

# Pensans CP School: Pupil Premium Strategy Statement 2016 - 2017



## Principles

We ensure that teaching and learning opportunities meet the needs of all of the pupils

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

## CONTEXTUAL STATEMENT

**Based on the 2015 Index of Multiple Deprivation (IMD):**

**82% of pupils on roll in the school live in the most deprived 0-30% of LSOAs in England  
(46% live in the 0-10% category).**

### 1. Summary Information

School	Pensans CP School				
Academic Year	2016/2017	Total PP Budget	£203,280.00	Date of most recent PP internal review	1st Sept 2016
Total number of pupils	310	Number of pupils eligible for PP	156	Date for next internal review of this strategy	1st Sept 2017

2. Current Attainment (at end of Key Sage 2)					
	Pupils eligible for PP - school	Pupils not eligible for PP - school	Pupils eligible for PP - national	All Pupils - school	All Pupils - national
% achieving expected level or above in reading, writing & maths (progress across KS 2)	23% (10%)	46% (8%)	60%	32% (11%)	53%
% achieving expected level or above in Reading (progress across KS 2)	43% (40%)	77% (33%)	71%	55% (38%)	66%
% achieving expected level or above in Writing (progress across KS 2)	63% (77%)	85% (58%)	79%	70% (71%)	74%
% achieving expected level or above in Maths (progress across KS 2)	37% (30%)	46% (33%)	75%	41% (31%)	70%
% achieving expected level or above in SPAG	40%	47%	78%	52%	72%

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

#### In-school barriers (issues to be addressed in school)

<b>A</b>	Oral language skills & language development in Early Years are lower for pupils eligible for PP than for other pupils. This slows reading/writing progress in subsequent years.
<b>B</b>	Key Stage 1 pupils who are eligible for PP have lower attainment in all areas than other pupils in Early Years and Key Stage 1. This prevents sustained high achievement in Key Stage 2.
<b>C</b>	Emotional and social issues for a significant proportion of pupils (mostly eligible for PP) are having detrimental effects on their academic progress.
<b>D</b>	School attainment at the end of KS2 indicates a gap between PP girls and not PP girls in Key Stage 2 in Reading and Writing and is significantly greater than the gap between PP boys and not PP boys.

#### External barriers (issues which also require action outside school, such as low attendance rates)

<b>E</b>	Some families and pupils (mostly eligible for PP) would benefit greatly from additional support and nurture and thereby improve overall engagement with school. About a third of all pupils have had <b>adverse childhood experiences (ACE)</b> - which has resulted in Social Care/Early Help involvement to some degree.
<b>F</b>	Low attendance is an issue for some of the more vulnerable families.

### 4. Outcomes

	Desired Outcomes and how they will be measured	Success criteria
A	Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1 and lower Key Stage 2 classes to support pupils in the development of reading and writing.	Pupils eligible for PP in Reception and KS1 and lower KS2 classes make rapid progress by the end of the year so that the % of pupils eligible for PP meeting age related expectations equals or exceeds that of non-PP pupils.
B	Higher rates of progress and attainment in KS 1 Literacy and Maths for PP pupils.	Pupils eligible for PP (including those identified as high ability) make as much progress as non-PP eligible pupils, across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices established.

C	Emotional issues of pupils attending THRIVE sessions addressed.	Fewer crisis or anxiety fuelled incidents recorded for these pupils on the school system. Increased percentages of stands on individual Thrive Action Plans.
D	Higher rates of progress and attainment in KS 2 in Literacy and Maths for PP girls.	Pupil/staff/parents conferencing will indicate that PP girls are more engaged and enthusiastic about their learning. Pupil progress meetings will identify improvements in performance of PP girls. Rigorous scrutiny of half-termly tests and progress to be monitored to ensure that PP girls are receiving the right intervention to remain on track.
E	Pupil premium children will come into school more calmly and with less anxiety as the school is working more effectively with these families as a unit.	Incidents of pupils arriving in school in an anxious state decreases. Conversations in Thrive sessions and pupil conferencing will reveal less anxiety around out of school situations as coping strategies are applied.
F	Children entitled to Pupil Premium will improve their attendance in line with their peers.	Attendance rates will be above 95% for the vast majority of pupils.

