

1. Summary information					
School	Treverbyn Academy				
Academic Year	2016/17	Total PP budget	£99,960	Date of most recent PP Review	N/A
Total number of pupils	205	Number of pupils eligible for PP	77	Date for next internal review of this strategy	02/17

2. Attainment		
2015 SATs	<i>Pupils eligible for PP (11)</i>	<i>Pupils not eligible for PP (19)</i>
% achieving Level 4 or above in reading, writing and maths	54.5%	
% making at least 2 levels of progress in reading	72.7%	
% making at least 2 levels of progress in writing	72.7%	
% making at least 2 levels of progress in maths	63.6%	
2016 SATs	<i>Pupils eligible for PP (9)</i>	<i>Pupils not eligible for PP (21)</i>
% meeting standard or above in reading, writing and maths	33%	
% meeting standard or above in reading	56%	52%
% meeting standard or above in writing	67%	81%
% meeting standard or above in maths	44%	81%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Data for the current Reception cohort indicates that, on entry, all Pupil Premium children are below the expected age band across all 17 Early Learning Goals with 27.3% of Pupil Premium children significantly below.
B.	87% of Pupil Premium children across the school have social, emotional or mental health concerns which impacts on their resilience and ability to focus and learn.

C.	Higher ability Pupil Premium children are not being identified early enough to enable them to make more than expected progress. This prevents sustained high achievement in KS2.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Deprivation – The L.S.O.A for the Treverbyn catchment area is currently 92%.	
E.	Attendance – Currently 44% of pupil premium children attend school for less than the Government attendance target of 96%.	
F.	Over 6% of the school population are subject to a Special Guardianship Order, Residency Order or have been adopted.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve outcomes for disadvantaged pupils in the EYFS by focussing on the key area of Communication and Language. Teaching Assistants to carry out oral language activities to support specific and general needs taking advice from the class teacher and Speech and Language therapists. Our specialist Speech and Language Teaching Assistant to deliver the 10 week Talk Boost programme.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	PP children with Social, Emotional or Mental Health concerns will be supported through the use of a whole school Thrive Approach.	Thrive assessments will show progression in each pupil's social and emotional development enabling them to access learning and demonstrate good progress.
C.	Higher ability pupils are identified and tracked from entry. Through targeted support and intervention these pupils to make accelerated progress.	Higher ability PP pupils are identified at an early stage enabling them to make the same progress as non pupil premium higher ability pupils.
D.	Parents and carers of PP pupils will be supported by the school to ensure that deprivation is not a barrier to their learning or limits high aspirations.	Parents and carers know how to access support and PP pupils have equal access to any wider opportunities.
E.	Increased attendance rates for pupils eligible for PP.	Overall PP pupils attendance rates will be in line with those of the rest of the school.
F.	Children who have experienced trauma and have attachment needs are supported through a holistic approach based on developmental principles to enable them to make better than expected progress.	Individual Thrive assessments for PP pupils show progression and teacher assessment demonstrates better than expected progress.

5. Planned expenditure

Academic year

2016 - 2017

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
A. Improve outcomes for disadvantaged pupils in the EYFS by focussing on the key area of Communication and Language.	Teaching Assistants to carry out oral language activities to support specific and general needs taking advice from the class teacher and Speech and Language therapists.	We want to invest some of the pupil premium in longer term change which will benefit all pupils. By targeting intervention in Communication and Language in the EYFS we will improve outcomes for all pupils across all strands.	Half termly meetings between EYFS teacher and Head of School Termly Aspire Hub Monitoring Days Aspire Hub Council meetings. Aspire EYFS support for Class Teacher.	Exec Principal Head of School	Half Termly.
	Targeted support for Feeder Nursery.	Nursery staff assessments have not been as good as they could have been.	Head of School and EYFS teacher to hold regular meetings with manager of feeder nursery to discuss data, assessments and specific next steps.	Head of School	Termly.

