

Pupil premium strategy statement 2017 - 2018 Treverbyn Academy

1. Summary information					
School	Treverbyn Academy				
Academic Year	2017/18	Total PP budget	£94,000	Date of most recent PP Review	N/A
Total number of pupils	198	Number of pupils eligible for PP	65(33%)	Date for next internal review of this strategy	02/18

2. Current attainment		
	Y6 pupils eligible for PP (8)	Pupils not eligible for PP (national average)
% of Y6 pupils achieving ARE in reading, writing and maths	75%	61%
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: reading	75%	71%
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: writing	75%	79%
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: maths	75%	75%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Entry levels of communication and language and personal, social and emotional development are low at entry level in reception class with only 70% achieving GLD
B.	A significant number of children (with a higher percentage of those being PP children) unable to fully access learning due to barriers predominantly related to social, emotional and mental health issues. (eg: Thrive assessment)
C.	Children with PP, on average, come into school at a lower level (in both maths and English) and therefore require intervention in order to close the gap and increase progress for these children. (eg: Baseline Assessment and EYFS data).

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Concerns re parental support of some PP children eg attendance, adult support in the home, parenting skills, low parental expectations.
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4. Desired outcomes (<i>Desired outcomes and how they</i>		Success criteria
A.	All children identified will be identified as PP at an early stage in Reception class. Targeted support will enable PP pupils to achieve their Early Learning Goals, especially in communication and language and PSED.	<p>All PP children are identified early.</p> <p>Achievement on entry assessments will identify those at risk of not making a GLD and targeted support will be triggered.</p> <p>GLD outcomes for PP pupils will evidence year on year improvement, specifically in the achievement of ELGs in Reading, Writing, Number and the Prime areas.</p> <p>The GLD gap between PP pupils and non-PP pupils will diminish.</p>
B.	All children eligible for pupil premium will be secure in school; they will have their emotional needs met and evidence positive attitudes to learning coupled with high levels of engagement.	<p>An effective, whole school approach to personalised emotional support and coaching will become intrinsic to school provision.</p> <p>Personalised 'Thrive' assessments will be initiated for routinely for vulnerable pupils.</p> <p>Thrive strategies and approaches will be embedded practice and used alongside a range of targeted therapeutic approaches including play therapy, art therapy and outdoor therapeutic interventions.</p> <p>Monitoring (work scrutiny, lesson observations and pupil conferencing) will evidence raised levels of pupil engagement and readiness to learn.</p> <p>Accelerated progress measures will evidence positive impact on learning outcomes.</p> <p>Behaviour logs/MyConcern data will demonstrate high levels of self-esteem and engagement and fewer incidences of poor/challenging behaviour will be recorded.</p>

C.	All children eligible for PP will make at least expected progress in reading, writing and maths	<p>Early assessment on entry data will identify and prioritise PP pupils requiring additional support to meet their needs.</p> <p>Targeted intervention will evidence before and after outcomes which confirm positive impact on learning and accelerated progress.</p>
D.	Increase the capacity of families to parent well through early identification and intervention coupled with closer working partnerships with all agencies and additional in-school support staff.	<p>Pupils and families requiring additional social and emotional support will be identified early and, timely, support triggered.</p> <p>Families will successfully engage with school support systems and establish a positive dialogue through which improved capacity to support pupil learning can be conveyed.</p> <p>Thrive practitioner/PP champion will establish a range of supportive home/school relationships and record communication, support and advice given.</p>

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?