## 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	Costing / When will you review implementation?
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A and D	<p>Rigorous review of curriculum content and planning to ensure it is engaging and challenging. Activities related to this need to be suitable to the needs of the pupils.</p>	<p>Last year's results demonstrate a gap to be addressed despite interventions, particularly in Maths.</p>	<p>Staff INSET &amp; meetings to come to a decision about outcomes of the curriculum review in order to implement them.</p> <p>Staff to scrutinise their subject area in each of the Key stage planning and SLT to review updated plans to ensure clear, challenging coverage in all areas.</p> <p>Purchase of curriculum materials as necessary + INSET to ensure their full use.</p>	<p>Maths Lead and SLT</p>	<p>£12,000</p>
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A and D	<p>Weekly pupil conferencing with target books (metacognition) – develop more effective strategies for the giving and receiving of feedback in order to develop improved response. Specific targeted next steps for individuals to empower their learning.</p> <p>All teachers to engage in target book learning.</p>	<p>Last year's results demonstrate a gap to be addressed despite interventions (including higher attaining pupils).</p>	<p>INSET for key staff in Maths barriers and strategies rationale and techniques using Mathematics and Marvellous Maths.</p> <p>Reintroduce Abacus as a scheme.</p> <p>Setting challenge based learning to apply skills in real life situations.</p> <p>Mastery of Maths INSET to ensure greater depth of applying and understanding.</p> <p>Key staff to share learning more widely in schools through staff training sessions.</p> <p>Monitoring to ensure that in any given lesson, the children should be able to</p>	<p>All staff Maths Leader</p>	£10,000
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B	Develop high level beautiful writing through the process of critique.	To raise attainment in PP girls	<p>Induction to new staff on the critique approach.</p> <p>Inset to all staff about Critique and non-negotiables put in place to ensure that all staff are implementing this appropriately in their writing outcomes.</p> <p>Monitoring of implementation by SLT</p> <p>Book Scrutiny of all books in Staff meeting to ensure coverage, presentation, challenge, critique impact.</p> <p>Implementation of Spectacular Spag from Yr1-6</p> <p>Implementation of Ruth Miskin Spelling Scheme from Yr 3-6</p> <p>Implementation of new marking policy across the school to ensure consistency.</p>	<p>All Staff</p> <p>SLT</p>	£10,000
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A,B,C,D,E and F	Outdoor learning	Forest School evidence shows that outdoor education has a positive impact on children's wellbeing and engagement.	Work with Shifting Horizons Forest School and Kernow Woodland Learning. 20% of all learning to happen outside. Monitoring through planning, observations and data. Training for Active Maths and Active Literacy. Bird boxes with video links for each class. Fire pits, woodland preparation and maintenance. Orienteering map made for school site.	ST All teachers	£10,000
<b>Quality Of Teaching - budgeted cost</b>					<b>£42,000</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Costing/ When will you review implementation?</b>

C & E	Enhance Thrive Approach across the school.	<p>Identified children (including PP) come into school with anxieties that prevent them from accessing the curriculum.</p> <p>Current Thrive work in the school demonstrates a significant impact as evidenced by action plan assessments.</p>	<p>Internal refurbishment to create a definite Thrive area.</p> <p>Thrive training, staffing and resources.</p> <p>Time set aside for Thrive work for vulnerable children.</p>	Thrive Practitioners	<p>£28,000 staffing</p> <p>£4,000 resources</p> <p>£5,000 training</p>
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C & E	Engage parents in Thrive work and in early aspects of reading/writing.	<p>Identified children (including PP) come into school with anxieties that prevent them from accessing the curriculum.</p> <p>Current Thrive work in the school demonstrates a significant impact as evidenced by Profile assessments.</p> <p>Parent Questionnaires indicate there could more involvement with them supporting their children's learning in school.</p>	<p>Staff to engage in training for Family Thrive.</p> <p>Timetabled sessions for parents to engage</p> <p>Resources to support the work</p> <p>Feedback from Thrive workers to SLT</p> <p>Parental feedback – methods for gathering views</p>	Family Support & SLT	Training & release time £4,500.00
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A,B.C and D	1:1 support where necessary to enable those & others to access the curriculum	Some children are not making expected progress (including PP pupils) as identified in the half termly data capture.	<p>Identified children to receive interventions in areas of their specific needs. Interventions include:</p> <p>Reading University Counselling services and pastoral care Thrive sessions 1:1/group Tuition Speech and language (services and intervention) Extended learning through the Learning Centre Forest School Funfit Additional phonics Precision teaching Handwriting interventions Read Write Inc Writing booster group Maths booster group Counting into Calculating</p>	SLT Intervention staff	Staffing and resources £79,500
<b>Targeted Support - budgeted cost</b>					<b>£121,000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Costings/ When will you review implementation?</b>

