

# Pupil premium grant expenditure report 2016/17 (Academic Year)



(The statistics in this report include children in our Area Resource Base (ARB))

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (Jan 16 Census)	<b>384 (Exc. Nursery)</b>
Total number of pupils eligible for PPG	<b>124 (Sept 16 – March 17)</b> <b>136 (April 17 – July 17)</b>
<b>Total amount of PPG received</b>	<b>£167,970</b>

Performance of disadvantaged pupils Y2,3,4,5 (Progress measure – 5-6 points expected)				
(Pupils eligible for free school meals or in local authority care for at least six months)				
Year	Subject	Progress of Pupil Premium	Progress of Non-Pupil Premium	(Gap last year) Gap +/-
Year 2	Reading	6.9	7.1	(-0.9) -0.2
	Writing	5	5.5	(-0.8) -0.5
	Maths	5.5	6.0	(-0.8) -0.5
Year 3	Reading	6.1	6.1	(+0.4) 0.0
	Writing	6.3	6.4	(-0.4) -0.2
	Maths	7.0	6.8	(+0.2) +0.2
Year 4	Reading	6.0	6.2	(+0.1) -0.2
	Writing	5.4	5.7	(-0.6) -0.3
	Maths	6.4	6.1	(+0.2) +0.3
Year 5	Reading	5.8	6.0	(+1.6) -0.2
	Writing	6.5	6.5	(+0.4) 0.0
	Maths	5.7	6.0	(+1.0) -0.3

Performance of Pupil Premium children compared to Non-PP children at end of KS2 (Year 6)			
	There is no attainment gap between the Non-PP and PP children		
	Gap is closing between Non-PP and PP Children (PP children have made more progress)		
	Gap has remained the same between Non-PP and PP children		
	Gap has widened between Non-PP and PP children		
YEAR 6	% at Expected Level	% at Expected National	Progress KS1-KS2
Reading (All)	61.4	71	(+0.12) -1.9
Reading (Non PP)	75	76	Awaiting data
Reading PP	38	59.5	Awaiting data
Writing (All)	81.8	76	(-0.4) 2.9
Writing (Non PP)	87.7	80	Awaiting data
Writing PP	75	65	Awaiting data
Maths (All)	81.8	75	(+0.01) 0.7
Maths (Non PP)	89.3	76.3	Awaiting data
Maths PP	68.8	58.8	Awaiting data
GPS (All)	79.5	77	N/A
GPS (Non PP)	82.1	76.7	
GPS PP	75	61.8	
Com RWM (All)	59.1	61	
Com RWM (Non)	Awaiting data	Awaiting data	
Com RWM (PP)	Awaiting data	Awaiting data	

**Performance of Pupil Premium children compared to Non-PP children at end of KS1 (Year 2) (Data used for comparison is FSM until Disadvantaged is published.)**

YEAR 2	% at Expected Level	% at Expected National	% at Greater Depth	% at Greater Depth National
Reading (All)	80	76	22	25
Reading (Non PP)	82	78	26	27
Reading PP	77	61	12	13
Writing (All)	75	68	18	16
Writing (Non PP)	79	71	21	17
Writing PP	65	52	12	7
Maths (All)	83	75	22	21
Maths (Non PP)	86	78	26	22
Maths PP	77	60	12	10

