

Pupil premium strategy statement (primary)

1. Summary information					
School	St Merryn				
Academic Year	2017-18	Total PP budget	18,480	Date of most recent PP Review	Sept 2017
Total number of pupils	130	Number of pupils eligible for PP	14 (10%)	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
	<i>Pupils eligible for PP (whole school 14 children)</i>	<i>Pupils not eligible for PP (national average at end KS2 in 2017)</i>
% achieving in reading, writing and maths	50%	61%
% making progress in reading	57%	71%
% making progress in writing	50%	76%
% making progress in maths	50%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Limited language/restricted vocabulary on entry
B.	Ill health/Poor attendance
C.	Emotional issues
D.	Low aspirations (academic resilience)
E.	Low self esteem
F.	Pupils are not all achieving ARE in all subjects
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
G.	Social deprivation/home support/mobility
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	Improvement in literacy for children including speech and language and EAL
	Children will make at least good progress due to early

		identification by SALT (TLAT) and referrals made to NHS where need is greater
B.	Support provided for children with medical needs during school and as catch for time missed	Children will make at least good progress as teachers will identify areas missed and seek to backfill through intervention and home school communication
C.	Ensure all children who are affected in any way by significant emotional issues are given appropriate counselling	Children will feel more confident to express their feelings thereby freeing up their ability to concentrate on tasks in the classroom
D.	Ensure that 100% of disadvantaged children have increased aspirations, confidence to take a lead role, improved resilience and overall sense of well being	Children will start to respond well to tricky situations.
E.	Self – esteem raised	100% disadvantaged children to attend clubs, school trips and have new school uniforms, and peripatetic lessons (dance, music) so that they don't feel any different.
F.	<p>Pupils are closing the gap towards achieving ARE in all subjects Attainment of pupils deemed to be disadvantaged to be at least:</p> <p>Yr 1 (4 pupils) 100%/75%/100% Yr 2 (2 pupils) 100%/100%/100% Yr 4 (1 pupil) 100%/100%/100% Yr 5 (4 pupils) 75%/50%/75% Yr 6 (2 pupils) 100%/50%/50%</p> <p>To be at ARE</p>	Pupils who are disadvantaged are to make at least good progress and many will be on track at ARE. Those who are behind ARE will make at least 6 steps progress on target tracker over the year.
G.	Parents will support their children at home and report back to the teachers	100% attendance by at least one parent at parents evening. Parents regularly speak to the teachers during the term, discussing learning that has taken place out of school, supporting children with their homework and flagging up any concerns.

5. Planned expenditure					
Academic year					
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?
Improved performance in reading, writing and maths for pupils eligible for PP	Ensure children are improving their reading by Writing journals talk for writing and self editing Reasoning in maths through White Rose colour system. Use guided groups to ensure they are learning to record their calculations	Progress in writing and maths is not as good as in reading.	Work scrutiny, pupil conferencing, pupil progress meetings, data analysis (formative and summative)	AB and EM	Pupil progress meetings (Termly) LAB meetings
Ensure 90% of pupils meet age related expectations for speech and language by the end of reception and KS1.	Employ Sam Edmonds (SaLT) from TLAT to do overview of EYFS. Refer any severe cases.	Children with poor speech and language tend to fall behind their peers if not assessed at the earliest opportunity. Early Years toolkit refers to high importance of this element.	Through group and individual IPM's, monitored by the SENDCo	AB	Termly
To ensure all children have improved academic resilience	Growth mind-set education	Children have a tendency to give up when tackling reasoning type problems, particularly in maths	All staff (including support staff) to receive training. Children to be taught it as part of their assembly program	EM Andy Brumby	Termly

To improve thinking skills	To use thinking hats as a learning tool. AB and EM to undertake action research in this area to investigate the benefits of using thinking hats to raise esteem and change negative mind-sets.	To find out if children who are fixed in a negative mind-set can be converted into a more positive mind-set.	Through lessons and whole school assemblies/activities. Reward system supports intrinsic motivation through growth mind set.	EM and AB	On going
To support children with Social/emotional issues	<ul style="list-style-type: none"> • Draw and talk • Thrive 	Children with social and emotional issues find it hard to settle at school and can suffer from attachment issues.	Children who require support with emotional /social resilience issues are offered therapy through Draw and Talk and Thrive sessions. (Jan review)	AB and TH	Weekly Pupil progress meetings (Termly) LAB meetings
Aspirations raised	Support for the children from local business' including Steins. Children will learn about the world of work and running a business. Visits to theatres Mr FT to work with some classes over the year. Opportunities will be given to explore and enjoy the local environment.	Children have already proved that by listening to people who have success in certain areas they aspire to be like them. Raising aspirations and self confidence through performance related activities Learning to look after the local environment and keep it protected for the future	Through improved attitudes to learning, leadership roles, work scrutiny, pupil conferencing. Children auditioning and performing in the Christmas play and arts night performances Through conferencing the children Less reports of poor behaviour in the community	All staff to arrange opportunities for guest speakers/trips out AB EM	On going July '18 July '18