A,B,C,D and E	Implementation of Virtues Curriculum across the school.	Virtues being taught to improve children's attitudes to learning,their sense of self and the world around them.	Whole school staff training to ensure all members are following the same approach. Weekly assemblies and workshops carried out to embed the virtues run by a Virtues Specialist Leader. Weekly class activities implemented to reinforce virtues and attitudes to learning. Governors have had training in the Virtues Curriculum. Virtues Committee with parental support Virtues Ambassadors and Virtues Playground Hut to be built.	All Staff Governors Parents	£20,000
A,B,C,D and E	Whole school Thrive approach	To ensure that pupils are emotionally regulated so that they are ready for learning.	Whole school Thrive Approach training. All classes having a Thrive action plan. TAs to have emotion coaching. 7 Thrive Practitioners.	All staff	See above

F and D	Increase attendance rate.	Low attendance, particularly for more vulnerable pupils.	Attendance Awards. Buy in to the EWO service. Termly attendance book bank voucher. Weekly record of class attendance in a ranking table. Extra playtime for winning class.	All staff	£6,500
C and E	Breakfast club	Some children come to school without breakfast and therefore ability to concentrate is hindered.	Concentration and wellbeing with be increased.	Breakfast club staff	£6,000
C	Play ground leaders.	Some children find playtimes difficult, especially if a structured process is not in place.	Training for lunchtime supervisors and for pupils who are play leaders. Regular TA meetings to ensure that issues are being addressed. Play leaders work closely with staff and are monitored.	Deputy Head PE Apprentice Lunchtime supervisors Play leaders Virtues Ambassadors	£3,000
C and E	Support for enrichment activities.	Some families are unable to financially support their children for some events.	An allocated amount of funding is available to support children in additional trips and events.	SLT	£5,000
Other Approaches - budgeted cost					£40,500.00
Total allocated PP budget					£203,500
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
Improve phonics for smaller groups of pupils with PP in EYFS and KS1.	Consult parents, pupils and staff. Implement delivery - train through INSET, purchase of resources and meetings.	Training has informed approach to building aspiration in school. We measured the impact on attainment for all children, not just PP eligible. Success criteria: high level of performance in phonics as demonstrated in the phonics check in Year 1. 1:1 support for individuals has allowed pupil premium children to keep pace of progress with non PP peers in phonics 82% of Year 1 children passed the phonics test, exceeding the national expectation. 75% of Pupil Premium children passes the test.	Staff were positive about the training and believe it has affected attitudes of students. We will repeat the training with new staff and continue to implementing the approach and monitoring pupil response on a half-termly basis.	£2,000
To raise GLD in EYFS, in particular for Pupil Premium pupils.	Use specific feedback and sharing of Learning Journeys.  Half-termly progress meetings with teachers to analyse data.  Develop a consistent marking policy.	GLD went from 37% for the previous year to 69%.	Rigorous analysis required half-termly to ensure that children remain on track. All teachers have to be a part of this process and accountable.	£8,000

