**St Levan Primary School: Pupil Premium Strategy Statement 2018 - 2019**

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| **1. Summary information** | | | | | |
| **School** | St Levan Primary School | | | | |
| **Academic Year** | 2018-2019 | **Total Pupil Premium budget** | £16,480 | **Date of most recent Pupil Premium Review** | September 2017 |
| **Total number of pupils** | 42 | **Number of pupils eligible for PP** | 11 | **Date for next internal review of this strategy** | April 2019 |

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| **2. Current attainment** | | |
| **Note: Due to small cohort figures are averaged over the past three years** | **Pupils eligible for PP** | **All Pupils**  **(national average)** |
| **% achieving expected standard or above in reading, writing and maths at KS2** | **60%** | **64.3% (59%)** |
| **% making expected progress in reading at KS2** | **60%** | **64.3% (71%)** |
| **% making expected progress in writing at KS2** | **100%** | **100% (76%)** |
| **% making expected progress in maths at KS2** | **100%** | **92.9% (73%)** |

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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.** | 9.5% of children joining St Levan have previously been home-schooled, 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.** | 100% of disadvantaged children entering the EYFS have key communication skills (listening and attention, speaking, reading and writing) below other pupils; as they get older, we need to ensure that they are able to achieve in line with their peers |
| **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 and punctuality for pupils eligible for PP have fluctuated over the past three years. With an average of X%. |
| **E** | Some children are not financially able to access all opportunities alongside their peers. |

