

# St Erme with Trispen Primary School

## Pupil Premium Impact Plan 2017 / 2018 and Impact Review 2016 / 2017

1. Summary information					
School	St Erme with Trispen Primary School				
Academic Year	2017 - 18	Total PP budget	£41,920 (Broken down into PLAC: £7,600 FSM: £34,320)	Date of most recent PP Review	July 2017
Total number of pupils	121	Number of pupils eligible for PP 2017/18	28	Date for next internal review of this strategy	December 2017

Current attainment			
Year 6 2017 pupil premium progress (7/14 pupils . 50% of cohort). School VA pupil premium progress score compared to National All pupilsq			
	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Pupil Count</b>	7	7	7
<b>Confidence Interval</b>	4.64	4.68	3.95
<b>Upper CI</b>	6.61	9.33	4.18
<b>Lower CI</b>	-2.67	-0.03	-3.72
<b>School VA Score</b>	<b>1.97</b>	<b>4.65</b>	<b>0.23</b>
<b>Significance</b>	<b>In Line</b>	<b>In Line</b>	<b>In Line</b>

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills) and external barriers (issues which also require action outside school, such as low attendance rates)	
A.	Speech and language skills Early Years Foundation Stage
B.	Social communication and emotional resilience Years 1 and 2
C.	Pupils working towards age expectations in English ( writing) and maths.
D.	Spelling, punctuation and grammar accuracy Years 4/5
E.	Attendance : in 2015/16 pupil premium attendance was a major action for support. Education welfare Officer support enables this to be addressed proactively.
F.	Engagement in physical outdoor education, particularly residential education

## 2. Planned expenditure and plan to address barriers to future attainment:

Academic year	2017/2018
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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

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?
Narrowing the gap and accelerating progress for any pupil premium eligible pupils not working at expected levels for their year group.	Pre-teaching of maths objectives small group daily to ensure complete access to the learning Year 5/6. Spelling, punctuation and grammar in-class support Year 5. Maths support Year 1/2 English writing support Year 4.	<b>Education Endowment Trust + 4</b>  The focus groups are dipping behind expected standard, and for this group bespoke teaching support will be in place each morning through English and maths.. Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a	Planned, monitored and evaluated by Headteacher and governors.	JO Teacher: AH	Termly Next review December 2017

		<p>separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><b>How effective is it?</b> Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better</p>			
<p>Extending the progress and attainment of pupil premium funded pupils currently working at or at greater depth within expected standards for their year group.</p>	<p>Cross curricular arts project . extension challenge for more able pupils.</p>	<p><b>Education Endowment Trust + 2</b></p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as an additional part of the curriculum or as extra-curricular activities.</p> <p><b>How effective is it?</b> Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners.</p>	<p>Planned, monitored and evaluated by Headteacher and governors.</p> <p>£2,,500</p>	<p>JO</p>	<p>Termly Next review December 2017</p>
<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>
<p>Speech and language support for pupils EYFS. premium funded pupils</p>	<p>Specialist support via speech and language support team.</p>	<p><b>Education Endowment Trust + 5</b></p> <p>How effective is it? Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.</p>	<p>This will be monitored on a by-weekly basis by the Headteacher / SENCO.</p> <p>£3000</p>	<p>JO</p>	<p>Autumn term 2017.</p>

Social Emotional communication support group for pupil premium funded pupils.	Small group circle time programme . sensory room from pupil support teacher weekly.	<b>Education Endowment Trust + 4</b>  How effective is it? On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).	Teacher and class teacher evaluation. Report to class teachers.  From within pupil premium support teacher budget	AH	December 2017
Phonics reinforcement group . teacher led - Year 1/2		<b>Education Endowment Trust +4</b>  How effective is it? Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four monthsq progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading.	Class teacher SF to meet weekly with support teacher to monitor and evaluate progress.  From within pupil premium support teacher budget	AH SF	Y1/2 regular phonics checks and June screening
Additional teacher support.	Year 5 and 6 Support . additional teaching time from Year 6 teacher to fill any gaps in learning. 1-1 or small group.	<b>Education Endowment Trust + 4</b>  Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	£4,443	LH SC	Termly
<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>
Increased attendance of	Purchase support from	Inspection dashboard February 2017 identified PP		JO	Attendance tracking.

