



Pupil premium strategy statement

1. Summary information					
School	St Erth Primary				
Academic Year	2018-19	Total PP budget	£49,995	Date of most recent PP Review	July 2018
Total number of pupils	111	Number of pupils eligible for PP	39	Date for next internal review of this strategy	July 2019

2. Current attainment – KS2 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	42.9%	70% (national average)
progress in reading	-0.73	+3.94 (school average)
progress in writing	-0.60	+2.95
progress in maths	+3.85	+5.27

3. 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)	
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 (21 pupils – 53.8%)PP pupils into the school impacting on continuity, pupils having to catch up and fit in with different learning programmes, styles etc
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Attendance rates for SENDPPG pupils. Persistent Absence 20% in 2017-18 (Of Children on roll at the end of the year) Overall Attendance 94.31%
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.	<p>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.</p> <p>Measured by:</p> <ul style="list-style-type: none"> • Thrive assessments • Academic progress • Behaviour records 	<ul style="list-style-type: none"> • Thrive assessments show decrease in need for emotional support. • Outcomes at KS2: R=25%, W=75%, M= 50%, RWM 25% • Outcomes at KS1: R=75%, W=75%, M=50% RWM 50% • NB: very small cohorts in both years make comparisons with previous years difficult. • Red and gold book behaviour logs show decrease in negative logs and increase in positive.
B.	<p>Pupils to be self- motivated to achieve well in their learning. Children improve their independent skills for life.</p> <ul style="list-style-type: none"> • Pupil conferencing • Teacher assessments 	<ul style="list-style-type: none"> • Children showing a pride in their work and keen to share their learning with their peers, teachers and family. • Children begin to develop a language for learning and an understanding of how to work effectively. • Children develop a range of skills to overcome barriers to successful learning.
C.	<p>Pupils new to the school to settle quickly.</p> <ul style="list-style-type: none"> • Pupils make expected progress or better from starting points identified by teachers within academic year. • Catch up if necessary by accessing targeted support – baseline assessment conducted in first 2 weeks. • Positive home – school links. 	<ul style="list-style-type: none"> • Academic progress is in line with or above expected. • Pupils are supported by flexible groups to support needs • Positive feedback from Structured Conversations (AfA) with parents if additional support identified.
D.	<p>Attendance for all pupils eligible for PPG is in line with school attendance.</p> <ul style="list-style-type: none"> • Regular analysis of attendance data with educational welfare officer. • Persistent absence rates amongst pupil premium children are in line with national figures. 	<ul style="list-style-type: none"> • 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 95.2% to 96% in line with national average for all pupils.
E.	<p>Increase parental engagement and academic aspirations. Children to have high aspirations for their life expectations.</p> <ul style="list-style-type: none"> • Structured Conversations for targeted pupils deliver an improvement in home school relationships that benefit pupil's well-being and academic progress. Data tracking. • 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. Take up of extra-curricular activities by PPG children to be monitored. 	<ul style="list-style-type: none"> • 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 to increase their opportunity and aspirations. • Children able to articulate realistic goals for the future



		<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Attendance at clubs monitored. 	<ul style="list-style-type: none"> All pupils who wish to attend extra-curricular activities do so. Increasing take up from PPG children. Clubs are designed and targeted to engage individuals.

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 Maths shed, Clicker, Mathletics, Spellodrome etc Leadership to research successful programs for developing metacognition in schools.	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. Increasing self-esteem and creating positive feelings about school are shown to increase engagement and lead to academic progress. This provision will directly address barriers A and B identified above. EEF research shows that schools with the highest PPG attainment have invested in developing a metacognitive approach to learning. This would build on good work already in place.	Keep class sizes under 30 where possible 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 Tracking individual attainment and progress data half termly. Monitoring of pupils attitudes towards learning.	Head	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.	The pupil premium cohort has a high rate of mobility. 53.8% of PPG children currently on roll joined after their reception year. Early assessment and targeted support for academic or pastoral	Additional TA time available for targeted support.	Head Class teachers	Half termly



		needs is crucial. Children are supported so that they are ready to learn.	Teachers to meet with parents within first 2 weeks. Targets set for individuals following baseline and reviewed half termly.		
PP outcomes at KS1 and KS2 are improved. KS1: R=75%, W=75%, M=50% RWM 50% KS2: R=75%, W=75%, M=50% RWM 50% NB: very small cohorts in both years make comparisons with previous years difficult.	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	Termly pupil progress meetings and half termly data monitoring. PP outcomes will be reported on separately at governor meetings to create further oversight.	Head RH/EB	Half termly
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. Data and monitoring from 2017/18 shows these approaches had significant impact in helping children be ready to learn. This work again directly addresses the internal and external barriers identified above.	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. Careful analysis of pupil progress in Thrive and TIS through profiling. Forest school reports shared with teachers through drop box. Monitor pupil's attitude toward learning, through conferencing and staff observations	Head Senco Thrive practioners	June 2019