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| **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 and language 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. | Pupils eligible for PP 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/ TIS. |
| **D.** | Increased attendance rates for pupils eligible for PP | Overall pupils eligible for PP attendance improves in line with ’other’ pupils. |
| **E.** | Children eligible for PP are able to access residential and extra-curricular activities with which there may be a financial barrier. | Pupils eligible for PP 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** | 2018- 2019 | | | | |
| 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 to be continued in KS1 and KS2 * Continuation of Reading Karate to promote reading at home * Engagement in reading to be developed through the introduction of a therapy dog for children to read to * CPD for class teachers | To improve end of key stage outcomes for disadvantaged pupils so that children can confidently tackle written answers to reading comprehension questions.  EEF teaching and learning toolkit research shows +5months progress if reading comprehension strategies are taught explicitly and consistently. | This will include looking for learning visits, lesson observations and learning walks, book scrutiny, ongoing professional dialogue and moderation, termly data / progress review meetings. | AF, JF, KC | Termly |
| B.  PP pupils make accelerated progress in Communication and Language in the EYFS | * Daily shared reading of books and encouragement of a love of books and language * Introduction of visible thinking routines to provide structure for pupils to verbalise their thinking * Use of sentence stems to explain reasoning in mathematics * Targeted CPD for EY Teacher and TA – ‘Learning Language and Loving It’ | Communication and language approaches emphasis the importance of spoken language and verbal interaction for young children.  EEF Early Years toolkit shows +5months progress if approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning are taught, including reading aloud to children and discussing books; explicitly extending children’s spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds.  Additionally, approaches more directly aimed at developing thinking and understanding through language are also shown to have a positive impact. | This will include looking for learning visits, lesson observations and learning walks, book scrutiny, ongoing professional dialogue and moderation, termly data / progress review meetings. | JF, AK | Termly |
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| **Total budgeted cost** | | | | | 2770.00 |  | Enrichment activities including Penwith challenges. |
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| **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 * Extension of teaching assistant hours to provide appropriate and targeted support to pupils to ensure that they reach age related expectations, end of key stage targets and in year progress expectations. | EEF Evidence indicates that one to one tuition can be effective, delivering approximately 5+ months’ progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.  Progress across the school last year shows that PP children made at least expected progress in Reading, Writing and Maths. The majority of these children received 1:1 or small group intervention. Using assessment data and pupil progress data, targeted interventions will be implemented appropriate to the age group. | Ongoing review of pupils’ needs and progress. Regular assessment and moderation. Pupil progress meetings, pupil conferencing. | JF, AF, KC | Ongoing review;  formal review with  termly data progress meetings. |
| A and B.  Accelerated progress  for PP children in the EYFS, particularly in relation to their language and communication needs | * Children are baselined on entry and interventions immediately put into place to address specific areas for development. * Targeted CPD for EY Teacher and TA – ‘Learning Language and Loving It’ | If children are not able to communicate  effectively, this forms a barrier to their  learning in many different areas of development.  EEF Early Years toolkit shows +6months progress if approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning are taught, including reading aloud to children and discussing books; explicitly extending children’s spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. | Ongoing assessments of pupils’ communication and language progress and needs by the  EYFS team.  Termly data / progress review  Pupil progress meetings. | JF, AK | Ongoing review;  formal review with  termly data progress meetings. |
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| A and B.  Children’s specific  learning  needs are  identified and  addressed to help the child be ready to learn | * Additional SENDCo and Ed Psych time bought in so that targeted support and advice can be given to staff and families of Pupil Premium children. | For some children, the support provided by the SENDCo and Ed Psych is invaluable. This support has enabled parents and staff to work together even more effectively to support individual children’s specific learning and emotional needs. | SENDCo and Ed Psych visits are timetabled in advance to ensure maximum effectiveness for the visit | KC, GB | Visits are reviewed  on each occasion  by the SENDCo  and the Ed Psych  (approx. half-  termly). |
| C.  Children’s specific  social and  emotional needs are  identified and  addressed to help the child be ready to learn | * Staff trained in Trauma Informed Schools approach * Motional diagnostic tools used to profile all children * Identified TIS interventions to be run by trained TAs. * Forest School sessions to be offered to pupils with a focus on small group team work and achievement of small tasks to raise self-esteem | Interventions which target social and emotional learning (SEL) seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. We believe this is essential for all pupils to ensure they are ready to learn.  EEF Toolkit shows on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school with an average overall impact of +4months progress on attainment. For improvements to occur SEL approaches need to be embedded into routine educational practices and supported by professional development and training for staff. | Ongoing review of pupils’ needs and progress. Monitoring of interventions used and impact. Termly completion of comprehensive screen for identified pupils. | KC | Termly |
| **Total budgeted cost** | | | | | £11190 |
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| **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?** |
| C and D.  Providing a social  start to the day and improved attendance with opportunities for  interaction with staff  and their peers  through a Breakfast  Club. | * Provision of breakfast in school which is free for PP pupils and appropriately supervised through additional hours by a teaching assistant. * Where attendance or punctuality is an issue, parents are directly approached and invited to send children to Breakfast Club. | 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 and punctuality. | Regular meetings to discuss provision, attendance etc.  Pupil conferencing.  Parent consultation on provision,  requirements etc. | AK, KC | Ongoing, meeting termly |
| C and D.  Social and emotional support provided for those children who need it, resulting in good attendance and punctuality. | * Provide opportunities to walk school therapy dog before the school day begins * Scheduled ‘therapy dog ’ time for pupils * Trauma Informed School approaches used routinely by all staff | 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. | Ongoing review of pupils’ needs and progress. Monitoring of interventions used and impact. | KC, AF |  |
| E.  Children are able to  take part in all the opportunities available to them. | * Half the cost of KS2 residentials are funded for PP children so that they can access all the opportunities available to them. | Our aim is for all children to have equality of opportunity and experience however, we recognise that, for some of our families, opportunities for their children to widen their experiences and develop essential life skills and awareness are often met with financial constraints. All children should have equal access to these opportunities and we subsidise where needed to ensure that cost is not a factor in participation in these enrichment experiences. | School office hold records to  ensure PP money is used for this  purpose. If PP children do not opt to go to camp we will liaise with parents to ensure that the reasons for this are not financial. | KC, Office | Termly |
| **Total budgeted cost** | | | | | £2720 |

