

Pupil Premium Key Information 2016/2017

There are **31 pupils** (18.8%) who attract the Pupil Premium funding, which is below the National average. Therefore the school receives **£40,480** for this academic year.

Year Group	Total	Free School Meals	Ever 6 FSM	Services	Looked After Children
Rec	3	2	1	0	0
1	5	2	2	0	1
2	3	3	0	0	0
3	5	3	2	0	0
4	6	6	0	0	0
5	5	2	3	0	0
6	4	3	0	1	0
Totals	31	21	8	1	1

Free School Meals - £1,320 per pupil. **Total: £27,720**

Ever 6 Free School Meals - £1,320 per pupil. **Total: £10,560**

Services - £300 per pupil. **Total: £300**

Looked After Children (Pupil Premium Plus) - £1,900 per pupil. **Total: £1,900**

Barriers to Learning

- The difference in attainment and progress, between Pupil Premium and Non Pupil Premium pupils
- Social and emotional resilience
- Feedback to maximise progress and attainment
- Engagement and motivation of Pupil Premium pupils
- Attendance of Pupil Premium pupils
- Parental engagement for pupils with English as an additional language

Desired Outcomes

- Pupils make expected or better progress in reading, writing and maths
- The number of PP pupils achieving a Good Level of Development in the EYFS rises, in line with all pupils
- The attainment in writing and maths in KS1 of PP pupils rises, in line with all pupils
- The attainment in reading, writing and maths of Year 6 PP pupils rises, in line with all pupils
- Pupils will become more resilient and confident in their learning

- Pupils will become more engaged and motivated with their learning
- Attendance and punctuality of PP pupils increases, in line with all pupils
- Parents whose first language is not English, are able to support their child's learning

Planned Expenditure

1. 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 make expected or better progress in reading and maths. The attainment in maths at KS1 for PP pupils rises, in line with all pupils. The attainment in reading, writing and maths of Year 6 PP pupils rises, in line with all pupils.	The purchase of personalised learning programs - Accelerated Reader and RM Easimaths	Developing independent learning skills, an awareness of successful learning behaviours and learning resources that are carefully matched to pupils' needs will ensure that progress is maximised. <u>Sutton Trust Research</u> Meta-cognition and self-regulation: +8 mths Small group tuition: +4 mths	Through learning walks, termly reading/maths assessment records and pupil conferencing.	Eng and maths coordinators	Half termly
Pupils make expected or better progress in reading, writing and maths.	The school's trained facilitator in CAST Successful Teaching and Learning will be leading specific training for teachers and TAs.	Improved staff skills in differentiation, appropriate questioning and timely and precise feedback will ensure that maximum progress can be achieved, particularly by lower attaining and more able pupils. <u>Sutton Trust Research</u> Feedback: +8 mths Mastery learning: +5 mths	Through learning walks, lesson observations and in pupils' books.	Headteacher and core subject coordinators	Termly
Pupils make expected or better progress in reading, writing and maths.	Feedback to pupils, including pupil conferencing.	Effective feedback will enable pupils to make accelerated progress. Pupils will be able to explain their learning and next steps. <u>Sutton Trust Research</u> Feedback: +8 mths Meta-cognition and self-regulation: +8 mths	Through pupil book monitoring and pupil conferencing records. Through data tracking.	Headteacher and core subject coordinators	Termly
Pupils make expected or better progress in reading, writing and maths.	The purchase of additional learnpad tablets (2 class sets) to support the teaching and	All classes will use digital technologies to support the teaching and learning across the curriculum. Progress will be accelerated	Through pupil conferencing and data analysis across the curriculum. Through	Headteacher and governor	Termly

Pupils will become more engaged and motivated with their learning.	learning across the school and for additional training for all staff.	through the use of apps as well as home learning resources. <u>Sutton Trust Research</u> Digital technology: +4 mths Meta-cognition and self-regulation: +8 mths Learning styles: +2 mths	learning walks and lesson observations.		
					Total Cost: £9,000

2. 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?
Pupils will become more resilient and confident in their learning.	A percentage of the cost of residential visits in Yrs 4 (Polkerris), 5 (Eden Project) and 6 (Rock and Rapid) is subsidised.	Outdoor learning involves collaborative learning experiences, with a high level of problem solving, self-reflection and thinking. Self-confidence is also increased. Subsidies ensure that financial hardship does not impact on equality and inclusion. <u>Sutton Trust Research</u> Meta-cognition and self-regulation: +8 mths Outdoor adventure learning: +3 mths Sports participation: +2 mths	Through participation and pupil conferencing.	Headteacher	Termly
Pupils will become more resilient and confident in their learning. Pupils will become more engaged and motivated with their learning.	Additional TA hours for individual counselling and pastoral support for targeted pupils and for working with support agencies.	Pupils feel more secure and confident and are able to manage their emotions, hence make better progress in their learning. Liaison with support agencies and increased parental engagement also contribute to this progress. <u>Sutton Trust Research</u> Parental involvement: +3 mths Social and emotional learning: +4 mths	Records shared between appropriate staff, parents and support agencies. Impact on attainment and progress through data tracking.	SENCO	Termly, or sooner, depending on individual pupil circumstances.
Parents, whose first language is not English, are able to support their child's learning. Pupils make expected or better progress in reading, writing and maths.	The purchasing of interpreter hours from the EAL service, for parents with English as an additional language.	The interpreter supports the teacher and parent to discuss the pupil's progress, successes and barriers to learning. A strong school/home link raises the attainment and progress of pupils. <u>Sutton Trust Research</u> Parental involvement: +3 mths	Through recorded discussions between teachers and parents and termly data tracking.	English and maths coordinators	Termly
The number of PP pupils achieving a GLD in the	Additional TA hours to run speech and language intervention in EYFS and	Speech and language skills have a direct impact on pupils' communication, expressive vocabulary and reading skills.	Through termly analysis of individual provision maps and termly data tracking.	SENCO	Half termly

EYFS rises, in line with all pupils. Pupils make expected or better progress in reading and writing.	Key Stage 1 and to hear pupils read daily.	<u>Sutton Trust Research</u> Oral language skills: +5 mths Early communication and language: +6 mths			
The number of PP pupils achieving a GLD in the EYFS rises, in line with all pupils. Pupils make expected or better progress in reading and writing. Pupils will become more confident and resilient in their learning.	Additional TA hours to run targeted interventions - Funfit and Life Skills.	A precise 6 week program of Funfit develops pupils' fine motor skills for pencil control and general motor skill movement. Weekly life skills sessions ensure pupils experience everyday tasks to prepare them for future life eg. using money, visiting the library etc. <u>Sutton Trust Research</u> Small group tuition: +4 mths Physical development approaches: +2 mths	Through individual pupil Funfit assessment charts. Through pupil conferencing to gauge pupils' understanding of everyday life skills.	SENCO and governor	Half termly
Pupils make expected or better progress in reading, writing and maths. The attainment in maths at KS1 for PP pupils rises, in line with all pupils. The attainment in reading, writing and maths of Year 6 PP pupils rises, in line with all pupils.	Additional TA hours to support English and maths intervention programs.	Additional interventions allow for more personalised learning to take place. Precise and timely feedback is also given, which ensures maximum progress is made. <u>Sutton Trust Research</u> Small group tuition: +4 mths Feedback: +8 mths Mastery learning: +5 mths	Through monitoring of progress made, from baseline assessment to end of intervention. Interventions / groupings are amended as necessary.	English and maths coordinators	Termly
					Total Cost: £20,000

3. Whole school approach

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 make expected or better progress in reading, writing and maths. Pupils will become more engaged and motivated with their learning.	The breakfast club is subsidised.	Pupils' concentration and behaviour improves with eating regularly and starting the school day with a healthy meal. Attending breakfast club also ensures that pupils are on time for the start of the school day. <u>Sutton Trust Research</u> Breakfast clubs: +2 mths	Through participation and pupil conferencing. Through core subject assessment tracking.	Headteacher	Termly

<p>Pupils make expected or better progress in reading, writing and maths. Attendance and punctuality of PP pupils increases, in line with all pupils.</p>	<p>Additional administrator hours for the role of attendance officer, for monitoring and working with parents and the Education Welfare Officer.</p>	<p>Liaison and support for parents ensures that they understand the importance of regular attendance and punctuality. Improved attendance has a direct impact on attainment and progress. <u>Sutton Trust Research</u> Parental involvement: +3 mths</p>	<p>Through record keeping in attendance file and termly visit with the EWO. Regular monitoring of attendance for whole school, individual year groups and vulnerable pupil groups.</p>	<p>Attendance Officer, Headteacher and governor</p>	<p>Half termly</p>
<p>Pupils will become more engaged and motivated with their learning.</p>	<p>Additional lunchtime staff hours to support Year 6 pupils to run the play leaders scheme.</p>	<p>Fun and engaging activities for pupils to take part in at lunchtime ensures they are active, safe and the number of playground behaviour incidents decreases. This lessens the disruption to learning in the afternoons where pupils are ready to learn and staff are not spending time resolving problems. <u>Sutton Trust Research</u> Sports participation: +2 mths Behaviour interventions: +4 mths</p>	<p>Through monitoring of behaviour log book.</p>	<p>Headteacher and governor</p>	<p>Half termly</p>
					<p>Total Cost: 10,000</p>