ITEM/PROJECT	OBJECTIVE	OUTCOME
HLTA support in Year 2 & 6 providing targeted group and booster sessions	To assist teachers in ensuring all pupils achieve at least the expected levels of progress across all subjects.	SATS results show that the 65% of children (Excluding ARB) made expected levels of attainment in RWM combined. This exceeded the National Average and exceeded the National average in Writing and Maths separately. PP children exceeded the National Average in Maths, Writing and GPS. PP children were in line with national averages for Reading. PP Reading particularly for boys will form an SDP target for next year. KS1 SATs data showed all subjects for PP children were above national figures.
Learning Mentor / Family Liaison Officer	To take a coordinating and pro-active role in the support of the learning, social, emotional and physical needs of families and to support the family through the provision of a high level of assistance in their learning.	Behaviour, safety & wellbeing of children judged as 'Outstanding' by OFSTED (Jan 12). There has been a significant increase in the number of families identified and receiving this support with some significant life changes to some individuals having been supported by the school.
Subsidies on residential visits for disadvantaged children	To ensure disadvantaged children are able to benefit from the experience gained from taking part in residential visits to inner-city schools	Record numbers of children were able to participate in arranged residential visits this year. PP funds ensured that children had suitable kit and support during these visits.
1-1 Phonics/Speech & Language Top-Ups (Kelly)	To ensure PP KS1 pupils are meeting expected levels of achievement in reading as results from Phonics screening are not directly translated into reading results in Year 2.	Year 1 phonics screening tests were significantly above national average (98%) for third year in a row. 100% of PP children passed the test. School in the top 8% nationally for phonics screening. KS1 reading results are above national averages at the expected standard.
Interventions for Year 5 & 6 PP pupils in core subjects.	To close the gap between PP and Non-PP achieving the National Expectation.	Progress of children in year 5 taking part in the intervention has been positive. See Provision Mapper report 2017.
SENCO/G & T Coordinator (20% of salary)	To ensure interventions are targeted and monitored.	SENCO introduced the use of provision map to track interventions and analyse CBA. Interventions are linked to pupil progress and tracked over time by SENCO. PP procedures for allocating individual funds have been managed by the SENCO and PP team.
Specific Software (Provision Map, RM Easy Maths)	To more easily track and analyse the effectiveness of PP interventions.	Provision reports have made spend decisions more accurate.

TA Support across the school to maintain <i>Quality First Teaching</i> and systems & structures that support PPG children	To ensure teachers are well supported in delivering quality first teaching.	Structures and systems in place that require the support of TA's. Teaching sequences and child led, self-assessment driven learning choices require staffing levels. Homework, reading expectations and environment expectations all require TA support at the current level. These systems and structures, although beneficial to all, are integral to the support we can give children from deprived backgrounds.
Targeted Healthy Lifestyles Intervention for PPG children	To target children who have been identified as requiring more physical education to improve their health and wellbeing.	PP children targeted have been for extra fitness sessions and as a result have been selected to take part in competitions between schools. TLA has for the third year in a row had had more children participating in sporting events than any other local school in the Camborne Partnership. This will continue to be our aim.
Attendance	Appointment of an Attendance Officer to ensure attendance continues to improve and remain particular focus. Incentives and rewards for sustained good attendance.	Overall attendance was above national average at 96.2%. Persistent absence (new 10% threshold) is 8.88% Nat Av is 10.5%.
Thrive Training	2 members of staff to attend Thrive training to engage targeted children in therapeutic intervention.	Thrive implemented and children engaged in weekly sessions. Measurable results are published on our Thrive reports.
After school/holiday clubs & individual programmes	Provide bespoke programmes for individuals during holidays and afterschool to encourage healthy lifestyles.	PP children targeted for these interventions have been engaged in activities (academic and physical) during holiday periods. Routine and supervision has ensured many vulnerable children have enjoyed fulfilling holiday activities based at school or centres and returned to school in a positive manner ready to learn.
Specific Therapy (Art, Dreadnought, Young Americans, Poppets Farm)	To provide specific therapy to children.	Therapy reports are confidential to the child's family. Some programmes will roll on into this academic year. Poppets farm has had enormous qualitative success especially for those PP children with special educational needs.
Fruit for KS2	To provide a healthy snack for all pupils without highlighting disadvantaged children unnecessarily.	All KS2 children enjoy fruit every day as part of a healthy lifestyle.

<b>Total PPG received</b>	<b>£167,970</b>
<b>Total PPG expenditure</b>	<b>£168,173</b>
<b>PPG remaining</b>	<b>Nil</b>

### Measuring the impact of PPG spending

The school will continue to evaluate the impact on pupil progress and attainment and report to the board of trustees at its Autumn term meeting. Evaluation will focus on academic progress as well as pupil behaviour and attendance.

# PUPIL PREMIUM STRATEGY 2017-18

<b>TOTAL PUPIL NUMBER</b>	426	<b>PP CO-ORDINATOR</b>	WJ and NG
<b>TOTAL ELIGIBLE FOR PP</b>	136	<b>DATE OF LAST REVIEW</b>	Autumn 16 (external)
<b>% PUPIL PREMIUM</b>	32%		
<b>TOTAL BUDGET</b>	£176,020		

## IDENTIFIED BARRIERS TO FUTURE ATTAINMENT

- A. Speech and language difficulties in early years and KS1
- B. Vocabulary acquisition from speaking and experience of literature
- C. Dyslexic children struggling for fluency when reading age appropriate texts
- D. Reading comprehension and fluency in KS2

## IDENTIFIED EXTERNAL BARRIERS

- A. Attendance and punctuality of vulnerable families
- B. Increasing levels of child mental health issues and DA reported
- C. Increased complexity of need in the ARB
- D.

