

Perranporth Primary School Pupil Premium Strategy Statement 2018/19

1. Summary information				
School	Perranporth Primary School			
Academic Year	2018 - 2019	Total PP budget	£37780	PP: £31680 CiC: £4600 Serv: £1,500
Total number of pupils on roll	210	Number of pupils eligible for PP	31	x 24 Pupil Premium x 2 CiC x 5 Services Premium

2. Current attainment (END of 17/18)		
End of KS2 Attainment	Pupils eligible for PP x 8 eligible pupils	All Pupil Outcomes (x 27 pupils)
% achieving NARE in reading, writing and maths at end of KS2	62.5%	59%
% NARE in reading	62.5%	74%
% NARE in writing	75%	81%
% NARE in maths	75%	67%

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.	Barriers to learning in curriculum areas which need consolidation or support.
B.	Resilience, confidence, attitudes to learning.
C.	Some pupils are SEND and PP.
D.	PP children to have the same opportunities as their peers.
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Some families need support which affects their capacity to support their child's learning at home. Several pupils have had attendance issues over the years and mixed aspects of T and L and intervention.
4. Desired outcomes	
A.	Pupils receive support, intervention, pre-teach, booster groups and other strategies to enable them to make expected progress. Pupils have T and L
	Pupils make expected or better progress across the curriculum.

	resources to support and develop learning. Provision is personalised for each PP child.	
B.	Pupils are resilient learners and confident. They tackle problems and challenges and understand how to deal with emotions. To encourage and promote an enthusiasm for learning (BLP)	Attitudes to learning and challenges are generally good and this impact on pupil progress and well-being. Pupils are confident and ready to learn. Yr. 6 pupils are prepared for secondary school and the next phase of their learning.
C.	Pupil PP provision supports/enhances provision in place for SEND.	Pupils have strategies and make expected or better progress. SEND reports and Support Plans evidence good progress as the children progress through the school.
D.	To ensure that finance is no barrier to PP pupil's ability to participate in wider opportunities and special events/trips with their peers. To broaden experiences for the children and enrich their curriculum.	Pupils attend extra-curricular clubs/opportunities and access wider experiences alongside their non PP peers. These are funded by the school from PP money. E.g. swimming lessons, music lessons, breakfast club, school camp, trips/days out equipment.
E.	To increase engagement of families in pupils' learning. Parent workshops, information and school support enable parents to support their child's learning and needs.	Strong relationships between home and school impact positively on pupils and their progress. Teachers to provide workshops to help parents in supporting their child's progress in learning.

5. Planned expenditure

Academic year

2018/19

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?
KS2: Adult ratio and support is high. Regular consolidation, challenge and support takes place daily. Targeted pupils feel more confident about their learning. Barriers to learning are addressed rapidly, meeting the pupils' individual needs and supporting them to overcome barriers to their learning. All pupils make accelerated progress in identified areas. Children are	Personalised and regular support/challenge.	Pupils receive regular and quick consolidation and support; this helps with misconceptions each week. Pupils who are more able have challenge work/greater depth daily to ensure they are reaching potential. Pre teach is used	Adult/TA provision for every PP child. Two teaching assistants to deliver bespoke interventions set by the teaching staff for 4x afternoons and 2x before school sessions for PP pupils on a rotation basis (KS2).	SLT, KA, AR, SH	Provision is reviewed at least half termly. Estimated: £18,328 2018/19 £18,217

able to talk confidently about their learning. Children are able to respond to feedback and become more critical learners for self-improvement.		for pupils who need confidence and recap.			
KS1/EYFS: Adult ratio and support is high. Regular consolidation, challenge and support takes place daily. Pupils are able to access a greater range of class-based learning without support. Class teachers report that pupils are accessing the curriculum with more confidence. Pupils develop more confidence in reading/ writing and maths.	Personalised and regular support/challenge.	Pupils receive regular and quick consolidation and support; this helps with misconceptions each week. Pupils who are more able have challenge work/greater depth daily to ensure they are reaching potential. Pre teach is used for pupils who need confidence and recap.	Employment of teaching assistant for in KS1 to deliver bespoke interventions set by the teaching staff, precision teaching and pre-teaching for 3 x afternoons per week to PP pupils on a rotation basis. Intervention has an additional focus on Phonics to ensure that pupils pass the phonics screening test.	SLT, KG, LW	Provision is reviewed at least half termly. Estimated: £6,715 2018/19 £2,699
PP Co-ordinator ensures PP provision is effective. Identify the learning needs of PP children. PP and disadvantaged children are identified on the 'Alert List' – this is updated termly. Support and training is provided for TAs. The coordinator will hear children read/ carry out learning walks and book scrutiny to ensure high quality teaching and learning.	Regular discourse between key staff and co-ordinator. Regular monitoring of provision and resources. Regular review of pupil's social and emotional needs/progress/attainment.	To ensure that the PP provision is effective and meeting the needs of the pupils it is important for the PP co-ordinator to regularly monitor and review whilst also engaging closely with staff.	Release time for the Pupil Premium and disadvantaged pupils co-ordinator to monitor PP provision in class and through intervention, provide support for PP intervention staff and TAs ensuring best practice.	SLT, KA, AR, SH	Time is provided weekly for review monitoring and planning: Estimated: £9,673 2018/19 £10,219
Teachers improve practice to ensure that all pupil premium pupils achieve their potential, contributing to the accelerated progress of pupil premium pupils in their classes.	Improving classroom practice through focussed observation and peer support to support the progress in Mathematics of disadvantaged pupils.	Whole school focus on improving mastery approaches to maths to accelerate progress and improve attainment.	Regular review of maths provision by the maths co-ordinator during Class Development Meetings and book scrutiny.	Math Co-ordinator JMc, SLT	Class Development Meetings and monitoring to be conducted termly

PP pupils with SEND have provision linked to SENCo actions and any professionals involved.	Teachers meet half termly with SEND lead and PP Lead to ensure provision covers all aspects of barriers and effective strategies are in place.	Support plans and meetings evidence good progress and personalised support for SEND/PP pupils.	Meeting timetabled at least half termly to discuss and adapt provision.	Teachers, SENDCo/SLT,	Meetings held at least half termly. Regular review, SEND progress meetings.
Building Learning Power (BLP), good Behaviour for Learning and quality feedback is evident across the school. (Linked to Resilience, Reciprocity, Reflectiveness, Resourcefulness)	Teaching assistants use BLP strategies alongside regular intervention and support sessions to develop learning disciplines within children.	To ensure all pupils are resilient lifelong learners and feedback supports and improves skills and learning.	Parent and staff workshops, staff training, assemblies and whole school ethos, links made to the 'hidden curriculum', displays, parental involvement. School BLP ethos.	BLP Champion & SLT,, intervention TAs,	Different aspects of BLP are focused on and reviewed. On-going for several years with regular visitors and workshops,
Estimated Total Budgeted Cost					2018/19 £31,135
End of Year Review:					

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?
Resources for school and home used effectively by PP pupils.	Personalise resources to support individuals.	Support fits each individual needs.	Feedback, meetings with teachers, support staff and parents on barriers for PP pupils regarding equipment and resources.	SLT,, KA, KG and teaching staff	Ideas shared termly or when staff notice a need. Estimated: £300 2018/19 £350
Increase pupils' motivation in mathematics.	Purchase of Mathletics web based support, challenge programme	Can be adapted to meet individual pupil abilities, monitored by teachers and utilised both in school and at home.	Teachers to promote and review Mathletics activities.	Teachers and SLT,	To be reviewed yearly. Estimated: £167 2018/19 £150
Early intervention for PP pupils.	High adult ratio of experienced TA and HLTA support staff.	Support pupils early to decrease barriers for learning as they progress through the school.	SEND is EYFS Lead, intervention in place early. Regular PP meetings and SEND meetings to adapt provision.	KS1/EYFS/ SEND Teachers SLT	Regular Class Development Meetings, SEND meetings, PP reviews. Estimated: £900 2018/19 £950

Pupils' emotional, social and behavioural needs are met so that they can learn effectively. Pupils more ready for learning in school. Increased confidence and self-esteem. Parents feel supported in helping their child.	Employment of Emotional and Behavioural specialist x 1 half day per week.	In order for pupils to be able to make full use of their daily teaching and interventions, their social, emotional and behavioural well-being must be secure and not form a barrier to learning.	Through the employment of a specialist in this field and the regular discourse, review and monitoring of the sessions.	AK, SLT, SEN Services SW	Each half term. Estimated: £2856 2018/19 £2,950
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Estimated Total budgeted cost					2018/19 £4,400
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End of Year Review:

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?
Families are supported when appropriate – Breakfast Club, Wrap Around Care and School Transport.	Positive start and end to the learning day. Support for parents.	Some families have experience difficult circumstances for periods of time, this ensure the children are safe and happy at school, also supporting parents at the start and end of the day.	Business Manager liaise with PP parents to support when needed.	Business Manager	On-going as need arises. Estimated: £300 2018/19 £200
Children have Music lessons, instruments for home and take part in all wider curricular opportunities, additional academic clubs and enrichment opportunities and experiences.	To raise self-esteem, include PP pupils in all wider opportunities or school, enable all pupils to access the wider curriculum. E.g. swimming lessons, music lessons, breakfast club, school camp, trips/days out.	To give opportunities to all pupils, as inclusion may relate to financial pressures. Ensures that all pupils have access to learning an instrument at home and school and to the beginnings of reading music and performing. All pupils can access a wide range of clubs and activities.	Include all pupils in music sessions if wanted, ensure PP pupils have instruments and access to additional creative clubs, sports clubs, and enrichment activities. E.g. swimming lessons, music lessons, breakfast club, school camp, trips/days out, morning maths booster.	Teachers and SLT	Termly review and offer of clubs and sessions. Estimated: £4,056 2018/19 £2,045

End of Year Review:

Estimated Total budgeted cost					2018/19 £2,245
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ESTIMATED TOTAL SPEND FOR PUPIL PREMIUM					2018/19 £37,780
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