

Pupil premium strategy statement 2018 – 2019 Name of academy: St Breock

| 1. Summary information | | | | | |
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| School | St Breock Primary School | | | | |
| Academic Year | 2018-19 | Total PP budget | £43,820 | Date of most recent PP Review | Jul '18 |
| Total number of pupils | 208 | Number of pupils eligible for PP | 30 | Date for next internal review of this strategy | Jul '19 |

| 2. Current attainment | | |
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| 2017 KS2 SATs results | Y6 pupils eligible for PP (St Breock)) | Pupils not eligible for PP (national average) <i>national</i> |
| % of Y6 pupils achieving ARE in reading, writing and maths | 43% (3/7) | 64% |
| % of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: reading | 57% (4/7) | 75% |
| % of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: writing | 71% (5/7) | 78% |
| % of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: maths | 43% (3/7) | 76% |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| In-school barriers | |
| 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 |
| D. | An identified section of our PP children demonstrate low levels of resilience and motivation to challenge themselves |
| E. | Many of these children have low expectations of themselves and have little experience or role models to demonstrate potential |
| External barriers (issues which also require action outside school, such as low attendance rates) | |
| F. | Attendance of the PP group is lower than that of non-PP children across all classes |
| G. | Parental support and engagement with school is lacking in some families |

| 4. Desired outcomes (Desired outcomes and how they will be measured) | Success criteria |
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| 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. | Commitment will be given to ensure that PP children know age-related number facts; their communication skills will be in-line 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 |
| C. | 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 |
| D. | The school's commitment to exploiting the Olympic values of Friendship, Excellence, Equality, Determination, Inspiration, Respect and Courage will be observed in the behaviours of all pupils. Pupils will demonstrate a high level of resilience in all aspects of their learning. | Celebration assemblies will demonstrate the successes of all children. |
| E. | The school's motto of 'Personal Best' drives high expectations for all – regardless of their starting points. The school will use tracking data to measure how many pupils make accelerated progress from low starting points. Regular visitors to the school and opportunities to go on activity days, visit cultural sights and to attend sporting/arts events will enhance the experiences of all children and provide opportunities that may be have been previously unavailable to some groups. | PP children will attend after school clubs to widen their experience. Pupil conferencing will witness a high level of aspiration from all children. |
| F. | To increase attendance rates amongst pupils eligible for PP. Termly data collection will identify those attending below 90%. A flow chart will be used to determine next steps. Efforts will be made by the SMT to phone families and find solutions together. | Overall PP attendance will be in line with that of non-PP children |
| G. | PP children who are attaining at or above age-related expectations will at least maintain this level of progress. | Tracking data will show at least steady progress and accelerated progress in some cases. |

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| 5. Planned expenditure | | | | | |
| Academic year | | 2018-2019 | | | |
| 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? |

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| Pupils access a broad and balanced curriculum which suits their needs and make progress daily | <p>Targeted quality first teaching in all classrooms.</p> <p>Teachers lead Literacy Shed sessions,</p> <p>Supporting TAs will free the teacher to facilitate this.</p> <p>Planned staffing arrangements will respond to attainment, support the needs of each cohort and will be targeted towards PP needs.</p> | <p>Pupil conferencing (Spring 2017), pupils feel they benefit from small group, teacher-led activities.</p> <p>Whole school Thrive tracking has shown marked progress, in all classes, in the emotional well-being in every class.</p> | SMT annual monitoring cycle of book scrutiny, pupil conferencing, classroom 'drop-ins' | <p>Class teachers</p> <p>P Dennis</p> <p>K Austin</p> | <p>Termly at Pupil progress meetings</p> <p>Thrive (TIS) screening at termly intervals</p> |
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| All children are resilient learners | Whole school commitment to Thrive (TIS). Weekly Jigsaw PSHE lessons in every class. Olympic Values are exploited, permeating school life to celebrate individual success in each of the areas. | We believe that Olympic values lend themselves to all of school life and can be applied to all areas. | Weekly celebration assemblies will show a gradual increase in each value being demonstrated by all children. Red cards will gradually reduce (11 in 2017/2018). Pupil conferencing will show children have a sound understanding of how they can demonstrate each value in their learning. | SMT Class teachers | Summer 2019 £4000 £8700 £6624 £14300 |
| Total budgeted cost | | | | | £33,624 |
| 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? |

