

1. Summary information					
School	St Breock Primary School				
Academic Year	2016-17	Total PP budget	£48, 940	Date of most recent PP Review	July 2016
Total number of pupils	207	Number of pupils eligible for PP	33	Date for review of this strategy	July 2017

2. Current attainment and achievement		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% of Y6 pupils meeting the expected standard in reading, writing and maths	17%	53%
% of pupils making at least expected progress in reading	100%	92%
% of pupils making at least expected progress in writing	83%	95%
% of pupils making at least expected progress in mathematics	66%	91%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	A significant group of PP children experience delays in their social-emotional development which has a detrimental effect on their academic progress and that of their peers.	
B.	PP boys are less motivated to write than other boys and all girls, particularly in extended writing activities, where they lack precision in their grammar, punctuation and spelling skills.	
C.	A significant proportion of PP children do not read widely and therefore make less progress than their non-PP peers.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance of PP group is lower than that of non-PP children in five out of seven classes.	

4. Desired outcomes		Success criteria
A.	Accelerate the social-emotional development of pupils where there is an identified need to do so.	Children demonstrate a greater readiness to learn and positive attitudes and resilience towards their learning.
B.	Greater motivation towards writing is demonstrated by PP boys.	PP boys' motivation to write is at least in line with other groups. Their writing shows increased stamina and precision.
C.	Improved attitude to reading and performance in reading comprehension tests.	All PP children will read at least 3 times each week, from all genres and will demonstrate improved scores in reading comprehension assessments.
D.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves to be at least in line with other pupils (95%)

5. Planned expenditure					
Academic year		2016-2017			
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?

B Greater motivation towards writing is demonstrated by PP boys.	Targeted quality first teaching during Literacy Shed/Reflect and Perfect sessions, Additional support from SMT/senior teacher.	Pupils benefit from small group work led by a teacher, as witnessed by HMI Inspection, 1.11.16.	Termly pupil progress meetings and more frequent assessment activities will closely monitor the accelerated progress of this group.	EA and SMT	Jan 2017
C 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.	Pre-teach opportunities provided by Literacy Shed equips children with the skills to answer higher order reading questions in the whole class group and to build their stamina. Test techniques taught in small groups are effective.	Reading record books will be monitored weekly	JR and SMT	Jan 2017
Total budgeted cost					£34,222
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?
A Accelerate the social-emotional development of PP pupils	Appoint and train a Thrive practitioner	Thrive has been a proven success in similar schools both locally and nationally. The EEF toolkit suggests that approaches based on developing pupil wellbeing can be effective.	Thrive coordinator will liaise with SENCo and update all staff on a daily basis as required	JR KA	Jan 2017
D Increased attendance rates for pupils eligible for PP.	Monitor this monthly	NfER briefing for school leaders identifies addressing attendance as a key step.	Monitored by Head of School who arranges to meet with parents as required.	JR	Monthly
Total budgeted cost					£6,428
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?

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.	Forest School £3,960 Residential Support £1,000 Enrichment £1,000 Educational Visit Subsistence £1,250 One2One Tuition Trevoze Tutors £1,080	Research shows that personalised learning is highly effective.	Monitored by Head of School who regularly meets with parents to review this bespoke approach.	JR	Jan 2017
Total budgeted cost					£8,290

6. Review of expenditure				
Previous Academic Year		2015-16		
i. Quality of teaching for all				
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)	Cost

Greater motivation towards writing is demonstrated by PP pupils	<p>Quality First Teaching 8.45-9.35am</p> <p>Tuesdays' Literacy Shed. Y4,5,6 with their class teacher. Emphasis on writing and pre-learning for the week ahead.</p> <p>Reflect and Perfect sessions 3-3.25pm every Thursday, focus on identifying what we've learnt and consolidating learning.</p> <p>Intervention team of two working a total of 29 hrs a week. Work one to one, support targets, provide group support, work on IEP targets.</p> <p>Two Positive Play leaders, in both KS1 and KS2 playgrounds totalling 9 hours</p>	At KS2 the percentage of children supported by pupil premium funding who made progress above the minimum floor level was 57% in Maths and Writing and 14% in Reading	Quality first teaching will always be our first priority. Next year we will provide additional teacher hours to this initiative.	£47,700
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ii. Targeted support				
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)	Cost
We remain committed to ensuring that all children have equality of opportunity to receive a range of adventurous and personal growth experiences.	Off-site Forest School during Sport for All each Friday afternoon led by Will Hutton, Outdoor Teacher focusing on Self-esteem, Teambuilding and Confidence. £2,000 Discounted residential fees for all KS2 £826	77% of KS2 pupils attended residential.	<p>We remain committed to providing discounted residential in order to remove barriers to learning.</p> <p>Next year, Forest School activities will be focused on KS1 pupils and will be followed up by writing opportunities provided by the specialist teacher.</p>	£2,826