**Grampound with Creed - Pupil premium strategy statement**

|  |
| --- |
| 1. **Summary information**
 |
| **School** | Grampound with Creed School |
| **Academic Year** | 2017-2018 | **Total PP budget** | £21,120 | **Date of most recent PP Review** | March 2018 |
| **Total number of pupils** | 78 | **Number of pupils eligible for PP** | 16 (20%) | **Date for next internal review of this strategy** | June 2018 |

|  |
| --- |
| 1. **Current attainment**
 |
|  | *Pupils eligible for PP* |  *Whole school*  |
| **% achieving in reading, writing and maths**  | M 64%, W 57%, R 71% | M 73%, W 67%, 80% |
| **% making expected progress in reading**  | 90% | 93% |
| **% making expected progress in writing**  | 80% | 67% |
| **% making expected progress in maths**  | 70% | 90% |

|  |
| --- |
| 1. **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)* |
|  | Pupils deemed to be disadvantaged are not ALL achieving age related expectations of attainment in ALL year groups in Reading, Writing and Maths, nor are they making as much progress as non-disadvantaged in some cases. |
|  | Social, emotional and behavioural difficulties affecting wellbeing and progress/ weaknesses in learning behaviours. |
| **C.** | Specific / individual needs of individuals. (Young Carers, SEN, physical disability) |
| **D.** | Absence and lateness in some cases.  |
| **E.** | Pupils, including those with higher abilities/G&T do not have access to enrichment opportunities. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **F.** | Some home learning environments lack support, especially in readiness for school. Poor language/vocabulary is hindering age related expectations. |
| **G.** | Some families in need of specific /individual support with parenting skills etc. |
| 1. **Desired outcomes**
 |
|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths. | Pupils eligible for PP make more progress than ‘other’ pupils to reduce the attainment gap. Measured termly by teacher assessments and progress reviewed with targeted actions. |
|  | Social, emotional and behavioural needs are identified and actioned to best support outcomes of children. | \*Children making expected or better progress, closing the gap and promoting self-esteem and motivation. \*More resilient learners are able to challenge and overcome barriers to learning. \*Incidents of inappropriate or concerning behaviour are reduced. \*Increased engagement and participation in class. \*Improved relationships with peers. |
|  | Children with specific or individual needs are supported effectively. | \*Children making expected or better progress. Closing the gap and promoting self-esteem and motivation. \*Early intervention provides appropriate support. \*Whole school ‘Thrive’ (TIS) approach is promoted and best supports the needs of individuals with specific barriers.\*Thrive action plans are in place to support the individual needs of identified children.  |
|  | Attendance of persistent PP absentees rises. | \*Attendance figures will be in line with the rest of the cohort and in line with national expectations. \*Pupils attend school and access teaching, resulting in improved standards by the end of the year and making progress in line or better than non-disadvantaged pupils in order to close gaps. |
|  | All HAPs/G&T PP children to make expected or more than expected progress and to develop their self-esteem. | \*Increased opportunities for PP to reach greater depth. \*Reduce the attainment gap between pupils eligible for PP identified as high ability and other pupils identified as high ability who are working at greater depth by the end of KS2. (Measured termly by teacher assessments and progress reviewed using Pupil Asset.) \*PP children have access to a wider range of non-curricular activities. E.g Creative performances, music lessons.  |
|  | Relevant intervention and support is provided to support children’s academic, social, emotional and behavioural well-being. | \*Identified parents attend relevant meetings (Parent consultations/SATs/School trip meetings/TACs, etc) \*Families are appropriately supported by school staff/external agencies and progress is made towards all targets set \*Identified families receive additional funding for school based activities (e.g .swimming /Trips /Camps / Wraparound care). |
|  | Parents / families in need of extra support are identified and their parenting capacity is strengthened | \*Families identified work with PSA. \*Parenting workshops are attended by identified groups and is making a difference. |

