



## 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>
<b>A.</b>	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>B.</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.
<b>C.</b>	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.
<b>D.</b>	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.
<b>E.</b>	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
<b>F.</b>	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 PP 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 <b>TOTAL = £17177</b>
<b>ii. Targeted support</b>					
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/SEND CO 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><b>Total budgeted cost</b></p>					<p>Forest School £6000 Thrive Staffing £4365 Supply Cover (SC's) £300</p> <p><b>TOTAL= £10665</b></p>
<p><b>iii. Other approaches</b></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					
<b>Total budgeted cost</b>					Admin support £1116 Individual PP allocation £10k Attendance rewards £1000 Extra Curr act £2235 Breakfast Club £3724 Pegasus £1669 School Milk £720  <b>TOTAL = £20464</b>

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



Underspend	£297
<b>Total April - August</b>	<b>18323</b>
Overspend	£392
<b>BALANCE</b>	<b>£43130</b> <b>Overspend £95 (£392-£297)</b>

#### 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





6. Review of expenditure				
Previous Academic Year		2016 - 2017		
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
Attainment and progress data for all classes is at least in line with national expectation.	Mixed age classes and classes over 30 pupils have additional TA support.	Three classes had additional hours to support feedback to pupils. Oral feedback in Year R and for those pupils in year 1 was of particular benefit as 3 pupils were in alternative year groups and additional support enabled enhanced provision for these pupils. These pupils attained enhanced TPPs at the end of the academics year compared to their peers. Data for mixed aged classes in the past had been lower for the pupils out of year group, the additional support for specialist marking and feedback has reduced this gap.	All classes in 2017-2018 will be single age and will not need additional; TA support under this evidence	Additional Teaching Assistant support in Classrooms £25,000
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



Disadvantaged children are encouraged to aim high in all areas of school life to achieve their full potential (academic or otherwise) and are made aware that there is no glass ceiling on their achievement.	One to One intervention and mentoring	TAs and HLTA intervention provision has supported Pupils to overcome specific academic and social needs across the school. Provision has included rapid maths and rapid phonics as well as precision teaching of calculation and maths skills. Reading intervention in KS2 have been included in this provision and TP gains in this areas were partially strong where FFT and BRP interventions were used to good effect. One to one mentoring with specific pupils support beyond the classroom including meet and greet as well as Externally provided Thrive support. PPG pupils with SEND were further supported via additional hours of support across terms one and two and gains in attainment in these terms was beyond that in unsupported terms. Impact in other interventions was higher and longer lasting and for this reason a greater allocation of spending across 2016-2017.	High levels of impact with specific and targeted interventions. Thrive and emotional support saw highest academic and social gains and will continue. SALT interventions with specific plans were also high impact Physical support saw least impact. Additional Thrive intervention and provision of a sensory/ emotional support room in 2017-2018	One to One intervention and mentoring £24,000
Disadvantaged children are encouraged to aim high in all areas of school life to achieve their full potential (academic or otherwise) and are made aware that there is no glass ceiling on their achievement.	This is 1:1 adult child reading intervention providing FFT reading or BRP to PPG and low attaining pupils, provided by TAs. 3x weekly over a term or 15 week period.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	Reading Interventions provided by Librarian and other TA's to support reading progress £10,000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Social skills and attendance of PPG pupils increases Aspirations of parents of disadvantaged children, in terms of the expected levels of attainment and progress of their child, are as high as possible, with no glass ceiling on achievement.	Supported trip attendance for FSM pupils identified as vulnerable to non-attendance	More FSM pupils have attended residential trips as a result of the use of funding in this way, curriculum and social support for these pupils has helped to reduce the attainment gap and has supported greater social interaction.	Support for PPG pupils will be offered for future residential trips 2017 allocation of funds. Attendance outcomes were not increased by this intervention Social and emotional outcomes for several pupils were exceeded by this intervention funding ( SM 2016 London attendance)	Trips, enrichment and rewards £3,000



<p>Dedicated time to meeting pupils needs by focused staff member</p> <p>Increase attendance rates for disadvantaged pupils.</p>	<p>Run attendance intervention for all pupils whose attendance is under 90%.</p> <p>The role also includes work with parents, external agencies and secondary schools.</p> <p>Thrive provision.</p> <p>CIC and CP provision</p> <p>Liaise with outside agencies to signpost families to appropriate support</p>	<p>Attendance monitoring on a weekly basis has led to the school attaining 95.6% attendance over a 6 month period for the first time since 2013. PSM attends all TACs and supports families to attend more. Pupil support of medical issues has improved, with the increased parental liaison and contact from the PSM.</p> <p>Training to increase the Thrive provision across the school, mentored by external provider in 2016, with training allocation within 2016/2017 to take provision in house. Impact to date school refuser has 95.7% (Was 91.8% in 2015/16) attendance following Thrive support. The class teacher reports the child as transformed following this intervention.</p> <p>Role enables SLT members to focus on teaching and Learning and has supported:</p> <ul style="list-style-type: none"> <li>• Team teaching and planning support for RI teacher</li> <li>• Provision of modelled lessons and opportunities to share good practice</li> <li>• Targeted CPD for staff</li> <li>• Ensure consistency across year groups by monitoring and evaluating practice</li> </ul> <p>Supporting targeted pupils by SLT members</p>	<p>Reduce the number of disadvantaged children who frequently figure in list of persistent absentees,</p>	<p>Pupil Support Manager</p> <p>£Salary</p>
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## 7. Additional detail

### Pupil Premium 2016-2017

For the financial year 2016-17 St Dennis Primary Academy has been allocated £66,000 Pupil Premium funding.

Primary schools receive from £1,320 for each child registered as eligible for free school meals at any point in the last 6 years.