

Financial Year 2016 - 17

For the financial year 2016 – 17 the PPG allocation was £77,560

Main Barriers to achievement

- Lanner is a rural village in the heart of the post-industrial mining area of Redruth.
- Low levels of self-esteem, aspiration, resilience and positive learning behaviours are some of the barriers caused by the effects on our families of unemployment, seasonal employment or zero hours contracts.
- A high rate of young parents is also common in our locality.

Intended Spend

- The provision of additional Teaching Assistant support, effective in each year group, providing bespoke SEND support for small groups and individual pupils, focusing on the core skills.
- A full time Learning Mentor is employed to support pupils with their Social Emotional and Mental Health, so they are better able to access their learning with resilience, self-reliance and improved esteem.
- The PPG will be used to provide for additional financial support for families for resources, visits and activities.

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| Individual Pupil Support/ resources | £4,000 |
| Learning Mentor - SEMH | £12,758 |
| Teaching Assistants – SEND support and Core literacy/ numeracy catch-up | £52,242 |
| Total | £69,000 |
| Remaining Budget for Y5/ Y6 SATs booster/ out sourced individual interventions | £8,560 |

Impact 2016 - 17

SATs Results 2017

| Reading | Reading | | Maths | | Writing | |
|---------------------------------|---------|-------|--------|-------|---------|-------|
| | Non-PP | PP | Non-PP | PP | Non-PP | PP |
| KS1 Achieving expected or above | 50% | 88% | 50% | 83% | 38% | 71% |
| KS2 Achieving expected or above | 50% | 76% | 67% | 62% | 67% | 76% |
| KS2 Progress measure | -6.25 | -0.97 | -4.14 | -3.21 | -1.73 | -0.85 |

We are continually monitoring the quality of teaching and teaching assistant support in order to close the gap between the Pupil Premium children and those who do not receive PPG.

We regularly review interventions to provide more specific support across the school. Teaching Assistants have all taken part in a range of training in order to provide more focused support to pupils. CPD of Teaching Assistants is regularly reviewed and developed via our annual appraisal policy and as part of our fortnightly meeting schedule for Teaching Assistants.

Attendance has continued to remain steady over the course of 2016 – 17 with a percentage of 95.1% being maintained by the end of the summer term 2017.