|  |
| --- |
| 1. **Planned expenditure**
 |
| **Academic year** | **2017 - 2018** |
| 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.  |
| 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?** |
| 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. | 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. We want to use our expertise within school to improve teacher practices to provide stretch and encouragement for these pupils.  | 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 | **CJ****JT** | **July 2018****Half termly** |
| 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. | Thrive (TIS) action plans and support has demonstrated that improving social and emotional delays or interruptions leads to academic progress.  | Monitor whole class Thrive action plans Evaluate action planning and progress made towards targets.Consider feedback from teachers. Tracking academic progress of children termly.  | CJEGLBTeachers | OngoingHalf termly |
| 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. | Termly meetings with EWO. EW to monitor attendance daily and summarise attendance half termly. CJ to communicate with target families. EW to share attendance with CJ weekly. | EWCJLB | OngoingDailyWeekly |
| 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 build a 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. | Tracking academic progress of identified children- Regular data drops for PP children. Planning/work scrutinies. Pupil conferencing / lesson obs. Pupil conferencing with identified pupils to inform staff of children’s aspirations and areas of non-academic development. Ensure PP eligible pupils take advantage of enrichment activities offered by secondary schools and other local agencies. Successful transition days with local secondary schools.  | CJTeachersTO | MonthlyOngoingTermly |
| **Total budgeted cost** | £6,130.00 |
| 1. **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?** |
| Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths. | PP children to be identified for intervention. Interventions provided at least 3 x weekly 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. | Monitoring of intervention groups and folders. Focus on PP pupils in termly Pupil Progress Meetings Pupil Premium Review | CJJT | July 2018Half termly |
| Social, emotional and behavioural needs are identified and actioned to best support outcomes of children.  | 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. | Monitor individual Thrive action plans and outcomes Evaluate action planning and progress made towards targets. Consider feedback from teachers Tracking academic progress of children- Consider more frequent data drops for PP children. Review PSA involvement and impactMonitor PP take up of wraparound care offered. | CJEGTeachersDFLB | Half termlyOngoing |
| Children with specific or individual needs are supported effectively. | Individuals have access to a 1:1 TA where appropriateNamed 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. | Tracking academic progress of children- consider more regular data drops for PP children. Interventions are evaluated for effectiveness and used to track expected progress for individuals Effective monitoring of the intervention, involving SENCO. Book looks to ensure PP children are making expected progress or better. Interventions to be monitored and files to be checked.  | CJJTTA staffTeachersSENCO | Half termlyOngoing |
| 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. | Planned meetings with EWO. Regular contact with EWO via email. Review of attendance policyParents challenged and supported when attendance / punctuality becomes a concern EW to monitor attendance daily and summarise attendance half termly. CJ to challenge target families. | CJEWLB | OngoingWeeklySummer Term 2018 |
| 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. | Tracking academic progress of identified children- Regular data drops for PP children. Planning / book scrutinies. Pupil conferencing and lesson observations. Monitor success of transition days –pupil feedback. Ensure PP eligible pupils take advantage of enrichment activities offered by secondary schools and other local agencies.  | CJJTTeachers | OngoingHalf termly |
| 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 Approach’ and a twice weekly associated lunch time nurture group with allocated Thrive practitioner. | 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.  | Opportunities to evaluate the sessions using pupil voice if appropriate. Where relevant, professional and parent feedback. Monitoring targets previously actioned. Continue to share information with staff in weekly meetings where relevant.Whole class and individual Thrive plans monitored half termly. | CJEG Teachers | OngoingHalf termly |
| **Total budgeted cost** | £13,439.56 |
| 1. **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?** |
| 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. | Parent engagement in services offered and workshops etc.Parent feedback. PSA report.Children’s feedback.Staff viewpoints. | LBCJTeachers  | Termly |
| **Total budgeted cost** | £1,550.44 |

|  |
| --- |
| 1. **Additional detail**
 |
|  Our Pupil Premium policy can be seen on our school website at: www.grampoundwithcreed.co.uk – in the Policies section.  |