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| **6. Review of expenditure IMPACT and evaluation** | | | | |
| **Previous Academic Year : £14905** | | 2017- 2018 | | |
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| **Desired outcome** | **Chosen action / approach** | **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** |
| 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. | * Whole-class ‘Read with DERIC’ strategies introduced in KS1 and KS2, along with reading for pleasure in mixed pairs * Reading Karate Awards introduced * 1:1 support and small group interventions used * Additional EdPsych and SENCo time bought in so that targeted support and advice given to staff and families of Pupil Premium children | **KS1 Results**   * Reading   Disadvantaged 0% EXS (-1 pupil difference compared to national)  Other 50% EXS (75% national)   * Writing   Disadvantaged 0% EXS (-1 pupil difference compared to national)  Other 25% EXS (70% national)   * Maths   Disadvantaged 50% EXS (-1 pupil difference compared to national)  Other 50% EXS (76% national)  **KS2 Results**   * Reading:   Disadvantaged 100% EXS (61% national)  Other 75% EXS (80% national)   * Writing:   Disadvantaged 100% EXS (62.6% national)  Other 100% EXS (82.2% national)   * Maths:   Disadvantaged 100% EXS (57.4% national)  Other 100% EXS (77.5% national)   * GPS:   Disadvantaged 100% EXS (58.4% national)  Other 75% EXS (78.4% national)   * Reading/Writing/Maths:   Disadvantaged 100% EXS (43.3% national)  Other 75% EXS (67.2% national) | Excellent results in KS2 show strategies working with older pupils  More resources to be allocated to KS1 next year to implement strategies on a consistent basis | £9890 |
| B.  Disadvantaged pupils make accelerated progress in communication enabling them to access their learning alongside their peers. | * Children baselined on entry and interventions immediately put into place to address specific areas for development. * 1:1 support and small group interventions used * Additional SENCo and EdPsych   time bought in so that targeted support and advice could be given to staff and families of Pupil Premium children. | Whilst not all disadvantaged pupils are achieving end of key stage 1 expectations, progress during 2017-18 shows they are now making accelerated progress compared to non-disadvantaged peers     |  |  |  |  | | --- | --- | --- | --- | |  | Reading | Writing | Maths | | 2016 | -12.2 | -5.6 | -6.1 | | 2017 | -4.0 | 0 | -2.0 | | 2018 | 11.8 | 8 | 9.6 | | Baseline assessments for Early Years to be used to monitor progress of pupils in new Reception group next year and to inform interventions.  New interventions to be identified that specifically address speech and language development in EY and KS1 | £772 |
| C.  The school is able to address and meet children’s social and emotional needs and develop their self-esteem. | * Additional SENCo and Ed Psych time bought in so that targeted support and advice could be given to staff and families of Pupil Premium children. * THRIVE/TIS approach adopted to support identified pupils | Current initiatives have worked well with all pupils and have enabled children to shine for life. Parent and student surveys show high level of satisfaction with social and emotional development.  *“Pupils’ welfare is at the centre of all decisions and every child is valued and cared for.”* Ofsted Short Inspection March 2018  Pupils identified for THRIVE have received individual sessions with trained TA with some positive improvements beginning to be seen in terms of behavior in class and at playtimes.  1:1 support provided for a pupil with high needs enabling them to attend offsite activities and to prepare them for learning each day. | Trauma Informed Schools approach to social and emotional welfare of pupils to be continued and expanded next year, so more staff are trained and informed of approach. | £2265 |
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| D.  Increased attendance rates for pupils eligible for PP | * 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. | Persistence absences still above national average and continues to be a focus area for the school.  Where attendance or punctuality is an issue,  parents are directly approached and encouraged to use Breakfast Club for their children.  EWO services have also ensured families of most concern were made aware of the problem and offered support. | Approach to be continued next year | £2150 |
| E.  Children eligible for PP are able to access residential and extra-curricular activities with which there may be a financial barrier. | * Half the cost of Key Stage 2 camps funded for PP children so that they could access all the opportunities available to them | |  | | --- | | Children were able to access all the opportunities available to them and to take part in a wide range of enrichment activities including residential experiences | | Approach to be continued next year | £207 |