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| <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>PP group will be specifically discussed at each termly Pupil Progress meeting and bespoke needs identified. Dedicated time for the PP Champion (S Hall)</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>Intervention Impact sheets will ensure that group work is accurately targeted to meet specific targets, which are measurable and time-limited.</p> | <p>Monitoring cycle, book scrutiny, talking with pupils.</p> <p>Pupil progress meetings</p> <p>Individual PP Progress books will evidence targeted interventions on an ongoing basis</p> | <p>SMT</p> <p>Class teachers</p> | <p>Termly</p> |
| <p>Total budgeted cost</p> | | | | | <p>£3,446</p> |
| <p>iii. Other approaches</p> | | | | | |

| 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? |
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| <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>Thrive practitioner working with individual children 5 afternoons per week.</p> <p>Teaching and Learning assistant</p> | <p>Uniform/kit will be donated as required to ensure this is never a barrier to attendance.</p> <p>Research shows us that PP pupils can experience difficulty in making links between home and school life. 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/Olympic values consistently reinforced and celebrated at weekly assemblies</p> <p>Thrive practitioner available to parents at beginning or end of day daily.</p> <p>Available for pupils on KS1 and KS2 playground on a daily rotating basis</p> | <p>SMT</p> <p>Class teachers</p> <p>KA</p> | <p>BM</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> |

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| for Sport will monitor PP uptake of clubs and target children who we feel may benefit – physically or emotionally – from additional encouragement to attend. | | | | | |
| Total budgeted cost | | | | | £6,750 |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2017-2018 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: | Lessons learned | |

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| Pupils access a broad and balanced curriculum which suits their needs and make progress daily | <p>Teachers lead Literacy Shed sessions,</p> <p>Supporting TAs will free the teacher to facilitate this.</p> <p>Planned staffing arrangements will respond to attainment, support the needs of each cohort and will be targeted towards PP needs.</p> | <p>Progress towards a broad and balanced curriculum and progress/engagement of the PP group is evident in books</p> <p>33% of PP pupils met the expected standard at Reading, Writing and Maths in KS1</p> <p>43% of PP pupils met the expected standard in Reading, Writing and Maths at KS2</p> | Continue with this approach. | |
| ii. Targeted support | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: | Lessons learned | |

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| All PP pupils will make progress at least in line with their non-PP peers in Reading, Writing and Mathematics. | Pre-teaching Targeted questioning and awareness amongst whole staff of who the PP children are will help secure engagement. | 43% of PP children at KS2 met the expected standard in Reading, Writing and Maths 57% of PP children at KS2 met the expected standard in Reading 71% of PP children at KS2 met the expected standard in Writing 43% of PP children at KS2 met the expected standard in Maths | Two teachers will be used again for mathematics in Y6. Continue with the very powerful benefits of the termly Pupil Progress meetings. Early identification of those pupils who are likely to achieve the expected standard in two out of three areas, in order to accelerate their learning in the third area. | |
| iii. Other approaches | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | |

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| PP children will be fully engaged and immersed in school life, with attendance levels at least in line with that of non-PP pupils and will access extra-curricular activities each term. | <p>Termly attendance data analysis and follow-up phone calls, letters, etc.</p> <p>Specific targeting of PP children to attend various After School Clubs.</p> <p>Enrichment subsidy</p> | <p>6/7 Y6 PP children attended the residential.</p> <p>3/5 Y5 PP children attended the residential.</p> <p>5/5 Y4 PP children attended the residential.</p> <p>6/7 Y3 PP children attended the residential.</p> <p>Attendance of the group remains below that of the non-PP group.</p> <p>A number of PP children attended an After School club for the first time this year.</p> | Continue. | |
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