<p>C. Higher ability pupils are identified and tracked from entry.</p>	<p>From on-going assessments, class teachers to identify their higher achieving PP pupils. Using these assessments, TAs to provide targeted support & intervention. English & Maths Subject Leads to provide CPD for both teachers & TAs on providing activities to deepen understanding.</p>	<p>Higher ability pupils in KS1 are not currently being identified early enough so do not make the same progress as non PP pupils in KS2. We want to ensure that PP pupils can achieve high attainment rather than just 'meeting expected standards'.</p>	<p>Half termly meetings between KS1 teachers and Head of School. Termly Aspire Hub Monitoring Days Aspire Hub Council meetings.</p> <p>Use of Teacher meetings for regular updates on providing activities to deepen understanding.</p>	<p>Head of School English Subject Lead Maths Subject Lead</p>	<p>Half Termly.</p>
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<p>B. PP Pupils with Social, Emotional or Mental Health needs to be supported through a whole school Thrive Approach.</p>	<p>Use of termly Thrive whole class assessments to identify areas of need and inform PSHE lessons.</p> <p>Ongoing CPD for all staff involved in delivering whole class action plans to support whole class developmental progression.</p>	<p>The Academy recognises that there is a gap between the chronological and developmental ages of pupils which impacts on their ability to access their learning.</p> <p>Whole class Thrive assessments clearly identify gaps in social, emotional development and provide strategies to address them. Personalised CPD and support is available from the Academy's Thrive Practitioners to assist teachers with developing their practice.</p>	<p>Termly meetings between teachers and Thrive Practitioners to discuss results of Thrive Assessments, progress and next steps.</p> <p>Thrive Practitioners to report back to Head of School.</p>	<p>Head of School</p>	<p>Termly</p>
<p>Total budgeted cost £38,000</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
A. Improve outcomes for disadvantaged pupils in the EYFS by focussing on the key area of Communication and Language.	One to one 'next steps' targeted intervention & support from EYFS teacher & TAs.	By targeting intervention in Communication and Language in the EYFS we will improve outcomes for all pupils.	EYFS teacher & TAs undertake ongoing assessments to monitor progress through EYFS ELGs.	Head of School EYFS Teacher	Half Termly
	Our specialist Speech and Language Teaching Assistant to deliver the 10 week Talk Boost programme.	This structured and robustly evidenced programme has been used successfully with previous cohorts within the school.	The EYFS teacher to liaise with SALT TA throughout the programme and to deliver one session per week within the class. Each cohort will be assessed at beginning and end of the programme.	SENDCo EYFS Teacher Speech & Language TA	At the end of each 10 week programme.
C. For higher attaining PP Pupils to make more than expected progress.	Using teacher assessments, each class has TAs to provide targeted support & intervention that will deepen pupils understanding.	We want to ensure that PP pupils can achieve high attainment rather than just 'meeting expected standards'.	Regular meetings between all teachers, English & Maths Subject Leads and Head of School Termly Aspire Hub Monitoring Days Aspire Hub Council meetings.	Class teachers English & Maths Subject Leads SENDCo Head of School	On-going

<p>B. PP pupils with Social, Emotional or Mental Health needs to be supported through a whole school Thrive Approach.</p>	<p>Individual assessments to identify key learning tasks and gaps for the child's social and emotional developmental stage. Action plans to provide structured activities to fill these gaps. CPD on strategies to support promotion of each child's resilience.</p>	<p>The Academy recognises that there is a gap between the chronological and developmental ages of pupils which impacts on their ability to access their learning.</p>	<p>Regular meetings between teachers, Thrive Practitioners and Head of School to discuss results of Individual Thrive Assessments, progress and next steps.</p>	<p>Pastoral Team meetings Head of School</p>	<p>On-going</p>
Total budgeted cost					£43,500

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. Parents and carers of PP pupils will be supported by the school to ensure that deprivation is not a barrier to the pupil's learning or limit high aspirations for pupils.	Support available from the Academy's Pastoral Support team, Parent Support Advisor, Thrive Practitioners, SENDCo and EWO. Funding for any families unable to access uniforms, Wraparound Care, After School clubs, and other wider opportunities.	The Academy's knowledge and understanding of the local environment and its families' complex needs demonstrates a clear imperative for an holistic approach. The aim is to remove the barriers to children's learning ensuring the best possible outcomes for all.	Weekly Pastoral team meetings Weekly monitoring of Pupil Concern folders Data tracking.	Pastoral team, DSL, SENDCo, Thrive Practitioners	Ongoing review.

