

# Pupil premium strategy statement: Sennen School

1. Summary information					
School	Sennen School				
Academic Year	2017-18	Total PP budget	£17,160	Date of most recent PP Review	Sept 2017
Total number of pupils	77	Number of pupils eligible for PP	15 (Oct 2017)	Date for next internal review of this strategy	Sept 2018

2. Current attainment		
	<i>Pupils eligible for PP (in Sennen)</i>	<i>Pupils not eligible for PP (in Sennen)</i>
% achieving in reading, writing and maths	50%	64% (end of KS2)
% making progress in reading	86%	83%
% making progress in writing	93%	94%
% making progress in maths	93%	92%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Attainment of PP pupils at the end of KS2 is below the national average in writing and maths.
<b>B.</b>	Reading attainment, whilst in-line for expected, is below the rest of the school and national for greater depth.
<b>C.</b>	Rates of progress in maths are slower for pp children across the school when compared to the whole school measures.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Emotional well-being is generally lower than non PP children and can affect children's ability to learn.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Attainment of PP children at the end of KS2 is in line with or above national outcomes in writing and maths	SATs performance demonstrates this objective has been met.
<b>B.</b>	In school monitoring shows that the percentage of PP children at greater depth is higher than 2017.	PP children in line with whole school and national in reading at greater depth. Greater than 20%

<b>C.</b>	Maths progress is increased, with more accelerated progress evident.	Greater than 25% of PP children making accelerated progress.
<b>D.</b>	Thrive approach is used to support in class and through interventions, where needed, children who struggle to be ready for learning; Increasing, their ability to learn and make academic progress.	In school and through good liaison with home, children receive effective support which raises their emotional intelligence, enabling them to manage their emotions effectively and be ready for learning.
<b>E.</b>	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

2017-18

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. Attainment of PP children at the end of KS2 is in line with or above national outcomes in writing and maths.</p> <p>B. In school monitoring shows that the percentage of PP children at greater depth is higher than 2017.</p> <p>C. Maths progress is increased, with more accelerated progress evident.</p>	<p>Further Learning Support Assistant time within mixed ages classes and smaller groups. This allows for a wider range of teaching objectives to be addressed at once, meaning that children have the chance to receive more personalised feedback and support against discreet objectives. This support is concentrated in classes with a high percentage of PP children and in year 6.</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. Opportunities to deepen and secure learning can be more quickly identified</p>	<p>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>	<p>Headteacher</p>	<p>Sept 2018</p>
<p>D. Thrive approach is used to support in class and through interventions, where needed, children who struggle to be ready for learning.</p>	<p>Training of LSA to deliver Thrive sessions and lead in school training to develop emotional resilience provision in class.</p>	<p>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. Training and awareness for staff raises their ability to have supportive conversations and deal with challenging behaviour by understanding it's root causes, thus making better use of learning time.</p>	<p>Thrive action plans with measureable outcomes for individuals and classes will be created, where needed, 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.</p>	<p>Intervention lead and Headteacher</p>	

<b>Total budgeted cost</b>					£12,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>A. Attainment of PP children at the end of KS2 is in line with or above national outcomes in writing and maths.</p> <p>B. In school monitoring shows that the percentage of PP children at greater depth is higher than 2017.</p> <p>C. Maths progress is increased, with more accelerated progress evident.</p>	<p>Creation of an intervention lead role for 4 afternoons a week to carry out additional academic work. Teachers identify specific targets and design programmes to increase academic progress. This time will be reviewed at half termly intervals.</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. 'There is extensive and consistent evidence from at least 6 meta-analyses and reviews, including studies involving pupils aged 7-11 of the impact of structured interventions and intensive one to one support.' Education Endowment Foundation, Improving literacy in key stage 2, 2017.</p>	<p>LSA leading the interventions is experienced across the school in providing one to one support, working on specific targets. Training for: phonics, thrive, speech and language, maths mastery are in place to ensure quality provision. Targets, groups and individuals to be reviewed half-termly with starting and ending assessments to gauge the effectiveness of each intervention. Class teachers will use assessments to carefully target points for improvement and work with intervention lead LSA to plan support.</p>	<p>Intervention lead, SENCO, Headteacher</p>	
<p>D. Thrive approach is used to support in class and through interventions, where needed, children who struggle to be ready for learning.</p>	<p>Training of LSA to deliver Thrive sessions and lead in school training to develop emotional resilience provision in class.</p>	<p>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. Training and awareness for staff raises their ability to have supportive conversations and deal with challenging behaviour by understanding it's root causes, thus making better use of learning time.</p>	<p>Thrive action plans with measureable outcomes for individuals and classes will be created, where needed, 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.</p>	<p>Thrive lead, headteacher.</p>	
<b>Total budgeted cost</b>					£3500