Pupils will be able to access the required learning and reach ARE in all areas	In class intervention by class teacher – TA / HLTA to support.	Class teacher is best placed to understand if the pupils have understood the learning and is able to provide catch up if necessary. TA/HLTA support to release teachers in each class.	Pre-and post-intervention assessment data. QA by Teacher/HOS/SENDCo. Tracking information and progress measures.	JG	Jan 2017 HLTA hours £2000
Increase in number of HA PP children achieving GDS at end of KS1 and KS2	In class intervention by class teacher – TA/HLTA to support.	Class teacher is best placed to understand if the pupils have understood the learning and is able to provide catch up if necessary. TA/HLTA support to release teachers in each class.	Baseline assessments of all potential HA PP children with GDS targets in place	JG/DF/KS	Jan 2017 TA hours £13600.00
Total budgeted cost					£15600.00
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>Ensure targeted pupils achieve ARE in reading, writing and maths</p>	<p>Additional teaching and learning opportunities including teaching assistant support for Year 6 and Year 2 to enable one to one and small group tuition, including additional teaching and learning opportunities for more able pupils</p>	<p>Additional teaching and learning opportunities from teachers and teaching assistants demonstrate moderate impact particularly if planned to complement quality first teaching and when a structured time-limited programme is used. These approaches will be used to enable more able pupils to achieve greater depth.</p>	<p>Baseline data is gathered at the beginning of the year and progress measured every 6 weeks. Teachers will conduct a case study of the effectiveness at the end of the year.</p>	<p>DF / RB</p>	<p>Jan 2017</p> <p>TA £5000</p> <p>S & L £4400</p>
<p>Close the attainment gap between PP and Non-PP so that they reach ARE.</p>	<p>Small group intervention led by TA</p>	<p>Research based practice - greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to pupil needs will result in positive impact.</p>	<p>Group assessments every 6 weeks to measure impact and ensure there is progress.</p> <p>Evidence of PP work will be kept in evidence folders</p>	<p>JG</p>	<p>Jan 2017</p> <p>TA £31000</p>

<p>All PP pupils will be identified in Reception class. Targeted support will enable PP pupils to achieve their Early Learning Goals.</p>	<p>Additional TA support in FS to work with PP pupils and support them to achieve ELGs particularly in Reading, Writing and Number.</p>	<p>Based on school evidence of impact on outcomes in 2017 – improved GLD.</p> <p>Pupils GLD improved to be in line with National – improvement in writing ELG to 63% (moderated by LA)</p>	<p>Early achievement on entry data will baseline pupils. Targeted phonic support and number tasks will accelerate progress and improve Reading/Writing and Number ELG outcomes.</p>	<p>KC / HS</p>	<p>Jan 2017</p> <p>TA £5000</p>
<p>Reduce barriers to learning for pupils demonstrating social/emotional needs.</p>	<p>Thrive assessments effectively triggered administered and programmes devised to meet pupil needs. Intervention sessions delivered 4 days per week by an experienced Thrive practitioner</p>	<p>The Thrive approach is proven to allow pupils to feel safe and secure in the learning environment</p>	<p>Individual Thrive plans written for all pupils which are regularly monitored to assess level of effectiveness</p>	<p>HC</p>	<p>Jan 2017</p> <p>Thrive Practitioner £16000</p>

PP Children's emotional, social and mental health supported with targeted counselling	Laura locket employed to deliver counselling	Children's counselling is proven to allow pupils to feel safe and secure in the learning environment	Tracking of the children who have counselling will show an improvement in their academic ability	LL	Dec 2016 £4000
Total budgeted cost					
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?
All pupil progress and attainment tracked closely and effectively using a range of agreed assessment resources.	New tracking system to be purchased, introduced and implemented. Staff will use system effectively and pupil progress reviews will be scheduled every 6 weeks.	Target Tracker is a key element in school's effectiveness, integrating software, expert consultancy, training, resources and support to enable schools to develop an on-going strategy for self-improvement	The Executive Principal will review implementation of tracking system termly	JG / RW	Jan 2017 £6000

Attendance of PP is in line with non-PP achieving 96% attendance	Use of Education Welfare Officer to help track children who are not meeting government expectation	Use of EWOs have proved effective in raising attendance at Truro Learning Academy over the past 2 years	Termly review meetings to track improved attendance	SR	Jan 2017 £500
Parents and carers of PP children will be supported by the academy to ensure deprivation is not a barrier to the pupil's learning or limit high aspirations for pupils.	Support available from the academy's Parent Support Advisor	The academy's knowledge and understanding of the local environment and its families complex needs demonstrate a clear imperative for a holistic approach. The aim is to remove the barriers to the children's learning ensuring the best possible outcome for all.	Termly review meetings	SC	Jan 2017 £6500
Total budgeted cost					£94000

