

Pupil premium strategy statement Sennen School 2016/17

1. Summary information					
School	Sennen Primary School				
Academic Year	2016/17	Total PP budget	£21120	Date of most recent PP Review	Sept 2016
Total number of pupils	84	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Sept 2017

2. Current attainment		
N.B As a small school with 8 pupil premium each pupil is worth 12.5%	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	58%	68%
% making progress in reading	75%	94%
% making progress in writing	67%	75%
% making progress in maths	58%	92%

3. Barriers to future attainment	
In-school barriers	
A.	Numerical awareness and number skills are lower for PP children across the school. This impacts significantly in the latter stages of KS2
B.	Oral language skills in for pupils in KS1 eligible for PP are lower. Home reading can be of limited scope. This slows reading progress in subsequent years.
C.	Emotional well-being is generally lower than non PP children and can affect children's ability to learn.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Location of the school has knock on travel costs which impact pupil's ability to attend extra-curricular activities and access sporting facilities outside of the village. This can have a detrimental effect on higher ability pupils accessing clubs at local secondary schools to extend learning.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High rates of progress for PP pupils in maths in upper KS2 and early years. To close the gap on their peers.	PP pupils are supported to make rapid progress in maths and be at age related expectations by the end of the year.
B.	Improved oral language skills in KS1 and early years to accelerate progress in reading and writing.	Interventions and targeted classroom support allow pupils to make rapid progress in their language skills and reach expected progress in reading and writing. Within KS1
C.	Children's emotional well-being is addressed and support is given to help them manage emotions to better engage with learning.	Thrive program is used effectively for targeted support for pupils whose emotional well-being is providing a barrier to their academic progress.

		Allowing them to reach age related expectations.
D.	Support is given to pupils, where appropriate, to allow them to access clubs and services both in and out of school that will add to their academic achievement, physical well-being and emotional well-being.	Pupils are supported in terms of transport and equipment, where appropriate. In particular higher ability pupils. Their attendance at these clubs has a measurable impact on their progress within school.

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?
<p>A. High rates of progress in maths</p> <p>B. Increased oral language skills and higher rates of progress in reading.</p>	<p>Further Learning support Assistant time within mixed ages classes and smaller groups.</p> <p>Appropriate ICT resources and licences for RM maths and Nessy purchased to support LSAs practice.</p>	<p>Evidence consistently shows that quality feedback, individual attention and the rapid progression of personal targets is a highly effective tool in securing increased levels of progress and attainment for children. With mixed ages classes and teachers covering a wide range of objectives giving children more direct adult support will ensure effective AFL techniques are used to target specific areas for development. Engaging ICT programmes which closely track progress and are personalised for children have a proven track record on impacting on attainment and progress.</p>	<p>The new PM cycle for LSAs has been utilised to define outstanding practice and ensure they have a clear understanding of expectations. LSAs are responsible for closely liaising with teachers to ensure rapid progression of objectives for target children when appropriate. Monitoring schedules will reference this specifically each half term.</p>	Headteacher	Jul 2017
Total budgeted cost					£12,870
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?
<p>A. High rates of progress in maths.</p> <p>B. Increased oral language skills and higher rates of progress in reading.</p>	<p>Booster sessions for early intervention. Led by teachers for PP children who are identified through monitoring as at risk of not reaching the expected standard by the end of the academic year. These sessions will be on top of normal core curriculum time.</p>	<p>Many studies show, such as 'Literacy and numeracy catch up strategies' DFE 2012, that early and targeted intervention for pupils has a positive impact on attainment. The school have had great success in the past with this approach as it not only targets identified areas of difficulty but allows time for children to develop, with support, strategies for overcoming personal barriers to learning.</p>	<p>Data monitoring will identify PP children at spring H/T who are at risk of falling behind. Intervention plans will be drawn up with clear outcomes. These will be monitored for effectiveness and used in future planning. Staff used will have a good track record of leading effective interventions.</p>	Headteacher	May 2017

C. Thrive programme is implemented and used to support children's emotional development, helping them better engage with learning.	PP children will be identified who are having trouble managing emotions and therefore overcoming barriers to their learning. They will receive Thrive assessments and appropriate levels of support as determined by the Thrive lead.	Children who are able to regulate their emotions are better able to manage distractions and therefore engage fully with learning. Thrive is a robust scientific approach that is measureable in terms of progress made towards set objectives. For some individuals this can be the biggest barrier they face to learning and will have more impact than any academic intervention.	Thrive action plans with measureable outcomes will be created and reviewed at appropriate points. Reviews will take into account not only progress in relation to thrive but also how the intervention has impacted on academic performance.	Thrive lead Headteacher	July 2017
Total budgeted cost					£5500
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?
D. Children are supported to allow them to access educational opportunities outside of the core curriculum.	Financial support for payments for clubs and trips that will contribute to PP children's emotional and physical well-being and have an impact on their academic achievement.	The school's location has a knock on cost to accessing facilities which are made use of by the school and the wider community. This includes: swimming lessons, music lessons, extension groups at local secondary schools and school camps. By supporting PP children to take part in these activities with their peers it will contribute greatly to their emotional and physical well-being as well as their academic achievement.	Activities and clubs which children are supported in accessing are identified by staff as being beneficial to their well-being and progress. This is taken into account through monitoring of academic and thrive progress.	Headteacher Class teachers.	July 2017
Total budgeted cost					£2500