To close the gap for PP girls and non-PP in Reading, Writing and Maths in KS 1.	Introduced SPAG and Marvellous Maths as a daily approach.  Immersive learning curriculum to engage Writing.  Trialled new Maths SATs papers.	Progress was good in all 3 subject areas.  60% of PP pupils passed the Maths test.  70% of PP pupils passed the Reading test.  70% of PP pupils passed the Writing test.	All children to access tests regardless of ability.  Maths paper to be read by all teachers within guidelines.  Daily Marvellous Maths and SPAG to be continued.	£12,000																																								
To raise attainment and progress in Writing through real projects and Reading in novel studies for girls in KS 2.	Choice of immersive learning projects to engage writers and novel studies to engage girls and boys.	<table><tr><td>Attainment</td><td></td><td></td><td>Progress</td></tr><tr><td>Whole cohort</td><td></td><td></td><td></td></tr><tr><td></td><td>School</td><td>National</td><td>School</td></tr><tr><td>Reading</td><td>24/44=55%</td><td>66%</td><td>16/42=38%</td></tr><tr><td>Writing</td><td>31/44=70%</td><td>74%</td><td>30/42=71%</td></tr></table> <table><tr><td>Attainment</td><td></td><td></td><td>Progress</td></tr><tr><td>National</td><td></td><td></td><td></td></tr><tr><td>Pupil Premium</td><td></td><td></td><td></td></tr><tr><td>Reading</td><td>14/31=45%</td><td>71%</td><td>12/30=40%</td></tr><tr><td>Writing</td><td>20/31=65%</td><td>79%</td><td>23/30=77%</td></tr></table>	Attainment			Progress	Whole cohort					School	National	School	Reading	24/44=55%	66%	16/42=38%	Writing	31/44=70%	74%	30/42=71%	Attainment			Progress	National				Pupil Premium				Reading	14/31=45%	71%	12/30=40%	Writing	20/31=65%	79%	23/30=77%	Continue to think carefully about projects and providing real purpose for the learning.	£11,000
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Emotional and mental health support for pupils with PP and other pupils at risk.	Emotional development support for individual pupils to support resilience and to lower mental health issues.	The pupils engaged with this 1:1 programme worked extremely well on the whole. There were some mixed results at times particularly for one child who had specific contextual changes. 82 children received support to some degree.	This approach would work where there are small numbers of pupils to be targeted not for larger groups more 1:1.	£25,000
Supporting children who are significantly off track with their reading by a precision programme.	Reading University	22 children were able to access the programme and all reached expected outcomes within the allocated 20 weeks.	The programme has dramatically increased reading attainment for the lowest ability, so will be continued.  Link in with the Learning Centre to ensure that regular monitoring of reading progression is achieved.	£18,000
Lower attaining children need additional phonics input to improve phonics score.	Additional Phonics	88% of y2 pupils needing to re-sit the phonics test passed. 77% of disadvantaged Y2 pupils passed. 80% of disadvantaged Y1 pupils passed.	Daily structured individual support is required for some of the more vulnerable children in order to reach national expectations.	£5,000