Children to have high aspirations for their life expectations	Increase parental engagement through Structured Conversations for targeted pupils	Success in previous years is evident and a strong reason for continuing with this approach. Parental engagement has increased. As a result parents are more aware of their child's individual needs and how the school supports these. More creative ways to be explored to reach all parents, including home visits where needed.	Records of parental attendance at meeting to be kept to ensure thorough attempts are made to engage all.	Head/Senco	Termly
Total budgeted cost					Forest School £6000 Thrive Staffing £4365 Supply Cover (SC's) £300 TOTAL= £10665
iii. Other approaches					
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+ Persistent absence rates are in line with or below national averages	Provision of additional admin support to monitor pupils and follow up quickly on absences. First day response provision. Class rewards for attendance as a group. Clarifying school's expectation on attendance and approach to absence requests.	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. Group rewards replace individual as research shows they are more effective. Parents will be kept informed of their child's in year attendance at 3 points in the year. Formal letters responding to each absence request will reinforce school's expectation regularly and develop dialogue with parents regarding attendance.	Regular attendance monitoring by Headteacher and formally with EWO each term. Parents kept informed of their child's in year attendance at 3 points in the year.	Head JC	Termly
Give a PP allocation so that Parents are able to have some choice of how it is used to support their child	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. Develops the relationship between school and home and allows parents to be more	Options are given to parents on consent forms for trips/residential to use their PP allocation where applicable	Head JC	July 2019



e.g enable access to residential experiences, learn a musical instrument, go to breakfast club, take part in extra-curricular activities, etc		aspirational in their approach without finance being a concern. This directly addresses barriers identified. Breakfast club and music tuition will be promoted regularly. Parents are to be kept informed of what remains in their child's allocation.	Excel spreadsheet in place which records and monitors where allocation has been spent Opportunities within school and available through schools links will be highlighted to PP parents.		
All PP children are able to participate in extra-curricular activities.	Wide variety of afterschool activities for all pupils. Specifically encouraging/ supporting attendance for PPG pupils e.g Pegasus	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. Target 100% to have accessed a club. Intervention to support families to attend 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	Head JC	Termly
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	
Underspend = £1689	
To be held as a contingency for any overspend in the areas above	
Please note current number of pupils eligible for PP = 39 March 2019	



6. Review of expenditure				
Previous academic year		2017-18		
i. Quality 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
Pupils to be self- motivated to achieve well in their learning. Children improve their independent skills for life.	<p>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</p> <p>Specific and focused groups for PP pupils enable all pupils to work across cohorts to support needs.</p>	<p>Ofsted inspection highlighted the impact of pupil premium provision, 'The pupil premium strategy pinpoints disadvantaged pupils barriers to learning, such as poor attendance or a lack of intrinsic motivation. Leaders act effectively to overcome these barriers.'</p> <p>'The curriculum is highly relevant to the pupils at St Erth. Furthermore it engages and enthuses pupils.'</p> <p>'Interventions are closely matched to pupils' needs, enabling pupils to move on in their learning. Due to the school's curriculum design, it is very for staff to pinpoint which interventions will have the most impact.'</p> <p>Thrive and Forest School provision are essential in providing the understanding and support children require to make them ready for learning and accelerate academic progress. They are activities which directly address barriers which was referenced as successful by Ofsted.</p>	<p>That this input needs time but is essential in reaching standards at KS2. BY the time children reach year 5/6 they are in a good place for learning and progress is more rapid.</p> <p>Whilst the Ofsted report praised the strategies chosen a next step for the school was identified: 'Academic targets in the pupil premium strategy are more precise and consider pupils' prior attainment, so that leaders can closely monitor the strategy's effectiveness and disadvantaged pupils' progress continues to improve.'</p> <p>Development of metacognition and a common language for successful learning will increase children's ability to develop this for themselves.</p>	<p>Targeted Maths support Y2/Y6 £5212 Additional TA support p.ms £10965. Forest School £6000 Thrive Staffing £4365</p>
Pupils new to the school to settle quickly. Catch up if necessary by accessing targeted support	<p>Baseline assessment conducted in first 2 weeks. Positive home – school links.</p>	<p>Investment in extra TA support to provide pastoral and academic intervention has had great impact. Children's needs are quickly assessed in both areas and any necessary support put in place. A high proportion of children joining have additional needs which effects the rate of progress academically. However, as children reach upper KS2 their progress rates increase due to the high level</p>	<p>Ofsted action point on precision of targets and monitoring applies here. Greater precision needed in the recording and analysis of support put in place for children new to school.</p>	