pupil premium subgroup to at least in line with National.	EWO in narrowing pupil premium / others attendance gap ( Raise inspection dashboard 2016)	absence as the only weakness for the school. Case study rationale in place, but as a proactive move we have put EWO provision in place to make sure this can't happen again.	£1,500 Narrowed gap between pupil premium and others attendance.		Termly meetings school / EWO.
Challenge and involvement in extra curricular outdoor activities for pupil premium funded pupils.	Part funding of outdoor education and particularly outdoor residential camp experiences for pupil premium funded pupils who would not otherwise be able to access this learning.	<b>Education Endowment Trust +4</b>  Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres.	Improved fitness, resilience and attitude to learning.  £2,000	JO NJ	Termly pupil premium report to governors.
Pupil with additional behavioural needs is supported in meeting and addressing these needs.	Behaviour support . additional class and play ground support for one pupil whose behaviours can be a barrier to learning	<b>Education Endowment Trust +3</b>  Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to general anti-social activities, aggression, violence, bullying, More specialised programmes are targeted at students with specific behavioural issues.  <b>How effective is it?</b> Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	Pupil fully integrated into learning.  £2,943	JO	Termly
<p style="text-align: right;"><b>Speech and language</b> £3,000  <b>Behaviour Support</b> £2,943  <b>Outdoor Education</b> £ 2,000  <b>Education Welfare</b> £1,500  <b>Class teacher one to one</b> 3,443 x 2 = 6,886  <b>Pupil Premium support teacher</b> £22,760  <b>Able pupils residency</b> £2,500</p> <p style="text-align: right;"><b>Total budgeted cost</b> £41,589</p>					

## SUPPORT BLOCKS: DETAILED PLAN FOR 2017-2018

Pupil level plan held in school.

### Seesaw support group Approximate costing: £000

This is a subgroup of children across the school for whom consolidating and enhancing communication about learning would benefit the pupil's achievement. This may be because the parent may need support in engaging with and supporting their learning, would benefit from the social interaction of talking at home about their learning, is new to the school, whose parents have requested no targeted support at school or has individual needs which would be supported through enhanced home - school liaison. Each Key Stage 1 and 2 class has a dedicated member of staff to lead this provision and a dedicated iPad to support. Seesaw enables pupils to capture their learning to share with their parent at home, and parents to contribute to their learning journey.

This programme now to be extended to all pupil premium eligible children and children with barriers to learning.

### Able pupils extension and enhancement group Years 3 4 and 5 Approximate costing: £2,500

This is a dedicated extension programme for the summer term. This included in 2016/17 a week long residency with a performance artist and film maker for a group of 11 pupils, and the funding of African drum lessons for 8 pupils. The film making project covered film, computing, dance, creative writing and music.

Planned for Summer term 2018: Artist in residence 1 week July 2018

**African Drummers . Specialist drum tuition - mastery in music!** Approximate costing: £100.

### Learning Support Total costing: £30,646

Class teacher weekly teacher- led precision teaching KS2 one to one and small group to meet identified area of need: = £3,443 x 2 = £6,886

In-class pupil premium behaviour support: £2,943

Education Welfare support: attendance £1,500

Pupil premium funded teacher .5 5 x a.m. £22,760

**Extra curricular activities:** pupil premium part or whole funded, children who would otherwise be unable to afford the wider educational experiences of swimming, residential school camps and visits and extra curricular clubs are part or whole funded.

