



Pupil premium strategy statement

1. Summary information					
School	St Erth Primary				
Academic Year	2017	Total PP budget	£47,900 approx	Date of most recent PP Review	July 2017
Total number of pupils	96	Number of pupils eligible for PP	37	Date for next internal review of this strategy	July 2018

2. Current attainment – KS2 2017		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	29%	88.9%
progress in reading	+0.34	+0.33
progress in writing	-1.64	+0.18
progress in maths	-0.94	+0.28

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	High number of pupils unable to fully access learning due to barriers predominately related to social, emotional and mental health issues.
B.	A number of pupils have a lack an intrinsic motivation to learn and a dependency on others to support their learning and organise for them.
C.	High mobility (16 pupil - 40%)PP pupils into the school impacting on continuity, pupils having to catch up and fit in with different learning programmes, styles etc
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates for SENDPPG pupils.
E.	Low parental aspiration for some PPG pupils. Some pupils hold low life expectation for themselves.
F.	Lack of opportunities for some PPG children to be involved in extra-curricular activities.



4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Access to learning for PP pupils is enhanced as emotional needs are met and supported. Children have increased confidence in their own ability to achieve. Measured by class thrive assessments and individual thrive assessments for some pupils. Access to Forest Schools 6 week programme for KS2 pupils	Thrive assessments show decrease in need for emotional support. Forest School feedback and classroom observations show a positive attitude to learning
B.	Pupils to be self- motivated to achieve well in their learning. Children improve their independent skills for life.	Children showing a pride in their work and keen to share their learning with their peers, teachers and family. Less adult intervention needed for daily routines and class procedures.
C.	Pupils new to the school to settle quickly. Catch up if necessary by accessing targeted support – baseline assessment conducted in first 2 weeks. Positive home – school links.	Communication with previous school. Pupils are supported by flexible groups to support needs Positive feedback from Structured Conversations(AfA) with parents if additional support identified.
D.	Attendance for all pupils eligible for PPG is in line with school attendance.	Attendance across the school is good Attendance for SENDPPG pupils shows a reduction for PA pupils. Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 92.5% to 95% in line with 'other' pupils.
E.	Increase parental engagement through Structured Conversations for targeted pupils Give a PP allocation so that Parents are able to have some choice of how it is used to support their child e.g enable access to residential experiences, learn a musical instrument, go to breakfast club etc Children to have high aspirations for their life expectations	Increased number of parents attending termly Parent Consultations Parents support children with their learning (at school and home) Parents choose how some of PP allocation is used for their child Children able to articulate realistic goals for the future Have an understanding of how their learning/aspirations will impact on everyday life
F.	All PP children are able to participate in extra-curricular activities.	All pupils who wish to attend extra-curricular activities do so



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 to be self-motivated to achieve well in their learning. Children improve their independent skills for life.	Kagan learning structures Allocation of group support Thrive provision Forest School Provision Additional TA support (e.g PD group daily) ICT Resources e.g X Tables Rock Stars, Clicker, Mathletics, Spellodrome etc Specific and focused groups for PP pupils enable all pupils to work across cohorts to support needs.	Allocation of support beyond normal classroom grouping to ensure all PPG pupils receive focused intervention to support needs Engagement of pupils in active learning through collaborative learning structures to ensure focus and high levels of success are felt by PPG pupils	Keep class sizes under 30 - Separate Y2 class focussed attention to prepare for KS1 SATs and transition to KS2 PPG and SEND leads to ensure Plan Do review cycle is used on a half termly basis to allocate additional adult support across classes. Classroom observations of teaching and learning	PPG lead	Half termly
Pupils new to the school to settle quickly. Catch up if necessary by accessing targeted support	Baseline assessment conducted in first 2 weeks. Positive home – school links.				
Pupils to attain at NARE in Maths & Literacy	Additional targeted support for Maths in Y2 & Y6 in particular TA support a.m TA support 2hrs p.m in 3 classes 30hrs	Allocation of support beyond normal classroom grouping to ensure all PPG pupils receive focused intervention to support needs Engagement of pupils in active learning through collaborative learning structures to ensure focus and high levels of success are felt by PPG pupils		RH/EB	



Total budgeted cost					Targeted Maths support Y2/Y6 £5212 Additional TA support p.ms £10965 ICT £1000 TOTAL = £17177
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?
Access to learning for PP pupils is enhanced as emotional needs are met and supported. Children have increased confidence in their own ability to achieve.	Identify a targeted behaviour intervention for identified students e.g Thrive/TIS. Use Thrive practitioners/SENDCO to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour/emotional well being & whether improvements in behaviour /self esteem translate into improved attainment. Weekly supervision between thrive practitioners and Headteacher Weekly feedback with Forest School Leaders and Headteacher Programme evaluation meeting (after 6weeks) with Forest school leaders and staff	PPG lead	June 2018
Increase parental engagement through Structured Conversations for targeted pupils Children to have high aspirations for their life expectations					



