**St Levan Primary School: Pupil Premium Strategy Statement 2016 - 2017**

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| **1. Summary information** | | | | | |
| **School** | St Levan Primary School | | | | |
| **Academic Year** | 2016-2017 | **Total Pupil Premium budget** | £13,780  estimated | **Date of most recent Pupil Premium Review** | January 2016 |
| **Total number of pupils** | 32 | **Number of pupils eligible for PP** | 9 | **Date for next internal review of this strategy** | January 2017 |

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| **2. Current attainment (individual tracking data for attainment and progress held for each child)** |

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| **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.** | | A high number of children join St Levan mid-year across both key stages – some with low attainment and progress which may prevent them from achieving nationally expected standards at the end of a key stage and achieving their full potential. | |
| **B.** | | Some disadvantaged children enter the EYFS with low communication skills or speech and language needs; as they get older, we need to ensure that they are able to achieve in line with their peers(whole school focus – Reading) | |
| **C.** | | Children need to be ready to learn and their social and emotional needs and developments in self-esteem need to be met. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Attendance rates for pupils eligible for PP fluctuated in 2015 – 2016 (below the target for all children of 96.5%). This reduces their school hours and contributes to the attainment gap for some pupils. | |
| **E** | | Some children are not financially able to access all opportunities alongside their peers. | |
| **4. Desired outcomes** | | | |
|  | | *Desired outcomes and how they will be measured* | *Success criteria* |
| **A.** | | Targeted support for identified Pupil Premium children enables them to make accelerated progress and to achieve nationally expected standards at the end of each key stage including the EYFS. | Pupils eligible for PP make accelerated progress relative to their individual starting points.  Pupils eligible for PP achieve expected standards at the end of each key stage |
| **B.** | Disadvantaged pupils make accelerated progress in communication enabling them to access their learning alongside their peers. | | Pupils eligible for PP make accelerated progress relative to their individual starting points in Communication and Language in the EYFS, in Phonics in Year 1, and in Reading across the school.  This will be measured by teacher assessments and moderation, end of Key Stage 2 SATs results, EYFS data and other appropriate assessments. |
| **C.** | The school is able to address and meet children’s social and emotional needs and develop their self-esteem. | | PP children to have free access to the school Breakfast Club and all extra- curricular clubs. Children’s social and emotional needs are met through an effective range of support mechanisms include THRIVE. |
| **D.** | Increased attendance rates for pupils eligible for Pupil Premium. | | Overall PP attendance improves in line with ’other’ pupils. |
| **E.** | Children eligible for PP are able to access extra-curricular activities with which there may be a financial barrier. | | PP children are able to access extra-curricular activities free of charge (e.g. instrumental tuition, trips, etc.) and subsidized residential trips through money allocated to each individual child.  Children who are vulnerable are able to access support when they need it. |