Y2 and Y3 children who are just off track need additional support to bring them up to national expectations.	Counting into Calculating	50% of children receiving this intervention passed. in Y2.  All Y3 children made some progress, but not significant enough in all cases.	For y3 pupils, little impact is made when repeating the programme. Testing needs to happen at the beginning of each cycle and then tested at the end of the 12 weeks to specifically measure areas of progress.	£7,000																																																
Y6 pupils in their SATS year require more structured support to enable them to achieve the best outcome that they can.	Booster Classes for Y6	<table><tr><td colspan="2">Attainment</td><td colspan="2">Progress</td></tr><tr><td colspan="4">Whole cohort</td></tr><tr><td>School</td><td>National</td><td>School</td><td></td></tr><tr><td>Reading 24/44=55%</td><td>66%</td><td>16/42=38%</td><td></td></tr><tr><td>Writing 31/44=70%</td><td>74%</td><td>30/42=71%</td><td></td></tr><tr><td>Maths 18/44=41%</td><td>70%</td><td>13/42=31%</td><td></td></tr><tr><td colspan="4"> </td></tr><tr><td colspan="2">Attainment</td><td colspan="2">Progress</td></tr><tr><td colspan="4">National Pupil Premium</td></tr><tr><td>Reading 14/31=45%</td><td>71%</td><td>12/30=40%</td><td></td></tr><tr><td>Writing 20/31=65%</td><td>79%</td><td>23/30=77%</td><td></td></tr><tr><td>Maths 12/31=39%</td><td>75%</td><td>9/30=30%</td><td></td></tr></table>	Attainment		Progress		Whole cohort				School	National	School		Reading 24/44=55%	66%	16/42=38%		Writing 31/44=70%	74%	30/42=71%		Maths 18/44=41%	70%	13/42=31%						Attainment		Progress		National Pupil Premium				Reading 14/31=45%	71%	12/30=40%		Writing 20/31=65%	79%	23/30=77%		Maths 12/31=39%	75%	9/30=30%		Target children where impact will be the most significant with additional teacher intervention. Ensure that progress levels are maintained and monitored 6 weekly.	£30,000
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Y6 pupils in their SATS year require more structured support to enable them to achieve the best outcome that they can.	Teacher 1:1/small group support for Y6	<table><tr><td colspan="2">Attainment</td><td>Progress</td></tr><tr><td colspan="3">Whole cohort</td></tr><tr><td>School</td><td>National</td><td>School</td></tr><tr><td>Reading 24/44=55%</td><td>66%</td><td>16/42=38%</td></tr><tr><td>Writing 31/44=70%</td><td>74%</td><td>30/42=71%</td></tr><tr><td>Maths 18/44=41%</td><td>70%</td><td>13/42=31%</td></tr><tr><td colspan="2">Attainment</td><td>Progress</td></tr><tr><td colspan="3">National Pupil Premium</td></tr><tr><td>Reading 14/31=45%</td><td>71%</td><td>12/30=40%</td></tr><tr><td>Writing 20/31=65%</td><td>79%</td><td>23/30=77%</td></tr><tr><td>Maths 12/31=39%</td><td>75%</td><td>9/30=30%</td></tr></table>	Attainment		Progress	Whole cohort			School	National	School	Reading 24/44=55%	66%	16/42=38%	Writing 31/44=70%	74%	30/42=71%	Maths 18/44=41%	70%	13/42=31%	Attainment		Progress	National Pupil Premium			Reading 14/31=45%	71%	12/30=40%	Writing 20/31=65%	79%	23/30=77%	Maths 12/31=39%	75%	9/30=30%	Target children where impact will be the most significant with additional teacher intervention. Ensure that progress levels are maintained and monitored 6 weekly.	£20,000
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Additional support for children with co-ordination issues.	Funfit	<p>KS1 - All 10 children improved on their co-ordination and concentration levels.</p> <p>KS2 - All 12 children improved on their co-ordination and concentration levels.</p> <p>Feedback from teachers highlighted that children receiving Funfit were more ready for learning after the daily programme.</p>	A hand writing test is needed to be done fortnightly in order to ensure that co-ordination skills are improving. To be carried out every day.	£6,000																																	
To ensure that pupils have an enthusiasm for writing and close the attainment gap for PP pupils.	Writing support from an in-house author.	<table><tr><td colspan="2">Attainment</td><td>Progress</td></tr><tr><td colspan="3">Whole cohort</td></tr><tr><td>School</td><td>National</td><td>School</td></tr><tr><td>Writing 31/44=70%</td><td>74%</td><td></td></tr><tr><td>30/42=71%</td><td></td><td></td></tr><tr><td colspan="3">Pupil Premium,</td></tr><tr><td>Writing 20/31=65%</td><td>79%</td><td></td></tr><tr><td>23/30=77%</td><td></td><td></td></tr></table>	Attainment		Progress	Whole cohort			School	National	School	Writing 31/44=70%	74%		30/42=71%			Pupil Premium,			Writing 20/31=65%	79%		23/30=77%			Targeted intervention based on class themes has proved effective, but the Pupil Premium gap needs to be closed further.	£14,000									
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To address the developmental gap between school intake and national expectations on entry.	Speech and language	By the end of EYFS 90% of children have been signed off from SALT as they have reached age expectations for speech and language.	Specialised Speech and Language TA to work with KS 1 pupils also, especially as a part of the transition process.	£10,000
Supporting children with emotional and behavioural concerns.	Forest Schools	The 6 children that partook in this intervention all increased in the 5 assessed areas.	More children to access this support.	£1,500
Supporting children with cognitive barriers to learning.	KS1 precision teaching	KS1 staff had great success with children using this technique to raise self-esteem, allowing the children to resource themselves independently.	Train all staff and roll roll out across the school.	£1,500
		Targeted Support Budget Costing		£138,000
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)	Cost

To implement a curriculum through out the school that builds on character.	Virtues Curriculum	Excellent behaviour and manners have been evidenced in an EOS Review and on a SIP monitoring review. The language and actions of the virtues is embedded across the school.	To appoint Virtues ambassadors to work alongside the Pupil Parliament. Appoint a Virtues champion to run parent workshops, virtues committee, run assemblies and class workshops.	£9,000
To support families who are unable to financially support their children for some events.	Support for enrichment activities.	All children were entitled to experience all enrichment activities.	Continue as self-esteem and sense of belonging enhanced considerably.	£5,000
Children to start school with breakfast and therefore ability to concentrate is hindered.	Breakfast club	Children are well nourished and ready for their learning.	Continue to disadvantaged children to access this facility.	£6,000
To increase attendance rates.	EWO	Families are supported to remove barriers to enable their children to access an education.	Continue to buy into the service level agreement.	£6,000
		<b>Other Approaches - Budget Costing</b>		<b>£26,000</b>
		<b>Total Expenditure 2015 - 2016</b>		<b>£197,000</b>

## 7. Additional detail

The research into Adverse Childhood Experiences (ACE) is being used to help support and understand the needs of many of the children within the school, many of which are eligible for the Pupil Premium Grant.

