

1. Summary information					
School	Penryn Primary Academy				
Academic Year	2016-17	Total PP budget	£213 860	Date of most recent PP Review	Oct 16
Total number of pupils	467	Number of pupils eligible for PP	165	Date for next internal review of this strategy	July 17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving required attainment for Reading, writing and maths KS2	15%	52%
% above or below national average in reading KS1-KS2	-16%	
% above or below national average in writing KS1-KS2	-3%	
% above or below national average in maths KS1-KS2	-37%	

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

In-school barriers	
A.	Poor language skills
B.	Emotional resilience and complex family situations resulting in poor behaviour of a group of Year 6 pupils last year.
C.	Engagement with school life and importance of learning

External barriers	
D.	Low attendance rates overall in academy

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	Close the gap between PP and non-PP attainment in all areas	Gaps reduced from previous year

<b>B.</b>	Ensure all PP children are having their individual needs met	Leadership able to identify support packages where required
<b>C.</b>	Engagement with wider experiences	Information from attendance records
<b>D.</b>	Enthusiasm for school	Improved attendance at school and other events

## 5. Planned expenditure

<b>Academic year</b>	<b>2016-17</b>
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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

<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>
Teachers have clear data and responsibility for tracking and improving the progress of PP children	Development of new pupil tracking system and improved data sharing.	End of year data gave us past information on progress but new curriculum meant that our in-year tracking of PP children's progress was not as good as it could have been.	Half termly pupil progress meetings, termly monitoring days and hub council reporting	AE, Heads of School and PP leader	Half termly
As above	Regular pupil progress meetings to discuss impact of strategies	As above	As above	AE, Heads of School	Ongoing
Behaviour of a small group of children does not impact on other children. Needs of this group are met through alternative provision.	Develop a nurture class of identified pupils with an alternative curriculum.	Impact last year on learning of other children and performance of the identified group.	Pupil tracking data and monitoring of progress of nurture class. Link also with Pupil Premium leader support. Appointment of dedicated staff with high ratio of support.	AE, Heads of School	Ongoing
<b>Total budgeted cost</b>					See below

<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>
PP children who are not making required progress are identified and the gaps in their learning are re-learned	Deployment of teaching time, TA and HLTA time	Better information from tracking will allow for more impactful intervention. This also is in line with the new curriculum.	Monitoring by Heads of School, Aspire monitoring visits and pupil tracking data	Heads of School and PP champion	Half termly
All PP children have the same opportunities to experience a wide variety of activities, including outdoor learning, sport, clubs and visits	Track the engagement of PP children in the activity offered by the academy and ensure that there are no barriers to this e.g. cost visits	To ensure that PP children have the same chances in life, we need to ensure that they have a love of school and learning and that they experience a wide range of activities. This is aimed to finding activities that they can excel at, take pride in and develop a sense of achievement.	Gather data from school clubs, sports coach and class teachers. Follow up any children who are not accessing these opportunities with meetings with the families to see how the academy can help.	Heads of School and PP leader	
<b>Total budgeted cost</b>					See below
<b>iii. Other approaches</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>
Pupil support group employed to ensure all needs of families are being met	Safeguarding lead, Thrive practitioners, SENDCO, EWO service with Penryn College and Family Centre	Needs identified through academies analysis of complex family needs shows the need for intervention in all areas to ensure the children are ready to learn.	Weekly welfare meetings, monitoring of academy systems and data tracking	AE and Heads of School	Ongoing

<p>Strategies to support PP children are shared and developed on a Trust level</p>	<p>Appoint a PP champion/lead who will meet and work with other Aspire PP champions to develop best practice. This role will also be combined with the sports lead to increase participation.</p>	<p>Monitoring visits to other academies has highlighted a variety of approaches and examples of best practice. This is a way to share that practice and improve the academies own interventions. Also links with Penryn College and other Aspire Hub academies will be important.</p>	<p>Weekly welfare meetings, monitoring of academies systems and data tracking. Aspire wide tracking of impact.</p>	<p>PP leader</p>	<p>Ongoing</p>
<b>Total budgeted cost</b>					<p>See below</p>

6. Review of expenditure				
Previous Academic Year		2015-16		
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
Interventions ensure that PP children make as good progress as non-PP children	Monitoring visits and use of Classroom monitor to track PP children's progress and impact of interventions	<p><b>Early Years Foundation Stage</b> – There is a high gap between the performance of PP children and non-PP children in achieving the good level of development.</p> <p><b>Key stage 1</b> – Non-PP children outperformed PP children in all areas and this gap has increased from last year. However, the gap in achievement between PP and non-PP children closed compared to last year in Phonics.</p> <p><b>Key Stage 2</b> – There is still a negative gap between the performance of PP and non-PP children when comparing the combined attainment of reading, writing and maths to the required standard. The largest gap appears to be in maths.</p> <p>The gap closed for the higher attainers however.</p>	<p>Progress was made in the areas where support was most carefully targeted i.e. phonics. A lack of progress information over the year meant that we did not track impact as closely as we should.</p> <p>The support will be increased through the appointment of the pupil premium lead and will be based on better information. It's impact will be tracked more closely with our new system.</p> <p>There has also been a significant change in staff to ensure greater impact.</p>	£100 000
ii. Targeted support				

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
PP children who are not making required progress are identified and the gaps in their learning are re-taught	Use of HLTA and TAs to run intervention groups	See above for impact.	See above for response.	£100 000

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
SENDCO and Parent support advisor roles to meet family needs	Referral of PP children with wider needs to staff with specific support and training	Attendance of PP children was in line with that of non-PP children.  Attainment data is shared above.  Records of family support and Thrive assessments also indicate a high level of support in place but impact not always assessed as effectively as it could be.	It is planned to further develop the Pupil Support Group and to develop a Family Centre on the school site to create closer working with all agencies. A new welfare concern tracking system has also been introduced to better share information and track children's support over time. New staff have been appointed to key Pupil Support Group roles.	£ 22 000

## 7. Additional detail

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

Role	Allocate to Pupil Premium
Pupil Premium Co-ordinator	£ 22,410.00
SENCO	£ 9,960.00
Nurture Teacher	£ 38,340.00
Nurture TA	£ 12,828.00
Nurture TA	£ 12,828.00
Parent Support Advisor	£ 8,898.00
Behaviour Support	£ 8,898.00
Thrive	£ 17,383.00
Interventions - Teacher Y5/6	£ 17,479.80
Interventions - TA Y5/6	£ 10,951.20
Interventions - Teacher Y3/4	£ 17,928.00
Interventions - TA Y3/4	£ 3,369.60
Interventions - Y2	£ 3,369.60
Interventions - Y1	£ 3,369.60
Interventions - YR	£ 3,369.60
Interventions - KS1	£ 6,864.00
<b>Staffing</b>	<b>£ 198,246.40</b>
Professional Services - EWO	£ 2,271.00
Resources - TBC	£ 5,000.00
RWI	£ 1,500.00
Training	£ 5,200.00
Enrichment Programmes	£ 2,000.00
<b>Non Staffing</b>	<b>£ 15,971.00</b>
<b>TOTAL</b>	<b>£ 214,217.40</b>
<b>Funding</b>	
FSME6	£ 208,560.00
Looked After Children	£ 3,800.00
Service Children	£ 1,500.00
	<b>£ 213,860.00</b>
Difference	-£ 357.40