<p>F. Children who have experienced trauma and have attachment needs are supported through a holistic approach based on developmental principles enabling them to make better than expected progress.</p>	<p>Establishing a support group for specific parents / carers and providing access to specialist training and advice.</p> <p>CPD for all staff around Trauma and Attachment.</p> <p>Targeted, time limited interventions for vulnerable groups.</p> <p>Thrive practitioners support individual pupils in crisis with their stress management system to enable them to calmly return to their learning and develop resilience.</p>	<p>Research shows that children who have experienced early developmental trauma and/or have attachment needs have poor brain integration and functionality and are therefore less likely to make academic progress.</p> <p>Supporting children by addressing these needs will enable them to settle to learn.</p>	<p>Progress will be evidenced through Individual Thrive Assessments and continual teacher assessment.</p> <p>Regular meetings between all teachers and Head of School</p> <p>Termly Aspire Hub Monitoring Days</p> <p>Aspire Hub Council meetings.</p>	<p>Pastoral Team</p> <p>Thrive Practitioners</p> <p>Head of School</p>	<p>On-going</p>
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<p>E. Increased attendance rates for pupils eligible for PP.</p>	<p>First day response provision.</p> <p>Pupil's absence monitored and followed up quickly.</p> <p>Pastoral Support meetings Monthly attendance monitoring.</p> <p>Parent Support Advisor put in touch with families to offer guidance and signposting as required.</p> <p>Education Welfare Service support or other services such as the School Nurse for persistent absenteeism.</p>	<p>Addressing attendance is a key step in improving attainment. Pupils cannot progress if they are not in school.</p>	<p>Regular monitoring of attendance.</p> <p>Outcomes of targeted support from PSA and EWO will be evidenced through increased attendance of individual pupils.</p>	<p>Head of School</p>	<p>Monthly</p>
<p>Total budgeted cost</p>					<p>£18,460</p>

6. Review of expenditure				
Previous Academic Year		2015-16 Budget £96,000		
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
Support for all children in class and through intervention groups.	Additional TA hours for classes and intervention groups.	Children are targeted for support. Intervention groups (eg Fun Fit, Speech & Language) have had a positive impact on children's enjoyment and ability to access learning. However, in terms of data and progress the impact was not as great as had been hoped for.	Progress of Pupil Premium children to be tracked more rigorously. Half-termly Teacher Meetings to focus on PP pupils, their progress and next steps. Due to the changing curriculum and assessment regime, progress and the impact of interventions was not as easy to track. Classroom Monitor will now enable us to	£30,000
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
Targeted children to make better than expected progress.	Early Morning Interventions (breakfast for targeted children, siblings, TAs for b/fast club & 3 x HLTAs delivering intervention)	Some PP pupils' parents unwilling to bring their children in for an early morning intervention group or on a regular basis. Impact was not as successful as was desired (evident in data).	We will continue with targeted interventions but have a different plan and format for them. The key aim will be to ensure that all PP children needing this type of intervention have access to it.	£20,000

iii. Other approaches				
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
Greater support for vulnerable families.	Parent Support Advisor Establishment of a Pastoral Team.	Parent support Advisor was able to positively support a range of families with their relevant needs, including debt, poor attendance, etc.	The impact of the PSA with building links with hard to reach families has been good. We wish to increase her role into the feeder nursery.	£13,000
Support for those pupils with social, emotional and mental health needs.	Introduction of the Thrive approach.	The training of 2 Thrive Practitioners (and employment of one full-time for Thrive) has enabled the school to use Thrive assessments to deliver PSED interventions where specifically needed. The Thrive approach has been used for structuring Individual Behaviour Plans ensuring parents are fully involved with supporting the school with improving behaviour.	The success of this approach is apparent in the improving success with challenging behaviour, children suffering attachment disorders and from developmental gaps. These practitioners have established a parent support group for Special Guardians, those with Residency orders or who have adopted. As this was the first year, the impact of this approach is still embedding and we wish to develop this approach to impact on all PP pupils.	£30,000
All children to be able to access extra-curricular opportunities.	School trips and visits subsidised.	All children provided with opportunities for a range of extra-curricular activities. All vulnerable groups, not only PP pupils, included in this strategy.	This has been very successful. We are now introducing a range of residentials and more exciting trips linked to the curriculum across the school.	£3,000

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.