		of pastoral and academic intervention. 100% of year 6 leavers had above average progress in 2017/18 including those with mobility.		
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	Targeted support contributed towards improved outcomes at KS1 and KS2 for PPG children. In KS1 percentages achieving at expected and greater depth in reading, writing and maths all improved from 2017 with maths attainment being higher than the national average for all pupils. At KS2 measures all improved or were maintained, again maths results exceeded the national average for all pupils at expected and greater depth. The investment in additional TA support to deliver 'maths on track' interventions and further support in class has had significant impact as evidenced in end of key stage outcomes. This was further supported by the development of the maths mastery curriculum throughout the school. The outcomes for all children in maths were improved by this approach.	Feedback from Ofsted reports stated that more precise targets were needed in order to raise standards further. In future targets are to be set for individual year groups taking into account SEN/PPG percentages. The additional TA support will continue, with further training for support staff in maths mastery to develop their understanding of methodology.	Targeted Maths support Y2/Y6 £5212 Additional TA support p.ms £10965
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
Access to learning for PPG 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.	Earlier quotes from Ofsted report recognise the impact of Thrive/TIS interventions and support. Analysis of the impact of these interventions shows great positive steps. Where children have received forest school they're attitudes to learning and self-esteem are significantly impacted. Detailed reports and on-going dialogue with practitioners ensure this impact is built upon within school.	That this support is essential in helping children to be ready to learn, again enabling more rapid progress in upper KS2. However, precise academic targets (Ofsted action point) will ensure leaders target these interventions successfully.	Forest School £6000 Thrive Staffing £4365
Children to have high aspirations for their life expectations	Increase parental engagement through Structured Conversations for targeted pupils	Increase in attendance at parents evenings has been notable, SEN review meetings also. Structured conversations allow parents to develop good relationships with staff, as a result parents clear about what school expects and how to support this.	Additional ways of creating positive relationships to be explored. This is to attempt to reach all families and provide support with academic studies at home.	Supply Cover (SC's) £300
iii. Other approaches				
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
Attendance for all pupils eligible for PPG is in line with school attendance. Attendance for SEND Pupils who are PPG is increased to good+	Provision of additional admin support to monitor pupils and follow up quickly on absences. First day response provision. Rewards for 100% attendance	Overall attendance of PPG children was 94.31% which was broadly in line with the whole school, 94.8%. PA for PPG was 20%, well above the national average and school figure of 11.65%. This was effected by in year mobility in the summer term, without this PA would be 12.5%. First day response had impact, as shown by figures in school being closely aligned for pupils without mobility. 100% attendance rewards raised aspirations for attendance with PPG	Current same day response has raised the understanding amongst parents about the importance of attendance. This had the most impact upon families present throughout the school year, as factoring out summer term mobility	Admin support £1116 Attendance rewards £1000



		overall being at 95.12% when factoring out mobility. Attendance for PPG/SEND was 92.07% for SEN support, rising to 92.4% when on alert was included. These figures were again effected by summer mobility factoring this out they were 94.7% and 93.8% respectively.	changes figures significantly. Rewards were effective for those who already had good attendance. Some adaptation needed here to make them more short term and attainable for all. Development of dialogue with parents, through absence letters for each holiday request, will support further.	
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	High percentage of children in KS2 used the grant to access residential trips and other experiences available through school, such as swimming. There was an increase on previous years take up. Overall there was better continuity between school and home with parents being positive about children taking on new experiences without the worry of how they would pay for it. There was limited take up of breakfast club and musical instruments. 25% breakfast club and 5% musical instruments. 78% children had money left on their balance at the end of the year.	Approach to be continued. Music and breakfast club to be more heavily promoted and parents to be kept aware of what is in their child's balance. This approach had improved relationships with parents and aspirations for their children.	Individual PP allocation £10k
All PP children are able to participate in extra-curricular activities.	Wide variety of afterschool activities for all pupils. Specifically encouraging/ supporting attendance for PPG pupils e.g Pegasus	Wide range of clubs offered included: cookery, craft, football, netball, rugby, hockey, maths, reading and Pegasus. Children enjoyed accessing clubs, which in some cases created pathways for individuals to activities in the community. Breakfast club helped to ensure that children made positive starts to their day and were ready to learn. Importantly, enabling PPG children to spend time in school outside of formal learning times created a continuing opportunity for staff to develop positive relationships, and allowed children to become ready to learn.	That the provision has a positive impact upon well-being and extended opportunities that might otherwise have been missed. Going forward the activities will be developed and targeted to the interests of PPG children who are reluctant to attend. 75% of PPG children attended an extra-curricular club in 2017-18. Target of 100% in 2018-19.	Extra Curr act £2235 Breakfast Club £3724 Pegasus £1669
Pupils in receipt of FSM receive school milk	Fund extra milk to enable this.	Children received the extra milk throughout the year. Healthy starts to the day supported. This supported children's ability to focus during class work.	For some this has become part of a daily routine that helps them to feel settled and ready to learn. It will be continued.	School Milk £720