<p>Total budgeted cost</p>					<p>Forest School £6000 Thrive Staffing £4365 Supply Cover (SC's) £300</p> <p>TOTAL= £10665</p>
<p>iii. Other approaches</p>					
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?
Attendance for all pupils eligible for PPG is in line with school attendance. Attendance for SEND Pupils who are PPG is increased to good+	<p>Provision of additional admin support to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>Rewards for 100% attendance</p>	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Weekly attendance analysis – Headteacher & JC PP coordinator, SENDCO, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	PPG lead	June 2018
Give a PP allocation so that Parents are able to have some choice of how it is used to support their child e.g enable access to residential experiences, learn a musical instrument, go to breakfast club etc	All PP children allocated a sum of £250 whereby parents can request it's use	Gives parents some ownership of experiences/support that their child may benefit from.	Options are given to parents on consent forms for trips/residentials to use their PP allocation where applicable Excel spreadsheet in place which records and monitors where allocation has been spent (JC)	PPG Lead	July 2018
All PP children are able to participate in extra-curricular activities.	Wide variety of afterschool activities for all pupils. Specifically encouraging/	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Monitoring of attendance at activities on half termly basis Intervention to support families to attend	PPG lead	July 2018



	supporting attendance for PPG pupils e.g Pegasus		Allocation for additional resources to individuals to support attendance: football boots, cookery ingredients etc Provision of transport for taxi children outside of normal school hours		
Pupils in receipt of FSM receive school milk					
Total budgeted cost					Admin support £1116 Individual PP allocation £10k Attendance rewards £1000 Extra Curr act £2235 Breakfast Club £3724 Pegasus £1669 School Milk £720 TOTAL = £20464

OVERALL BUDGETED TOTAL = £48 306

Overspend = £406

**Please note current number of pupils eligible for PP = 40
March 2018**



Nature of support 2016/17			
	Sept -March	April - August	TOTAL
Achievement for All		£2640	£2640
Forest Schools Programme	£4800	£700	£5500
Support for Residentials & Trips	£468	£2131	£2599
School Milk	£376	£344	£720
Y2 – Teacher	9787.75	6991.25	16779
Y5/6 – TA (1hr booster)	£222	£158	£380
Breakfast Club	£429	£224	£653
TA (x2) Supervision (=	£887	£633	£1520
Taxis	£983	£7	£990
Pegasus	£962		£962
THRIVE (0.2 FTE Teacher M6)	£4893	£3495	£8389
Training	£1000 (SP)	£1000 (AH)	£2000
Total Sept – March Expenditure	£24807		



Underspend	£297
Total April - August	18323
Overspend	£392
BALANCE	£43130 Overspend £95 (£392-£297)

Curriculum focus of PPG spending 2016/17

- **Achievement for All** – continued focus on parental engagement and Structured Conversations 8 targeted PP pupils
- **Forest Schools Programme** – 36 pupils Focus: improved readiness to learn/self esteem, **Y6 transition project, Ernest Cook 12 month project and John Muir award (6 pupils), Y2 Hoglets Project**



Measuring the impact of PPG spending

The school evaluated the impact on each pupil at the end of each term. Evaluation focussed on academic gains and how pupils' self-confidence has developed as a consequence of the intervention.

24 x PP pupils supported in KS2 of which 12 (50%) were also on the school SEN record of need:

KS2 2017 0.3 Progress for PP pupils working at/above the National Average in Reading (7 Pupils)

-1.7 Progress for PP pupils working at/above the National Average in Writing

-1.0 Progress for PP pupils working at/above the National Average in Maths

NB: 5/7 pupils also on SEN Record of Need

All KS2 : Reading PP pupils 50% working at or above

Writing PP pupils 38% working at or above

Maths PP pupils 46% working at or above

12 x PP children supported in EYFS/KS1 of which 6 (50%) were also on the school SEN record of need

KS1 2017 20% PP pupils working at or above in RWM (4/5 PP pupils were SEN)

All KS1: Reading PP pupils 50% working at or above

Writing PP pupils 50% working at or above

Maths PP pupils 50% working at or above

11 x KS2 PP pupils accessed the 3 day residential to London

6 x KS2 PP pupils accessed the 2 day residential to Camp Kernow

5 x Y2 PP pupils accessed the 2 day residential to Camp Kernow

- **Y2 Class** – stand alone class and teacher supporting 12 pupils
- **Residentials/School Camp/Educational Trips** – Supporting 40 pupils in accessing curriculum enhancement opportunities