Costing: £2000

### Social Emotional support group Budgeted from within Learning Support: pupil premium funded teacher 5 x a.m.

This sub group of pupil premium eligible children have been identified as having social, communication or emotional needs that could be supported and developed through a regular support teacher working with them once a week. Provision includes:

Circle time (EYFS / KS1) Talk time **EYFS / KS1:** : focus on developing own sense of self, self confidence in speaking out and expressing oneself and using imagination.

Resource: 'Here we go round' - Quality Circle time for children aged 3 -5. Most of the group have done some work on the circle time programme last year, so hopefully will remember them session 1 is a reminder.

### 3. Review of expenditure and impact report 2016 - 2017

<b>Previous Academic Year</b>		<b>Pupil premium allocation:</b>	<b>£33,753.34</b>																												
		<b>Actual total spend at year end:</b>	<b>£ 34,600</b>																												
<b>i. Quality of teaching for all</b>																															
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> early analysis pre-data release ; pupil premium compared to national allq	<b>Next steps:</b>																												
Progress and attainment of large pupil premium group Year 6 2017 supported daily in English and maths.	Funded pupil premium support additional teacher and HLTA Year 6 cohort to work in class supporting very large significant group with low prior attainment towards expected levels.	<table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Pupil Count</td> <td>7</td> <td>7</td> <td>7</td> </tr> <tr> <td>Confidence Interval</td> <td>4.64</td> <td>4.68</td> <td>3.95</td> </tr> <tr> <td>Upper CI</td> <td>6.61</td> <td>9.33</td> <td>4.18</td> </tr> <tr> <td>Lower CI</td> <td>-2.67</td> <td>-0.03</td> <td>-3.72</td> </tr> <tr> <td><b>School VA Score</b></td> <td><b>1.97</b></td> <td><b>4.65</b></td> <td><b>0.23</b></td> </tr> <tr> <td><b>Significance</b></td> <td><b>In Line</b></td> <td><b>In Line</b></td> <td><b>In Line</b></td> </tr> </tbody> </table> <p>High quality support has supported a large pupil premium Year 6 cohort in making better than national average progress in all subjects.</p>		Reading	Writing	Maths	Pupil Count	7	7	7	Confidence Interval	4.64	4.68	3.95	Upper CI	6.61	9.33	4.18	Lower CI	-2.67	-0.03	-3.72	<b>School VA Score</b>	<b>1.97</b>	<b>4.65</b>	<b>0.23</b>	<b>Significance</b>	<b>In Line</b>	<b>In Line</b>	<b>In Line</b>	In 2017/18 we will direct support precisely and throughout the school to get maximum benefit from this major cost element for as many pupils as possible. Class teachers have July 2017 submitted bids for support, based on the needs of pupil premium funded children in their class. Headteacher will draw up a robust and finely tuned programme of support to meet these.
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			<b>£12,000</b> <b>TOTAL LEARNING SUPPORT: £24,920</b>																												
<b>ii.</b>																															
<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>Next steps:</b>																												
Enhanced review and communication of learning with home.	See-saw support group	I pads now in place, software loaded, training for staff given and pupils using see saw to communicate their learning.	Highly effective system, though being used more effectively in some classes than others, HT to address.																												
Extension opportunities for most able pupil premium funded pupils.	Summer term film residency July 2017	TBC following end of project July 2017	This for the last two years has proved a highly motivational, effective and creative opportunity for our most able pupils. In next year's plan, identify the most beneficial focus for that specific group of pupils.																												
			<b>£3000</b> <b>£2,400 Residency</b> <b>£100 Drumming lessons</b>																												

Social / emotional support provided for vulnerable pupils KS1 and KS2	Summer term programme in place throughout the term using bought-in teacher.	Regular high quality sessions supported both the emotional welfare and the confidence of this subgroup and their ability to discuss and express their emotions.	Continue to provide this support in the new academic year for identified children.	<b>£2,000</b>
<b>iii. Other approaches</b>				
<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>Next steps:</b>	<b>Cost</b>
Outdoor education and residential opportunities	Half funding of outdoor residential visits to enable pupil premium funded children to participate and benefit from this experience.	Funding enabled pupils who would normally be reluctant to take part to do so. Notable impact for 3 children Year 6 in terms of confidence building and physical endurance (WOW week 2017: surfing / high ropes orienteering / coasteering / flowrider / National Marine Aquarium / science adaptation workshop Paignton Zoo)	We consider that this use of pupil premium funding adds significantly to the health and well being of our more vulnerable pupils and are therefore committed to continuing to fund these opportunities. Considered by the school to be high impact.	£2,000
Elite dance	Purchase of specialist dance tuition for a significant group of pupil premium funded pupils with dance talent.	Elite dance performance for parents and used as an example of high quality dance for the rest of the school.	Consider other elite sports provision for cohort-specific groups.	£180

<b>4. Additional detail</b>
Breakdown of spending 2016-17 at pupil level: anonymised . Full information for each child on internal termly support plans. <b>SUPPORT BLOCKS: DETAIL 2016-17</b>
<b>Seesaw support group Approximate costing: £3,000</b> This is a subgroup of children across the school for whom enhancing communication about learning would benefit the pupil's achievement. This may be because the parent may need support in engaging with and supporting their learning, would benefit from the social interaction of talking at home about their learning, is new to the school, whose parents have requested no targeted support at school or has individual needs which would be supported through enhanced home - school liaison. Each Key Stage 1 and 2 class has a dedicated member of staff to lead this provision and a dedicated iPad to support. See saw enables pupils to capture their learning to share with their parent at home, and parents to contribute to their learning journey.
<b>Able pupils extension and enhancement group Years 3 4 and 5 Approximate costing: £2,400</b>

This is a dedicated extension programme for the summer term (post – SATS!) This included last year a creative music and culture day at Heartlands, a maths / sports challenge day / an arts project at Eden / working with an artist in residence.

Planned for Summer term 2017:

**Able pupils extension and enhancement group**

This is a dedicated extension programme for the summer term (post – SATS!) for Years 3,4 and 5. Included in this group are all the pupil premium children who fall into this block of support, additionally more able writers / high performance skills.

Planned for Summer term 2017:

**Writers' / Music Workshop.** Summer term' greater depth' writing project. Linked to develop either science, history or geography curriculum (see below)

**Science curriculum summer term to be reflected:**

*Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.*

*Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences.*

**African Drummers . Specialist drum tuition - mastery in music!** Approximate costing: £100.

**Learning Support Total costing: £24,920**

Weekly teacher- led precision teaching KS2 (4) one to one to meet identified area of need: £100 per week x 20 weeks = £2000

In-class teaching assistant support:

Lunchtime one to one support: £1920

In-class pupil premium teacher support: £12000

In-class pupil premium HLTA support: .5 x 39 weeks = £5000

Education Welfare support: £1,500

One to one Autumn term £600

Pre SATS support Group £1,500

**Elite Dance** Elite dance lessons leading to a dance performance. Summer term PE enhancement programme for pupil premium eligible children. Costing: £180

**Extra curricular activities:** pupil premium part or whole funded, children who would otherwise be unable to afford the wider educational experiences of swimming, residential school camps and visits and extra curricular clubs are part or whole funded. Costing: £2000

**Social Emotional support group Approximate costing: £100 per week x 20 weeks = £2000 ( within learning support)**

This sub group of pupil premium eligible children have been identified as having social, communication or emotional needs that could be supported and developed through a regular support teacher working with them once a week. Provision includes:

Circle time (EYFS / KS1) Talk time

**EYFS / KS1:** : focus on developing own sense of self, self confidence in speaking out and expressing oneself and using imagination. Resource: 'Here we go round' -

Quality Circle time for children aged 3 -5. **KS2:** Building 'inner core' resilience Dealing with Feeling (KS2)