6. Review of expenditure				
Previous Academic Year		2016 - 2017		
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>Improve outcomes for disadvantaged pupils in the EYFS by focussing on the key area of Communication and Language.</p>	<p>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.</p> <p>Targeted support for Feeder Nursery.</p>	<p>67% of PP children achieved GLD. The 3 children who did not achieve GLD did not achieve a 2 in the EYFS profile by the end of the year.</p>	<p>We will continue this approach, however, targets have been set sooner than last year.</p>	
<p>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</p>	<p>Year 6 Results:</p> <p>26% of PP achieved GDS in Writing</p> <p>0% of PP achieved GDS in Maths</p> <p>0% of PP achieved GDS in Reading</p> <p>Year 2 Results:</p> <p>0% of PP achieved GDS in Writing</p> <p>20% of PP achieved GDS in Maths</p>	<p>We will continue this approach, however, targets have been set sooner than last year and will be monitored closer using the new tracking system.</p>	

	<p>support & intervention. English & Maths Subject Leads to provide CPD for both teachers & TAs on providing activities to deepen understanding.</p>	<p>10% of PP achieved GDS in Reading</p>		
<p>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>This has had a positive impact in the classroom and has led to improved KS1 and KS2 results as well as a reduction in the number of behavioural incidents across the academy</p>	<p>The success of this approach is clear in improving success with challenging behaviour, children suffering with attachment disorders and from developmental gaps.</p>	

Total Budgeted Cost	£38,000
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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
Improve outcomes for disadvantaged pupils in the EYFS by focussing on the key area of Communication and Language.	<p>One to one 'next steps' targeted intervention & support from EYFS teacher & TAs.</p> <p>Our specialist Speech and Language Teaching Assistant to deliver the 10 week Talk Boost programme.</p>	67% of PP children achieved GLD. The 3 children who did not achieve GLD did not achieve a 2 in the EYFS profile by the end of the year.	We will continue this approach, however, targets have been set sooner than last year.	

<p>For higher attaining PP Pupils to make more than expected progress.</p>	<p>Using teacher assessments, each class has TAs to provide targeted support & intervention that will deepen pupils understanding.</p>	<p>Year 6 Results: 26% of PP achieved GDS in Writing 0% of PP achieved GDS in Maths 0% of PP achieved GDS in Reading</p> <p>Year 2 Results: 0% of PP achieved GDS in Writing 20% of PP achieved GDS in Maths 10% of PP achieved GDS in Reading</p>	<p>We will continue this approach, however, targets have been set sooner than last year and will be monitored closer using the new tracking system.</p>	
<p>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</p>	<p>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</p>	<p>The success of this approach is clear in improving success with challenging behaviour, children suffering with 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.</p>	

	each child's resilience.			
Total Budgeted				£43,500
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
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.	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. This approach will be continued.	

<p>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</p>	<p>The targeted parents of PP children were supported and engaged as well as allocated a special guardianship support worker. The emotional well being of these children improved and was reflected in their Thrive assessments.</p>	<p>External services that have aided this process have reduced, which means the academy will look at new ways to support families.</p>	
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	enable them to calmly return to their learning and develop resilience.			
Increased attendance rates for pupils eligible for PP.	<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</p>	<p>This approach has had a positive impact on attendance across the whole school and has ensured that PP absence is near to non-pp absence.</p> <p>94.50% non- pp children</p> <p>93.70% PP children</p>	The role of tracking attendance has been prioritised and given more time to ensure the figures will improve.	

	support or other services such as the School Nurse for persistent absenteeism.			
Total budgeted cost				£18,460

7. Additional detail

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

Mid-year review of impact of PP funding: