 **C.C.E PUPIL PREMIUM STRATEGY REVIEW**

This review provides an opportunity to review whether PPG funding: raises the attainment of disadvantaged pupils of all abilities to reach their potential and whether funding supports children and young people with parents in the regular armed forces (conditions of grant). The review allows us to consider which aspects to continue, which to amend and which require improvement.

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| **CONTEXT** | | | | | |
| **School** | Grampound With Creed | | | **Date of PP review** | 12th June 2019 |
| **Date of previous PP review** | Spring 2018 |
| **Total number of pupils** | 70 | **Number of pupils eligible for PP** | 18 | **Total PP budget** | £21,120 |
| **Person undertaking review** | Karen Holmes  Shaun Perfect | **Name of PP Lead/Champion** | Caroline Jarrett | **Name of PP S.M.C member** | Tracey George  Attended |
| **Context Commentary**  Current PP in school is 18. PP budget is based on 16 in January 2018 census. There are currently 0 looked after children | | | | | |
| **Data Commentary (see below) Data as at end of Summer 2019**  Attainment for PP children in Reading is **above** PP National Average but below Non-PP  Attainment for PP children in Writing is **above** PP National Average but below Non-PP  Attainment for PP children in Maths is **above** National Average for PP but below Non-PP  RWM combined score is **above** National Average.  Progress for PP children since the start of the year in Reading is 56% with 57%accelerated  Progress for PP children since the start of the year in Writing is 86% with 50% accelerated  Progress for PP children since the start of the year in Maths is 93% with 43% accelerated  MF progress queried – huge amounts of progress this year. Fully explained by CJ – not in class much last year – now able to access class learning. Lots of support given within class plus interventions / timetable changes etc.  **Does the school’s data indicate that attainment and progress for disadvantaged pupils are improving, and that gaps are closing, both within the school and compared to the national average?**  Yes - attainment and progress is an improving picture.  OFSTED comment referring to PP not making as much progress as the rest of the school. Inspector looked at specific aspects within writing and based her judgements on this one narrow area. She did not take into account the number of children involved in Child Protection cases. | | | | | |

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| **CURRENT DATA (PP v NON-PP)** | | | |
| **PP Attendance (since September):** | **96.35** | **No of exclusions (since September):** | **0** |
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| **REVIEW OF EXPENDITURE (based upon current school website PP strategy)** | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Desired outcome** | **Chosen action / approach**  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> | **Evidence and rationale for this choice?** | | **Impact**  (qualitative and quantitative evidence)  **Lessons learned**  (and whether you will continue with this approach) | **Cost** | |
| Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths. | PP children to be a focus for teacher /TA and ‘keep up’ interventions.  PP children to be a focus on monitoring visits.  All adults know who PP children are and can target appropriately in lessons.  PP pupils to receive targeted interventions for core subjects where appropriate. | Monitoring of classroom practice, work and planning scrutiny.  Monitoring of intervention groups and folders.  Focus on PP pupils in termly Pupil Progress Meetings  Pupil Premium Review | | Support is based on the needs of each child weekly and daily. Teachers are confident recognising the needs of PP children and do this on a daily basis.  TAs give general support for specific PP children to keep on task in class.  Children are not taken out of classes much – mainly supported in class. |  | |
| Social, emotional and behavioural needs are identified and actioned to best support outcomes of children. | Involvement of relevant PSA support.  Whole school Thrive (TIS) approach embedded by our assigned practitioner.  Thrive (TIS) training for all new teachers and TAs to embed approach. | Monitor whole class Thrive action plans  Evaluate action planning and progress made towards targets.  Consider feedback from teachers.  Tracking academic progress of children termly. | | One day a week PSA – split over at least three sessions. PSA reports back to CJ weekly both verbally and through email. Formal evaluation sheets to be shared in the future.  CH has provided staff training for all teaching staff. Training to be offered to TAs by end of academic year.  Thrive shed used on a regular basis. Quiet areas within the school, including the mystery garden and the courtyard area. Front garden used for gardening and to be developed further.  Class screening on ‘Motional’ is on-going. Specific Individuals have been screened.  Resources for Thrive shed / gardening purchased.  PP children timetabled for TIS sessions with CH weekly. Other PP children timetabled for support – e.g. lunchtimes, quiet play etc | £1550.44  £2280 | |
| Attendance of persistent PP absentees rises above 90% with a target of 96% for those without serious ongoing medical conditions. | Attendance for each class published in newsletter regularly.  Attendance awards issued termly to children achieving 100%.  PSA to provide personalised support to families struggling with attendance issues. | Increased attendance promotes better learning outcomes and a more positive attitude towards learning as pupils enjoy more successes.  Parents have better understanding of the importance of attendance and work with school to achieve higher rates. | | PSA and EWO supporting families to improve attendance. Two children with medical issues that reflect on overall attendance figures. |  | |
| All HAPs/G&T PP children to make expected or more than expected progress and to develop their self-esteem. | Identification of children and appropriate extension tasks provided.  Daily opportunities provided as Maths Masters or great writers.  Pupils to have access to a wider range of enrichment activities.  School to continue strong working relationship with feeder secondary school. | Extension work needed as coverage for greater depth- providing daily opportunities for children to reach their full potential across the curriculum.  This promotes and encourages children to develop higher order problem solving and reasoning skills.  Vital in promoting children to ‘aim high’ and encourage individuals to reach their full potential using a Growth Mindset approach. | | Differentiation in all classes for all HAP children. Greater depth opportunities for all in maths and writing.  Music lessons paid from PP for one child. Available to others if requested.  Sports clubs / trips camps etc | £68 | |
|  |  |  | |  | £3898.44 | |
| **ii. Targeted support** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | **Evidence and rationale for this choice?** | | **Impact**  (qualitative and quantitative evidence)  **Lessons learned**  (and whether you will continue with this approach) | **Cost** | |
| Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths. | PP children to be identified for interventions both in and out of classroom.  Interventions provided at least 2 x weekly where appropriate to tackle underachievement in core areas. | More PP pupils are not achieving age related expectations of attainment when compared with ‘other’ pupils. We want to ensure that all PP pupils achieve age related expectation of attainment by the end of KS2 where possible. We want to use our expertise within school to improve teacher practices to provide stretch and encouragement for these pupils. Targeted intervention on a needs basis will support children in plugging gaps in skills and knowledge and raising self-esteem. | | Interventions include:  Guided maths sessions – 2X weekly – mainly identifying gaps and supporting  Guided writing – 2X weekly  Reading - 2X weekly  Handwriting intervention 1X weekly  Pre-Teach sessions in each class  TAs complete evidence sheets of interventions and support. Children have intervention books/ folders  Pupil Progress meetings termly to discuss pupils. Not completed in staff meetings, done separately.  Trackers used to record outcomes and changes in provision. Progress shown through these and termly data analysis.  Will continue to use these approaches for interventions but will look at EEF research and examples of good practice from other schools to see if there are other options. | £4560  £2280  £2780 | |
| Social, emotional and behavioural needs are identified and actioned to best support outcomes of children.  Children with specific or individual needs are supported effectively. | Action planning and support from appropriate internal/external agencies.  Involvement of relevant PSA support.  Whole school Thrive approach embedded.  Use of PP funds for trips/clubs/breakfast and after school club.  Headstart (TIS) mental health training attended and implemented in school | Multiple barriers faced by children and families are supported and addressed by school-external agency partnership, allowing children to better access the curriculum.  Thrive action plans and support has demonstrated that improving social and emotional delays or interruptions leads to academic progress.  Assistance with fees helps to enrich pupils’ curriculum coverage and removes potential cost barriers. After school club support ensures improved attendance, punctuality, and aids social development, supporting families dealing with financial/emotional difficulties. Help with homework is also offered. | | See above  TIS approach well embedded across whole school  Uniform, trips and camp all subsidised. Not currently taken from 4PUP or 6PUP  Excellent info gathered by Secretary – detailed individual invoice spend for PP -EXCELLENT resource but not being transferred from PUP budget lines.  On requisition forms request PP share of trips etc  Breakfast club cover – 1 hour per day – 1 TA covered through PP, 1 from payments made.  After school club cover – 2 hours per day | £1000  £2280  £4560 | |
| Children with specific or individual needs are supported effectively. | Individuals have access to a 1:1 TA where appropriate  Named intervention TAs to be timetabled at least 3 afternoons per week to deliver targeted interventions to promote ARE outcomes in core areas and ‘emotional wellbeing’.  Pupil premium underachieving children to be targeted for regular ‘time to talk’. | Support provided is proving to best support children to overcome barriers to learning and make academic, social and emotional progress. Progress being made towards targeted expectations of children.  Children continue to develop self-identity and increase self-esteem, enabling them to access learning more readily and with confidence. | | TAs supporting in class, but able to support PP children when needed.  See above  See above |  | |
| Attendance of persistent PP absentees rises. | PSA / school support given to help overcome barriers.  Attendance incentives to be awarded across school. | Increased attendance promotes better learning outcomes and a more positive attitude towards learning as pupils enjoy more successes.  Parents have better understanding of the  Importance of attendance and work with school to achieve higher rates. | | See above |  | |
| All HAPs/G&T PP children to make expected or more than expected progress and to develop self-esteem. | Identification of children as being likely to achieve Greater Depth and targeted across the curriculum.  Boosting Intervention 3 x weekly in year 6.  Provide ‘aspirational’ opportunities for students (eg; master classes)  Maintain good links with the local secondary schools for opportunities and transition. | Extension work needed as coverage for greater depth- providing daily opportunities for children to reach their full potential across the curriculum.  This promotes and encourages children to develop higher order problem solving and reasoning skills.  Vital in promoting children to ‘aim high’ and encourage individuals to reach their full potential using a Growth Mindset approach. | | See above |  | |
| Relevant intervention and support is provided to support children’s academic, social, emotional and behavioural well-being. | Staff trained in understanding Early Help services  Early Help identified and requested where appropriate.  Relevant agency details promoted and referrals made, including MARU.  Inclusion of the ‘Thrive / TIS Approach’ to be planned by new practitioner once fully trained. In class approach / small group. | Clear Counselling has proven to support children in overcoming personal barriers and promotes strategies for use in the future.  Previous progress has been made in using these services to promote parents’ capabilities, positive parenting and enhance relationships within families.  Evidence from previous case studies of Early Support has prevented problems in adolescence  Increased parental engagement in school.  Positive relationships established and maintained with families. | | Clear Counselling used in previous years – not currently needed.  PSA supports parents in need to access all relevant agencies or to access training.  Staff and CJ available before school to talk. CJ has regular meetings with parents of PP children who have CP or other agency meetings. |  | |
| **iii. Other approaches** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | **Evidence and rationale for this choice?** | | **Impact**  (qualitative and quantitative evidence)  **Lessons learned**  (and whether you will continue with this approach) | **Cost** | |
| Parents / families in need of extra support are identified and their parenting capacity is strengthened. | PSA direct support for children and families  PSA referrals to parenting workshops.  Review methods of communication with parents (consider social media options Eg: blogging) | Previous progress has been made in using these services to promote parents’ capabilities, positive parenting and enhance relationships within families.  Increased parental engagement in school.  Positive relationships established and maintained with families.  Parent confidence in supporting social, emotional behaviour impacts on resilience of child and subsequent academic progress.  Parents who feel more confident in supporting children in reading writing and maths are more likely to impact on children’s progress. | |  |  | |
| **Expenditure total £21, 358.44** | | | | | | |
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| **AUDIT** | | | **EVIDENCE** | | |
| 1.What specific outcomes does the school aim to achieve with PP funding in relation to raising attainment, accelerating progress, improving attendance, reducing gaps and increasing opportunities? | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  | **(2018/19)** | **(Spring)** | **(Autumn)** | **<= 90%** | | All Pupils | **70** | 96.35% | 95.63% | 96.89% | 1.43% | | PP | **18** | 95.51% | 94.17% | 96.64% | 0% | | Not PP | **52** | 96.66% | 96.14% | 96.98% | 1.92% | |  |  |  |  |  |  |   Free breakfast club offered to all PP children (from 7.45am) – 1 staff member for 1 hr a day is paid from PP. Others pay £2.50. Free first hour for after school club for pupils to do homework, are heard read, spellings, opportunities to talk / play in a supported social situation. PP funds one member of staff.  Excellent resource for PP expenditure. Good practice as agreed by EEF.  10% of the school = child in need / Child protection. Main focus is to be safe, feel nurtured and fed. Supported time for those needing a secure place to be. | | |
| 2. Are all staff aware of which pupils are eligible for the PPG, their barriers to learning and the strategies they should be using to support these pupils? | | | Yes – confident. | | |
| 3.What do class teachers do to invisibly target pupil premium pupils within the classroom? Are PP pupils and specialist provision identified on lesson plans/seating plans? | | | Yes – in planning. All timetables clearly identify PP children  Staff know who PP children are – staff ensure they talk to PP children first thing every day – welcomed into the school to be settled.  PSA supports equivalent of one day a week | | |
| 4. Is the school using its best teaching and support staff with PP-eligible pupils? | | | TAs support within the class. TAs rotate working with groups. Teachers work alongside all children during the week. Best practice exhibited in most classes. | | |
| 5. What evidence has the school used to learn about the most effective strategies in the context in which it works? | | | Used EEF toolkit.  If interventions do not work, then they are discontinued. Staff reflect on progress of individuals and change accordingly. | | |
| 6. How does the school promote awareness of eligibility among the parents so that all eligible pupils claim and are supported? | | | Leaflets available in the foyer. Parents are invited personally to apply. PSA also speaks to parents to invite to apply. | | |
| 7. On the school website, how good is the account of the PPG, how much is being received and how well it is used? | | | Strategy statement available on website. Next year will need to be much more specific especially about interventions.  PP Policy needs updating. | | |
| 8. Is the school using the PPG to improve the engagement of parents with the educational progress of their children; if so how and is it effective? | | | PSA involved with parents of PP children. PSA will now be writing up evaluation forms and will be shared with the EH. One day a week currently spread across the week – 2 morning sessions meeting and talking to parents, one afternoon meeting specific parents at home.  Open afternoons and parent evenings – of ten specifically encouraged to attend.  Many of these parents are seen in CHIN / CP meetings on a regular basis.  Parents will regularly see staff in playground or see CJ. | | |
| 9. Because high expectations of pupils are so important, what is the school doing to raise expectations for what PP-eligible pupils can achieve among the children themselves, their parents and the school staff? | | | Not to PP specifically but to all children. Work done about the aspirations for the future including careers and jobs. | | |
| 10. Is the school checking the impact it is making with the PP funding against impact in successful schools in the country? | | | Only against national statistics. Not at any examples of best practice. | | |
| 11.How does the school provide its PP pupils with wider opportunities and how many take them up? Are breakfast clubs and lunchtime and/or after school clubs targeted at pupil premium pupils? What proportion of PP pupils access these wider opportunities? | | | Participation trackers for sports clubs. Music lessons are paid for from PP for PP children. Camp, trips and other opportunities e.g. surfing are all available. Encouraged by Sports lead to participate in a range of opportunities.  PP funding used to support camp where parents want to pay an element towards it. Separate meetings have been held with parents to discuss this. | | |
| 12. How well is the school using PP funding to support pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts? | | | Positive attitude about yourself is needed first – see aspects mentioned above where support is given daily. When secure in school, then their confidence increases to enjoy their learning. Creative curriculum used to engage all children. | | |
| 13. Do the SMC understand PP funding?  Is there a named SMC who takes lead responsibility for championing pupil premium pupils? Is there evidence of regular SMC impact reports linked to PP? | | | No – not the funding specifically – allocation for the budget. Good understanding of how it’s used.  Yes – named SMC member.  Yes - termly | | |

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| **Grampound with Creed– EXECUTIVE SUMMARY FOR DIRECTORS** |
| **SUMMARY OF FINDINGS AND ACTIONS TO CONSIDER (School Improvement Team)** |
| * Breakdown of PP Income needed to qualify the amount received and numbers of children in receipt of PP – PP and LAC. * New allocations for 2019/20 need to be sent out for HofS to prepare new statements * PP training for SMC members * Virement of funds from PP after an invoice has been raised. Schools not seeing evidence that this has been done. * What happens in a Pupil Progress meeting when discussing PP children? Is there a recommended format? * Review PP policy * EEF strategies to be reviewed across the MAT – strengths / weaknesses of interventions used * Should there be a PP Director? * Does there need to be a monthly/half-termly financial visit from CCE to site to support secretaries/HoS with virements/budget * Provide a WAGOLL anonymised case study for HoS/PP champions * Is there a standard Trust letter for events/trips for eligible parents/carers that do not have to pay/fully pay for educational visits etc |
| **SUMMARY OF FINDINGS AND ACTIONS TO CONSIDER FOR HEAD OF SCHOOL/PP CHAMPION** |
| 1. Lead teacher to be asked to be PP champion alongside CJ with the aim to handover 2. Lead teacher to be shown the EEF documentation to use for future planning of interventions. Look at exemplar case studies. 3. Newsletters to include a section about PP termly encouraging parents to apply. 4. Review school PP policy when Policy has been reworked. 5. Ensure there is a PP champion file containing evidence/rational behind interventions/provision and that the latest research is considered 6. Produce an anonymised case study on a PP child 7. Consider how PP funds are allocated including funding/part funding of the PSA, TIS staffing and resources to be included on the strategy form 8. Secretary needs to keep a local log of PP spending to cross-reference to the financial system 9. Investigate Breakfast club resources – MAT email about free breakfast cereal. 10. Need to be able to see PSA evaluations as to the success of her involvement. 11. Could the school be involved in PP awards – best practice for breakfast and after school provision? 12. Record pupil premium meetings |

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| **SUMMARY OF FINDINGS AND ACTIONS TO CONSIDER FOR SMC MEMBERS** |
| * Training on PP – income / expenditure / data relating to attainment and progress data * How is funding allocated to schools in the budget? |

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| **RAG RATING LINKED TO CURRENT OFSTED SCHOOL INSPECTION FRAMEWORK** | |
| **How leaders and governors have spent the pupil premium, their rationale for this spending and its intended impact** |  |
| **Any differences made to the learning and progress of disadvantaged pupils as shown by outcomes data and inspection evidence.** | Due to inspection comments only |