

1. Summary information					
School	Treverbyn Academy				
Academic Year	2018/19	Total PP budget	£99,100	Date of most recent PP Review	10/18
Total number of pupils	206	Number of pupils eligible for PP	73(35%)	Date for next internal review of this strategy	01/19

2. Current attainment		
	Y6 pupils eligible for PP (7)	Pupils not eligible for PP (national average)
% of Y6 pupils achieving ARE in reading, writing and maths	43%	61%
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: reading	43%	71%
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: writing	57%	79%
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: maths	43%	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 in to Reception class.
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: Trauma Informed Schools)
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 'TIS' assessments will be initiated for routinely for vulnerable pupils.</p> <p>TIS 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>TIS 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	2018-2019				
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 2018 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 2018 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>Reduce barriers to learning for pupils by supporting their emotional development and resilience.</p>	<p>Timetabled access to Forest School activities.</p>	<p>Children are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.</p>	<p>TIS assessments will be completed to regularly monitor and assess level of effectiveness.</p>	<p>MK</p>	<p>£11,100</p>
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<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 2018 TA £5000 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. Evidence of PP work will be kept in evidence folders</p>	<p>JG</p>	<p>Jan 2018 TA £31000</p>

All PP pupils will be identified in Reception class. Targeted support will enable PP pupils to achieve their Early Learning Goals.	Additional TA support in FS to work with PP pupils and support them to achieve ELGs particularly in Reading, Writing and Number.	Based on school evidence of impact on outcomes in 2017 – improved GLD. Pupils GLD improved to be in line with National – improvement in writing ELG to 63% (moderated by LA)	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.	KC / HS	Jan 2018 TA £5000
Reduce barriers to learning for pupils demonstrating social/emotional needs.	TIS assessments effectively triggered administered and programmes devised to meet pupil needs. Intervention sessions delivered 4 days per week by an experienced TIS practitioner	The TIS UK approach is proven to allow pupils to feel safe and secure in the learning environment	Individual TIS plans written for all pupils which are regularly monitored to assess level of effectiveness	HC	Jan 2018 TIS Practitioner £16000
Total budgeted cost					£88,100
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 Target Tracker.	Staff will continue to use the Target Tracker 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 2018 £4000
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 Treverbyn over the past 2 years	Termly review meetings to track improved attendance	SR	Jan 2018 £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 2018 £6500
Total budgeted cost					£99,100

6. Review of expenditure				
Previous Academic Year		2017 - 2018		
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
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.	Data across the whole school for the number of pupil premium pupils achieving the expected standard indicates: An increase of 9% between Autumn and Summer in Reading (37-46%) An increase of 11% between Autumn and Summer in Writing (37-48%) An increase of 15% between Autumn and Summer in Maths (39-54%) An increase of 14% between Autumn and Summer in all three subjects combined (26-40%)	We will continue this action and monitor it.	£2000
Increase in number of HA PP children achieving GDS at end of KS1 and KS2	In class intervention by class teacher –	Y2 pupils achieving GDS: R 14% W 0% M 0% C 0%	Continue strategy but review pupil progress meetings to include a focus on combined outcomes from an earlier point.	£13,600

	TA/HLTA to support.	Y6: R 14% W 14% M 0% C 0%		
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
Ensure targeted pupils achieve ARE in reading, writing and maths	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	Y2 data indicated a 21% increase in number of pupils on track to meet age related expectations in reading and writing and a 42% increase in maths. Y6 data indicated an increase of 14% in pupils achieving the expected standard in Writing.	Pupils will be identified in year 5 and targeted for support earlier.	£9400

Close the attainment gap between PP and Non-PP so that they reach ARE.	Small group intervention led by TA	Whole school data between Autumn and Summer shows a decrease of 11% from 25-14% difference between pupil premium and non pupil premium in reading, 8% in writing and 17% in maths.	This has been successful, we will continue with this.	£31000
All PP pupils will be identified in Reception class. Targeted support will enable PP pupils to achieve their Early Learning Goals.	Additional TA support in FS to work with PP pupils and support them to achieve ELGs particularly in Reading, Writing and Number.	All pupil premium children were identified early and interventions were put in place. 57% of PP pupils achieved GLD.	We will continue with early identification and identify additional opportunities for support within the nursery setting.	£5000
Reduce barriers to learning for pupils demonstrating social/emotional needs.	TIS assessments effectively triggered administered and programmes devised to meet pupil needs. Intervention	There has been a reduction in the number of pupils accessing the TIS practitioner, however this will fluctuate due to ongoing monitoring and review.	We will continue this approach.	£16000

	sessions delivered 4 days per week by an experienced TIS practitioner			
PP Children's emotional, social and mental health supported with targeted counselling	Laura Locket employed to deliver counselling	86% of pupils accessing counselling services within school were pupil premium.	There was an inconsistency in the provision of sessions which led to varying impact. This will not be continued in its current form.	£4000
Total Budgeted				
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
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	This system has now been fully integrated and is being used successfully.	This system is effective and provides a sound base for pupil progress meetings, GAP analysis and target setting and tracking.	£6000

	scheduled every 6 weeks.			
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	Attendance continues to be an issue for pupils, however, whole school attendance was just below the National average at 95.6%. Currently 94.45% for 2016-19.	Sam Rogers designated attendance officer within school which will continue.	£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	Parents and carers responded well.	Tracking of impact of PSA should be improved and will be a focus for the new PSA when appointed.	£6500
Total budgeted cost				£94000

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: