

## Perranporth Primary School Pupil Premium Strategy Statement 2017 / 18

1. Summary information						
<b>School</b>	Perranporth Primary School					
<b>Academic Year</b>	2017 - 2018	<b>Total PP budget</b>	<b>£38600</b>	PP: £36,960 CiC: £4,600 Serv: £1,500		
<b>Total number of pupils on roll</b>	207	<b>Number of pupils eligible for PP</b>	x 25 Pupil Premium x 2 CiC x 5 Services Premium			
2. Current attainment (END of 16/17)						
<b>End of KS2 Attainment</b>		<b>Pupils eligible for PP x 5 eligible pupils</b>	<b>Pupils not eligible for PP x 25 pupils</b>			
<b>% achieving NARE in reading, writing and maths at end of KS2</b>		60%	84%			
<b>% NARE in reading</b>		60%	96%			
<b>% NARE in writing</b>		100%	88%			
<b>% NARE in maths</b>		80%	88%			
3. Barriers to future attainment (for pupils eligible for PP, including high ability)						
<b>In-school barriers</b> (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.					
<b>External barriers</b> (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.					

<b>4. Desired outcomes</b>		
<b>A.</b>	Pupils receive support, intervention, pre-teach, booster groups and other strategies to enable them to make expected progress. Pupils have T and L resources to support and develop learning. Provision is personalised for each PP child.	Pupils make expected or better progress across the curriculum.
<b>B.</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.
<b>C.</b>	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.
<b>D.</b>	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.
<b>E.</b>	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.

<b>5. Planned expenditure</b>										
Academic year	2017/18									
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.										
<b>i. Quality of teaching for all</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?					

<p>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 able to talk confidently about their learning. Children are able to respond to feedback and become more critical learners for self-improvement.</p>	<p>Personalised and regular support/challenge.</p>	<p>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.</p>	<p>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).</p>	<p>Dep HT, KA, AR, SH</p>	<p>Provision is reviewed at least half termly.  <b>2017/18 £17,858</b></p>
<p>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.</p>	<p>Personalised and regular support/challenge.</p>	<p>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.</p>	<p>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.</p>	<p>Dep HT, KG, LW</p>	<p>Provision is reviewed at least half termly.  <b>2017/18 £2,645</b></p>
<p>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 put learning walks and book scrutiny to ensure high quality teaching and learning.</p>	<p>Regular discourse between key staff and co-ordinator. Regular monitoring of provision and resources. Regular review of pupils social and emotional needs/progress/attainment.</p>	<p>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.</p>	<p>Release time for the Pupils Premium and disadvantaged pupils co-ordinator to monitor PP provision in class and through intervention, provide support for PP intervention staff and Tad ensuring best practice.</p>	<p>Dep HT, KA, AR, SH</p>	<p>Time is provided weekly for review monitoring and planning: Estimated:  <b>2017/18 £10,050</b></p>
<p>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.</p>	<p>Improving classroom practice through focussed observation and peer support to support the progress in Mathematics of disadvantaged pupils.</p>	<p>Whole school focus on improving mastery approaches to maths to accelerate progress and improve attainment.</p>	<p>Regular review of maths provision by the maths co-ordinator during Class Development Meetings and book scrutiny.</p>	<p>Math Co-ordinator JMc, SLT</p>	<p>Class Development Meetings and monitoring to be conducted termly</p>

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/D HT	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 & DHT, intervention TAs, SLT	Different aspects of BLP are focused on and reviewed. On-going for several years with regular visitors and workshops,

**Estimated Total Budgeted Cost** £30,553

#### End of Year Review:

In the end of KS2 SATs tests outcomes for Pupil Premium pupils was largely positive:

- 63% of PP pupils reached the expected standard for Reading with a scaled score of 104 (compared to PP Nat of 61% and SS of 101.9) This was not as high as 'All' pupils 74% and SS of 105.9
- 75% of PP pupils reached the expected standard for Writing with a Greater Depth score of 25% (compared to PP Nat of 63% and GD of 10.7%) This was not as high as 'All' pupils 81.5% and SS of 26% GD.
- 75% of PP pupils reached the expected standard for Maths with a scaled score of 105 (compared to PP Nat of 57% and SS of 100.5) This is higher than 'All' pupils 66.7% and SS of 103.9
- 63% of PP pupils reached the expected standard for Reading, Writing and Maths combined (compared to PP Nat of 43%). This is higher than 'All' pupils 59.3%.
- This positive impact was also demonstrated in the levels of progress achieved by pupils in KS2 during the 17-18 year. Across the four classes (Y3-Y6) more or equal progress was made by PP children than All pupils in 3 out of 4 classes for Re, Wr, Ma combined: Y3 PP 6.7 Y3 All 6.5, Y4 PP 5.0, Y4 All 6.0, Y5 PP 6.3, Y5 All 6.2, Y6 PP 5.5, Y6 All 5.5.

In the end of KS1 SATs tests outcomes for Pupil Premium pupils was largely positive although it should be noted that there were only 2 pupils in the PP pupil group:

- 100% of PP pupils reached the expected standard for Reading, 50% for writing and 50% for maths.
- PP pupils in Year 1 and Year 2 made more progress than all pupils in Re, Wr and Ma combined during the 17-18 year: Y1 PP: 5.4, Y1 All: 5.1, Y2 PP 6.0, Y2 All: 5.9

In EYFS there were two children in receipt of Pupil Premium, both of these pupils achieved the Good Level of Development.

Feedback from teaching staff in KS1 and KS2 has evidenced the positive impact of the regular targeted support and support of the PP Co-ordinator. Teachers explain that pupils are showing greater levels of confidence and are academically more secure in their respective areas of weakness when returning to class or revisiting learning. Pupils' misconceptions are picked up early, support is put in quickly, children are confident and prepared through pre-teach and consolidation, pupils lead some intervention and discussion so have responsibility for progress and learning with support. Feedback from pupil conferencing was also positive with children generally showing enjoyment from their time spent in the sessions and feeling it supports their learning in a helpful way..

Monitoring, Governors, parent feedback is positive towards BLP behaviour for learning and attitudes to difficulties and challenge. Feedback from pupils evidences that they understand that mistakes are part of learning and that qualities like resilience are key. BLP is beginning to be embedded across the whole school and curriculum. Need to continue ways of keeping it fresh for the children and to support new parents with the ethos and strategies.

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.	DHT, KA, KG and teaching staff	Ideas shared termly or when staff notice a need. Estimated: <b>2017/18 £240</b>
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 DHT	To be reviewed yearly. <b>2017/18 £140</b>
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. <b>2017/18 £900</b>

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, DHT	Each half term. <b>2017/18 £2,952</b>
<b>Estimated Total budgeted cost</b>					<b>2017/18 £4,232</b>

#### End of Year Review:

Resources used to support pupil learning and Mathletics has had mixed responses. Personal resources are generally well received and helpful towards individuals. Teachers report that pupil interest in Mathletics is decreasing slightly and may need some reinvigoration or a new package to engage pupils fully again.

The response from parents of pupils who receive emotional, social and behavioural support from the school specialist is hugely positive. The children attending this support varies throughout the year depending on their level of need or recent experiences. CiC pupils have weekly sessions and have shown excellent engagement and improved self-confidence and attitudes to learning. The feedback from carers has been immensely positive regarding the benefit to the children in supporting them and meeting their social and emotional needs.

#### iii. Other approaches

<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>
Families are supported when appropriate – Breakfast Club and Wrap Around Care.	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. <b>2017/18 £942</b>
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 DHT & SLT	Termly review and offer of clubs and sessions. <b>2017/18 £3,045</b>
End of Year Review: PP children take part in all aspects of the wider curriculum. Pupils took up several instruments and performed in front of the entire school. Pupils showed a developing enjoyment of music and confidence in a range of activities. Ensured access to trips and enrichment – self-esteem and inclusion, impacts on well-being and attitudes in lessons. Pupil interviews evidence that the children enjoy coming to school and are involved in the wider aspects of school life.					
					<b>Estimated Total budgeted cost</b> <b>2017/18 £3,987</b>
					<b>TOTAL SPEND FOR PUPIL PREMIUM</b> <b>£38772</b>

