

# Pupil premium strategy statement 2017 – 2018 Name of academy: St Breock

1. Summary information					
School	St Breock Primary School				
Academic Year	2017-18	Total PP budget	£43,840	Date of most recent PP Review	Jul '17
Total number of pupils	208	Number of pupils eligible for PP	32	Date for next internal review of this strategy	Jul '18

  

2. Current attainment		
2017 KS2 SATs results	<i>Y6 pupils eligible for PP (St Breock))</i>	<i>Pupils not eligible for PP (national average)</i>
% of Y6 pupils achieving ARE in reading, writing and maths	0% (0/6)	47%
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: reading	33% (2/6)	66%
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: writing	67% (4/6)	74%
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: maths	17% (1/6)	70%

  

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
A.	A significant group of our PP children experience social-emotional barriers to their development, affecting their academic progress
B.	A significant proportion of PP pupils have difficulty in embedding key learning facts/concepts
C.	These same children are less able to act upon feedback given verbally and in marking compared to their non-PP peers
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance of the PP group is lower than that of non-PP children across all classes

  

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	All children will be able to demonstrate resilience and self-confidence, both generally and towards their learning. Teachers will be able to manage low-level incidence of poor behaviour by applying the behaviour policy and without additional intervention from the SMT.	Thrive screening will show PP scores in line with their peers

<b>B.</b>	PP children will know age-related number facts; their communication skills will be inline with that of their peers; they will be able to consistently and correctly spell common words from age-appropriate word lists; fluency in reading will be in line with that of their non-PP peers.	PP pupils will achieve age-related expectations in both maths and verbal fluency, spellings and reading
<b>C.</b>	All pupils will be able to independently and confidently respond to adult feedback in their marking. In turn, they will demonstrate that they can apply these 'Next Steps' in future learning opportunities, in order to bring forward their learning.	Book scrutiny of PP and non-PP pupils will show no discernible difference in child's ability to respond to adult feedback
<b>D.</b>	To increase attendance rates amongst pupils eligible for PP	Overall PP attendance will be in line with that of non-PP children

5. 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					
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?
Pupils access a broad and balanced curriculum which suits their needs and make progress daily	Targeted quality first teaching during Literacy Shed sessions,  Supporting TAs will free the teacher to facilitate this.  Planned staffing arrangements will respond to attainment, support the needs of each cohort and will be targeted towards PP needs.	Pupil conferencing (Spring 2017), pupils feel they benefit from small group, teacher-led activities	SMT annual monitoring cycle of book scrutiny, pupil conferencing, classroom 'drop-ins'	Class teachers	Termly at Pupil progress meetings

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?
<p>All PP pupils will make progress at least in line with their non-PP peers in Reading, Writing and Mathematics. There will be an increase in the number of PP children attaining age-related expectations, demonstrating accelerated progress from individual starting points.</p>	<p>Pre-teaching, targeted questioning and awareness amongst whole staff of who the PP children are will help secure engagement.</p> <p>Weekly KS1 off-site Forest sessions (WH) will target confidence building and development of communication skills. Followed up by a focused writing session led by senior teacher.</p> <p>Additional support in Y5/6 from SMT/ 0.4 senior teacher.</p>	<p>EEF research shows that carefully tailored interventions, which identify and review the needs of groups is effective and efficient in securing accelerated progress.</p>	<p>Monitoring cycle, book scrutiny, talking with pupils.</p>	<p>JR and all staff</p>	<p>Continuously, but at least half termly.</p>

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?

<p>PP children will be fully immersed and engaged in school life with attendance levels at least in line with non-PP pupils and will access extra curricular activities each term.</p> <p>All children will be able to demonstrate resilience and self-confidence, both generally and towards their learning.</p>	<p>20% residential discount across KS2.</p> <p>Whole school implementation of Jigsaw scheme and of the Thrive approach.</p> <p>Thrive practitioner working with individual children 5 afternoons per week.</p>	<p>Research shows us that PP pupils can experience difficulty in making links between home and school life.</p> <p>Some PP children have barriers to experiencing a wide range of extra-curricular activities.</p> <p>Historically, some PP children have missed out on enrichment activities.</p>	<p>Termly Thrive screening and adjustment of Thrive timetable accordingly</p> <p>Whole staff sharing of class Thrive action plans</p> <p>Jigsaw planning embedded in yearly planning cycle and assembly planning</p> <p>Jigsaw themes consistently reinforced and celebrated at weekly assemblies</p> <p>Thrive practitioner available to parents at beginning or end of day daily. Available for pupils on KS1 and KS2 playground on a daily rotating basis</p>	<p>JR PD KA</p>	<p>Tracking of termly Thrive screening results</p> <p>Termly pupil progress meetings.</p> <p>By reviewing take up of after school clubs and residential trips throughout the Spring and Summer terms.</p>
---	--	--	--	-------------------------	---

6. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	
Improved attitude to reading and performance in reading comprehension tests.	Targeted quality first teaching during Literacy Shed. Additional support from SMT/senior teacher. Weekly comprehension tests will be undertaken in all KS2 classes. Purchase of Cracking Comprehension scheme for use from Years 1 to 6.	<p>There was a considerable improvement from 2016 scores in reading in both KS1 and KS2 SATs results.</p> <p>73% of all children achieved the expected standard at KS1 (76% National average) and 70% at KS2 (71% National average).</p> <p>33% of PP pupils met the expected standard at KS1</p> <p>50% of PP pupils met the expected standard at KS2</p>	Embed, especially in relation to stamina and technique for extracting information from texts.	
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	

Accelerate the social- emotional development of PP pupils	<p>Appointed and trained a Thrive practitioner. Implement a school-wide Thrive approach to include whole staff training, class action plans.</p> <p>Run alongside the embedding of the Jigsaw scheme, to include weekly Jigsaw assemblies, half termly whole-school introductions and continued leadership/monitoring by the PSHE lead (PD)</p>	<p>The vast majority of pupils receiving 1 to 1 intervention made progress as measured by the screening tool.</p> <p>Teachers report a greatly improved engagement in Jigsaw lessons.</p> <p>There have been fewer red cards issued this year compared to last and behaviour was not mentioned in the parental questionnaire sent out in July 2017.</p>	<p>Continue.</p> <p>Focus on one-to-one rather than small group sessions.</p> <p>Continue to embed whole school Thrive approach.</p>	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	



<p>The highly personalised response for individual children will have a positive impact in improving school experience and lifetime opportunities for this group, effectively removing barriers to learning.</p>	<p>Enrichment subsidy</p>	<p>Two children did not attend their year group's residential trip – one for reasons related to additional needs and one because of illness.</p>	<p>Continue.</p>	
--	---------------------------	--	------------------	--