

# Pupil premium strategy statement: Sennen School

| 1. Summary information        |                                  |   |         |   |           |
|-------------------------------|----------------------------------|---|---------|---|-----------|
| <b>School</b>                 | Sennen Community Primary Academy |   |         |   |           |
| <b>Academic Year</b>          | 2018-19                          | <b>Total PP budget</b>                  | £23,760 | <b>Date of most recent PP Review</b>                  | Sept 2018 |
| <b>Total number of pupils</b> | 78                               | <b>Number of pupils eligible for PP</b> | 18      | <b>Date for next internal review of this strategy</b> | Sept 2019 |

| 2. Current attainment  |   |   |
|--|---|---|
|  | <i>Pupils eligible for PP (in Sennen)</i> | <i>Pupils not eligible for PP (in Sennen)</i> |
| <b>% achieving in reading, writing and maths</b>   | 40% (KS2 Sats 2018)                       | 70% (KS2 Sats 2018)                           |
| <b>% making progress in reading (At level expected through internal school monitoring)</b> | 94% Expected<br>24% Accelerated           | 83% Expected<br>13% Accelerated               |
| <b>% making progress in writing (At level expected through internal school monitoring)</b> | 76% Expected<br>35% Accelerated           | 84% Expected<br>24% Accelerated               |
| <b>% making progress in maths (At level expected through internal school monitoring)</b>   | 88% Expected<br>6% Accelerated            | 92% Expected<br>26% Accelerated               |

| 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 pupil premium children was below national averages at KS2 and KS1 in 2018 for reading writing and maths combined.  |
| <b>B.</b>   | Whilst generally in line with expected attainment at KS2 in individual subjects, pp children are behind in terms of attainment at GDS.   |
| <b>C.</b>   | A high proportion of pupil premium students also have SEN 44%, compared to 10% of non-pupil premium children at Sennen. This effects rates of progress and attainment for the group. A high amount of intervention is in place which needs to be carefully focussed to deliver on key objectives for children. |
| <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 in Reading, writing and maths combined is in line with school and national figures at KS2 and KS1. | SATs performance demonstrates that this objective has been met. |

|           |   |   |
|-----------|---|---|
| <b>B.</b> | Increase in the % of pupil premium children achieving GDS in all subjects.  | SATs performance and in school assessment demonstrates higher percentages of GDS.   |
| <b>C.</b> | Children all receive focussed intervention which is carefully planned to deliver on key objectives for individuals. Classroom support enables children to engage fully with learning.                         | Increased rates of attainment within this group. Progression is clear through intervention objectives being carefully planned.  |
| <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 available through 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

2018-19

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 in Reading, writing and maths combined is in line with school and national figures at KS2 and KS1.</p> <p>B. Whilst generally in line with expected attainment at KS2 in individual subjects, pp children are behind in terms of attainment at GDS.</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.</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>Termly, through data analysis.</p>  |
| <p>C. 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.</p>  | <p>Development of Thrive lead position to deliver one to one support and develop whole school awareness. This will result in one day a week of release time to plan, train and carry out individual support. An action plan will also be separately produced and its desired outcomes monitored by the Thrive lead.</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<br/>Headteacher</p> | <p>Termly, through success criteria defined within the Thrive action plan.</p> |

| <b>Total budgeted cost</b>   |   |   |  |  | £14450                                      |
|--|---|---|--|--|---|
| <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 in Reading, writing and maths combined is in line with school and national figures at KS2 and KS1.</p> <p>B. Whilst generally in line with expected attainment at KS2 in individual subjects, pp children are behind in terms of attainment at GDS.</p> <p>C. Children all receive focussed intervention which is carefully planned to deliver on key objectives for individuals. Classroom support enables children to engage fully with learning.</p> | <p>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>SENCO<br/>Intervention lead<br/>Headteacher</p> |   |
| <p>D. Children all receive focussed intervention which is carefully planned to deliver on key objectives for individuals. Classroom support enables children to engage fully with learning.</p>  | <p>Creating an afternoon, a week for SENCO to work with pp children who are on the record of need, developing points from their action plans that will develop their ability to learn.</p>  | <p>Lego Therapy was a great success when introduced by the SENCO in 2017-18. The Therapy is designed to help develop social skills and cooperation. This has a significant impact on children's learning, making them more able to resolve differences quickly and focus on learning. It also developed their capacity to learn from each other through group work. Given the high percentage of SEN within the school's pp group, it is wise, we feel, to continue with this approach.</p>   | <p>Clear plans in place and reviewed half termly to ensure continued impact for those children in need. Close dialogue with class teachers to identify relationships that are negatively impacting learning.</p>   | <p>SENCO<br/>Headteacher</p>                       |   |
| <b>Total budgeted cost</b>   |   |   |  |  | £8066                                       |

**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> |
|---|--|---|---|--------------------------------|---|
| Support is given to pupils, where appropriate, to allow them to access clubs and services available through school that will add to their academic achievement, physical well-being and emotional well-being. | 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<br>Class teachers. |   |
| <b>Total budgeted cost</b>  |  |   |   |                                | £1244                                       |

| 6. Review of expenditure  |  |   |   |                |
|---|--|---|---|----------------|
| Previous Academic Year  |  | 2017-18   |   |                |
| 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. 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>Attainment at KS2 had some highlights. 80% of PP children achieved expected in writing, above the national average. 60% achieved expected in maths with 40% being at greater depth. Both improvements on 2017 and the greater depth score being above national averages. RWM combined remained at 40% for pp children. Greater depth pp children increased across in the school in reading and writing in particular, however it is still not in line with their peers. Maths progress was steady across the school when compared to 2017. However, year 6 showed some excellent results, where pp children had a large amount of extra intervention in the lead up to their KS2 SATs. 80% achieved expected progress in maths and 20% accelerated, in reading the figures were the same and in writing 100% were expected progress and 40% accelerated.</p> | <p>Whilst targets were not met in full progress was evident in all desired outcomes. Approaches have been refined throughout the year and will be further improved by a change in staff for 2018-19. Therefore, this approach will continue with ambitious targets set once more.</p> | <p>£12,000</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. 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>Data given in the narrative above was also contributed to by this approach. It is worth noting here the rates of progress in year of pp children when compared to the rest of the school population as a result of extra support being put in place. This is laid out in the table at the start of this document and shows that accelerated progress for pp children was above the rest of the school population in reading and writing, closing the gap in these areas. The response from the children was positive. They appreciated being given extra support and time to develop their academic skills.</p> | <p>This approach will continue with some refinement. To help with better progression through intervention sessions, planning will be created specifically for each series of sessions, in place of the session being a reinforcement of classroom work. This planning will target specific key development points for individuals</p> | <p>£3500</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>Thrive support was provided where need to individuals after TA completed the training successfully. Action plans were put in place and shared with staff and parents to build support networks around children. Particular success was seen with improving children's resilience, this was evident in children's approach to SATs tests in</p>  | <p>There is a continuing need to provide this type of support. There is a significant need to enable children to develop emotional well-being and be ready for learning amongst the pp population at Sennen. The level of support will be developed in the following academic year through the creation of a Thrive lead role.</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>E. 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 was successful and enabled residential trips, local cultural trips and swimming. However there seems to be a growing need amongst the community for this financial support, with more approaches being made by PP parents for support with funding school activities. This will continue into 2018-19</p> | <p>£1660</p> |
|---|---|--|---|--------------|