of young children.	Review Early Excellence action plan with EYFS lead; track assessments and identify any child falling behind.	S. Bellamy	April 2018 66% of YR 2018 achieved GLD and in line with Cornwall.
Barriers to learning are removed through a well-planned, sensitive programme led by Learning Mentors and SEND team, working closely with pupils and families.	Transition from Thrive to TIS approach for Learning Mentors (April 2018) and then roll out of approach to whole school Sept 2018. 1.5 Learning Mentors employed. 0.4 of SEND manager and Nurture staff.	TIS and Thrive are well researched and neuro scientifically proven approaches to dealing with barriers to learning in children and is a nationally recognised programme.	PASS survey to be carried out with a specific cohort Feb 2018. Growth Mindset programme to be delivered. Action Plan to be drawn up and rolled out over the Summer Term 2018 and into new academic year.	R.Lyth and S.Farina. K.Than and J.Smith	July 2018 Headteacher and Deputy attended TIS training for leaders. Whole school training rolled out Oct 2018. Individual children and families supported as needed.
Pupil Premium children are known by all staff and no child left behind.	Pupil Premium Champion identified and, working collaboratively with network of schools, is raising profile of this group of children.	Raised profile means every member of staff is held accountable for the progress of this group of children: whole school approach.	Pupil Premium action plans implemented which identify individual barriers to progress and effective ways to overcome them. 3x meeting per year with targeted families in Y1 and YR.	Pupil Premium Champion: N Anderson	April 2018 Pupil Premium Champion raised profile of this group. Action Plans identified barriers.
				Total budgeted cost: £42, 800.00 Pastoral team SEND team Achievement For All	