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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.	
<b>Total budgeted cost</b>					£1660

6. Review of expenditure				
Previous Academic Year				
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
<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. Appropriate ICT resources and licences for RM maths and Nessy purchased to support LSAs practice.</p>	<p>Reading progress and attainment across the school was more in line with the whole school population. 79% of pp children across the school are now on track (whole school 86%). KS2 results reflected this with 80% pp at expected. Pupils are more articulate and reading more regularly at home. LSA support using Nessy impactful here. Extra LSA support to enable in depth guided reading sessions was effective in raising attainment for all not just PP. Maths attainment for pp children has again become more in line with the whole school and national picture 64% of pp children on track compared to 77% across the whole school. Significant progress in terms of greater depth with 21% of PP compared to 23% across the whole school. The ability for teachers to plan targeted group work for all year groups and abilities, with LSAs carrying this out has meant significant impact has been made for individual outcomes.</p>	<p>Lack of pp at greater depth shows that the approach has some way to go still. Data tracking and progress from 2016-17 show that this will change in 2017-18 on current trends. Further expansion of reading topics and time for discussion at upper KS2 to be considered. Some children require more pre-teaching and consolidation outside of lessons to accelerate progress. Creating more opportunity to extend the learning of these individuals is required. Whilst the approach will continue consideration must be given to using extra LSA support to enable more 1-1 or small group work in addition to lesson time.</p>	<p>£12,870</p>
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>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>Individual progress scores and attainment for PP children at the end of KS2 were below the national average. However, in school monitoring showed that 100% made expected progress and 40% made greater than expected progress. Literacy progress is documented above pp children achieved above the national average at the end of KS2.</p>	<p>Sessions were effective for all students and produced some good progress. Maths progress would be better secured over a longer period and using pre-teach as an approach to enable children to get the most out of curriculum time. Finding release time for teachers was at times problematic and therefore some interventions were inconsistent making them less effective. A dedicated intervention lead would ensure more consistent delivery, careful planning and track outcomes more carefully. This approach will continue with a dedicated lead in place.</p>	<p>£5500</p>
<p>C. Thrive programme is implemented and used to support children's emotional development, helping them better engage with learning.</p>	<p>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.</p>	<p>Thrive sessions were very effective for a group of pp children to enable them to better manage their emotions. This resulted in them being more ready for learning and raising their aspirations and expectations of themselves.</p>	<p>After the positive impact of Thrive sessions, Thrive support needs to maintained but can take a variety of forms. Widening the understanding of the Thrive approach amongst support staff would allow this to be more immediate, by ensuring all staff understand a Thrive plan and the principals behind delivering one.</p>	
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p>D. Children are supported to allow them to access educational opportunities outside of the core curriculum</p>	<p>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.</p>	<p>This support ensured that all PP children were able to take part in trips, swimming and residential trips. This supported not only their development in terms of the planned objectives of the trip; but also contributed towards social integration, mental well-being and their ability to be ready to learn.</p>	<p>This approach must be carefully costed and monitored to ensure best value and will continue.</p>	<p>£2500</p>