## PLANNED EXPENDITURE

### QUALITY TEACHING FOR ALL

OBJECTIVE	ACTION	EVIDENCE/RATIONAL	TIMEFRAME
Reflection Room TA	Mark all homework and provide pastoral support for those with positive behaviour plans.	Daily maths homework and daily reading provides the rigor that is required for many children to close the gap.	All year
Family Liaison/Learning Mentor	Support for families, provide pastoral support and organise interventions for families and children. Liaise with outside agencies.	The number of families with complicated domestic issues has risen. Proportion of PP has risen. DA reports has risen.	All year
Attendance Officer	Monitor and promote good attendance. Provide support for families in need.	Evidence from previous year shown persistent absence has dropped for many families with poor attendance. Under the new threshold our % of persistent absence is well below the National figure.	All year
TA support for classroom in the afternoons in Y2-Y6	Provide full time TA support every afternoon in Year 2-6 to support the structures and systems that we		All Year

	believe are essential to quality teaching.		
Intervention Co-ordinator	0.2 FTE SENCO. Update provision map. Plan and monitor interventions with staff at pupil progress meetings.	Interventions are more targeted and cost effective when planned and monitored by SENCO.	All Year
<b>OBJECTIVE</b>	<b>ACTION</b>	<b>EVIDENCE/RATIONAL</b>	<b>TIMEFRAME</b>
Thrive Interventions	Provide targeted therapy to children.	Well evidenced therapy that would meet the needs of many of our children from vulnerable families.	All year
Y1 Transitions	Phonics and writing intervention for children arriving in Year 1 having not passed the ELG for reading and writing.	A gap exists between children from disadvantaged backgrounds and those not when it comes to meeting the ELG's for literacy.	Aut 1 only (MAT)
Y5 Interventions	Nicola McConnell core subject intervention for children will learning needs such as dyslexia.	Evidence from last year's intervention showed positive progress overall.	All year
EYFS SP and Lang	To begin closing the reading gap as children arrive in reception when Sp and Lang has been identified as the main reason why the gap exists when they arrive at school.	Remains high numbers of children entering Early Years school with poor speaking and language skills in early years.	All year
Targeted Healthy Lives	Provide fitness and co-ordination sessions once a week to increase the physical activity for targeted children.	Children identified as at risk of developing unhealthy lifestyles.	All year
Reading Recovery	Train a member of staff and deliver Reading Recovery for children aged 5-7 who still struggle to grasp the fundamentals.	Reading still remains a priority across the school for disadvantaged children.	Spring Term
Poppets Farm	Therapeutic intervention on a local farm. Targeted children are those with SEN or those who may benefit from the social interactions with peers and staff in a different setting.	Children from last year showed high levels of engagement and benefitted enormously in terms of their social development and sense of well-being.	All Year
Art Therapy/Dreadnought	Targeted therapy for children.	Continuation of therapies.	When required
Go-Active Clubs	Provide after school and holiday clubs for children who may not be able to access these facilities normally.	Good uptake from children from disadvantaged backgrounds. Decreases vulnerability for children during holidays and provides structure.	All year
Fun Fit	SEN intervention		All year
<b>OBJECTIVE</b>	<b>ACTION</b>	<b>EVIDENCE/RATIONAL</b>	<b>TIMEFRAME</b>
Fruit for KS2	Provide a healthy snack to children from disadvantaged backgrounds without distinguishing them from	Snacks brought in by children were not in line with our HAL policy. Free fruit for all has been very	All Year

	others.	successful in providing everyone with a healthy snack and takes away the burden on families providing a snack.	
Subsidised Residential	Provide half price residential costs for Eden, Cardiff, London, Manchester, Y6 Camp and 3 Peaks. Help families with payment plans for other trip costs.	Uptake of school residential trips has increased each year. They have great benefits to children attending especially to those who do not normally travel further afield.	All Year
Training of staff	Ensure staff are developed to cater for the increased complexity in special educational needs (especially in the ARB). Autism Champion Speech and Language Signing	Impact of Autism champion role has meant TA staff can take more leading roles in the ARB. This is a model that we wish to continue.	Autumn Term