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| **5. Planned expenditure** | | | | | |
| **Academic year** | 2016 - 2017 | | | | |
| 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?** |
| A. Improved reading comprehension strategies and stamina for all children through developing a love for reading. | Whole-class ‘Read with DERIC’ strategies introduced in KS1 and KS2 | To improve end of Key stage outcomes – children can confidently tackle written answers to reading comprehension questions. EEF teaching and learning toolkit research +5months progress – teach reading comprehension strategies explicitly and consistently. | This forms part of our School Improvement Plan and it will be monitored as part of that process. This will include lesson observations and learning walks, book scrutiny, ongoing professional dialogue and moderation, termly data / progress review meetings. | AF, JF, SS | Termly data |
| A. Feedback is used to  help raise standards in  English and Maths. | Develop Pupil  Conferencing and growth mindset across the  school to give pupils  ownership of their  learning and enable  them to recognise their  own strengths and “next  steps”. | The EEF Teaching and Learning Toolkit  identifies feedback as being of moderate  or high impact and low cost.  As a staff, we have rewritten our  Feedback Policy to recognise that  research, as well as our own  experiences, show that there are many  different types of effective feedback. | This forms part of our School  Improvement Plan and it will be  monitored as part of that process. | AF, JF, SS | Book scrutiny |
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| **Total budgeted cost** | | | | | £ |
| **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?** |
| A and B  Learning is  accelerated in English  and Maths across the  key stages. | 1:1 support and small group interventions | In 2015 – 2016, progress across the school shows that Pupil Premium  children made at least expecte progress in Reading, Writing and Maths The majority of these children received intervention. | Ongoing review of pupils’ needs and progress. Regular assessment and moderation. Pupil progress meetings, pupil conferencing | Key Stage teacher responsibility | Ongoing review;  formal review with  termly data  progress meetings. |
| A and B | Children are baselined | If children are not able to communicate | Ongoing assessments by the | JF | Ongoing |
| Accelerate progress | on entry and | effectively, this forms a barrier to their | EYFS team. |  | Termly |
| for Pupil Premium | interventions | learning in many different areas of |  |  |  |
| children in the EYFS, | immediately put into | development. | Termly data / progress review |  |  |
| particularly in relation | place to address specific | Often, children have specific areas | Meetings. |  |  |
| to their communication needs | areas for development. | which prevent them from achieving a  Good Level of Development; identifying  and addressing these specific areas of  need ensure that the children are better  able to achieve in line with national  expectations. |  |  |  |
| C | Additional Ed Psych | For some children, the support provided | Ed Psych visits are timetabled in | SS | Visits are reviewed |
| Children’s specific | time bought in so that | by the Ed Psych is invaluable. | advance to ensure maximum |  | on each occasion |
| learning and | targeted support and | This support has enabled parents and | effectiveness for the visit |  | by the SENDCo |
| emotional needs are | advice can be given to | staff to work together even more |  |  | and the Ed Psych |
| identified and | staff and families of | effectively to support individual |  |  | (approx. half- |
| addressed to help the child be ready to learn | Pupil Premium children. | children’s specific learning and emotional needs. |  |  | termly). |
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| **Total budgeted cost** | | | | | £ |
| **iii. Other approaches** | | | | | |
| **Desired utcome** | **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?** |
| C and D  To provide a social  start to the day and improve attendance with opportunities for  interaction with staff  and their peers  through a Breakfast  Club. | To provide breakfast in school which is free for Pupil Premium pupils who may also attend  school clubs at no cost.  Where attendance or  punctuality is an issue,  parents are directly  approached. | A good breakfast means a great start to  learning for the day. Supporting a daily  breakfast club allows us to support our  pupils who may not have breakfast  every day as well as those parents who  need childcare before school.  We would like to use this to further  support improved attendance | Regular meetings between SS  and Breakfast Club staff AK to  discuss provision, attendance etc.  Pupil conferencing.  Parent consultation on provision,  requirements etc. | SS, AK | Ongoing, meeting termly |
| E  Children are able to  talk part in the  opportunities available | Half the cost of Key  Stage 2 camps -  funded for PP children so that they can access all the opportunities  available to them. | Equality of opportunity.  We want all children to access all the  opportunities available to them and to  take part in a wide range of enrichment  activities. | School office hold records to  ensure PP money is used for this  purpose. Id PP children do not opt to go to camp- liaise with parents to ensure that the reasons for this are not financial. | SS  Office | Termly |
| C  Social and emotional  support is provided for  those children who  need it. | THRIVE | We consider addressing children’s  social and emotional needs to be  fundamental to our work. Through this support, children become more self-assured and ready to engage with life and learning. The EEF Teaching and Learning Toolkit recognises that Social and Emotional interventions have an identifiable impact on attitudes to learning and, in many cases, attainment (five months additional progress on average). | Rolling programme of THRIVE. Appropriate assessments and programmes are in place and monitored. | SS, HU | Half-termly reviews. |
| **Total budgeted cost** | | | | | £ |

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| **6. Review of expenditure IMPACT and evaluation** | | | | |
| **Previous Academic Year : £7,920** | | 2015 - 2016 | | |
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| **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** |
| Learning is  accelerated in English  and Maths across the  key stages. | 1:1 or small group  interventions led by  TAs including growth mindset approach | Success criteria partly met.  New national testing -challenging targets for small mixed cohort. Good progress across the year groups due to 1:1. Challenge – new children mid-year. Nationally, KS2 SATs results low. Maths attainment good for all children. | 1:1 necessary for new children joining mid-year. Interventions focus needed KS1.  Reading strategies to be made a priority to increase confidence and stamina.  Approach beneficial to target individuals in mixed age classes. | £3,000 |
| To provide a social | To provide an | Success Criteria met. | A good breakfast means a great start to learning | £400 |
| start to the day with | opportunity for | The number of Pupil Premium children attending | for the day. Supporting a daily breakfast club |  |
| opportunities for | pupils to eat | Breakfast Club is steadily increasing. Pupil | allows us to support our pupils who may not |  |
| interaction with staff | breakfast in school | Premium funding has been used this year to | have breakfast every day as well as those |  |
| and their peers | which is free for | encourage children to attend Breakfast Club. | parents who need childcare before school. |  |
| through a Breakfast Club. | PP children. | Breakfast and a range of activities is also available  (at a cost of £1 per day) to other children and the  number attending Breakfast Club has risen.  Where attendance or punctuality is an issue,  parents are directly approached and encouraged to  use Breakfast Club for their children. This has made  a real difference for some children. | We would like to use this to further support our  attendance initiative as attendance amongst PP  children is an area we still need to address. |  |
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| Social and emotional | THRIVE support | Success Criteria met | THRIVE assessments evidence gains.Anecdotal feedback from staff and children | £3,654 |
| support is provided for |  | THRIVE has been established to | evidence the positive impact on this provision. |  |
| those children who |  | respond to children (both in receipt of PP and not) | We consider addressing children’s social and |  |
| need it. |  | who need additional support to manage their emotional well-being and self-regulate. | emotional needs as fundamental to enable learning to take place. |  |
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| Ensuring that Pupil | Half of the cost of | Success Criteria met. | We consider children’s | £1,000 |
| Premium children are | Key Stage 2 camps | Children are able to access all the opportunities | equality of opportunity to be important aspects of |  |
| able to attend school | are funded for Pupil | available to them and to take part in a wide range of | our Pupil Premium provision and will continue |  |
| camps. | Premium children | Enrichment activities including Penwith challenges. | this as part of our strategy in 2016 – 2017. |  |
|  | so that they can |  |  |  |
|  | access all the |  |  |  |
|  | opportunities |  |  |  |
|  | available to them. |  |  |  |
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