Improve self-esteem	School fleeces paid for Free clubs including singing, dance, guitars.	Children like to feel the same as their peers, but sometimes school uniform can be too expensive. This is a way of helping those who cannot afford it to fit in.	Work scrutiny, pupil voice Through children signing up to extra curricular activities	KP	July '18
Total budgeted cost					16,000.00
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?
Ensure 90% of pupils meet age related expectations for speech and language by the end of reception and KS1.	Employ Sam Edmonds (SaLT) from TLAT to do overview of EYFS. Refer any severe cases	Children with poor speech and language tend to fall behind their peers if not assessed at the earliest opportunity.	Through group and individual IPMs, monitored by the SENDCo	AB	Termly
Total budgeted cost					480.00
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?
To increase independence and knowledge of places other than Cornwall by broadening cultural experiences (cultural capital)	Pay for all disadvantaged children in Year 5/6 to attend the London Trip March 2018 and children in other year groups to attend all school trips that are arranged.	Children who are unable to otherwise afford to go on this trip will have all fees paid. In doing this, the children will have a cultural experience as well as developing a sense of independence thereby raising self esteem/confidence.	All stakeholders will evaluate impact of the trip.	AB	April 2018
Total budgeted cost					2,000

6. Review of expenditure				
Previous Academic Year				
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
Gaps in ability to use SPaG effectively within writing	Small group intervention	Spag data for KS2 improved from 60% (2016) to 80% (2017) Writing at the end of KS2 up from 53% to 75% (SATs data 2017)	Small group intervention has had a positive impact.	£700
Unable to read with speed and lack of comprehension	Small group intervention	Reading at end KS1 60% (after moderation) Reading at end of KS2 88%	Small group intervention has had a positive impact in KS2. Children who are now in KS1/Year 3 with reading difficulties will need intervention support and outside agency support (see dyslexia section)	£700
Specific areas of maths that have not been retained	Small group maths tutoring	KS2 data was better than expected at 75%	Small group intervention has had a positive impact. Booster needed to be more than 1 term.	£700
Retaining spellings	Smaller group spelling intervention	NFER spelling shows good improvement in standardised scores across the school from 101.7 in September '16 to 105 in July '17. KS2 SPAG pass rate up from 60 % to 80%	We will continue to send spellings home. Children encouraged to learn spelling rules.	£700
Retaining knowledge ready for tests	Booster sessions	SATs results were improved overall (by 6%) and in individual subjects.	Booster sessions improved SATs data. Child who got 99 was one question away from achieving EXS level on maths. Earlier booster would have been advantageous. Need to improve the combined RWM results for the floor.	£960

Specific SEND/alert children	Additional TA for targeted SEN support	All disadvantaged children who were on the Alert register in their final year made at least 6 steps progress in maths on target tracker (1 mark off getting EXS) and exceeded ARE in all areas of literacy. All SEN children made at least 6 points progress on target tracker	Targeted support is essential to support children who are behind ARE.	£4000
Pupils unable to recognise links in phonics	Staff training	RW inc training to new staff and updates for the rest	100% of cohort passed their phonics screen in 2017.	£2000
Supporting children with dyspraxia tendencies	Small group motor skill development	Impact not as good as hoped – fun fit not embedded as yet as TA left before it was properly set up.	The school decided to take this further and investigate by arranging OT assessments for children with these difficulties.	£500
Support children with dyslexia tendencies	Screen in school and refer children who are significantly at risk	Children are able to say they have a literacy difficulty and verbalise their feelings. Referrals have been made.	AB to initiate support from dyslexia advisor at cognition and learning (Sandra Page)	£500
Lack of resilience when challenged	Mastery teaching and extending more able	Introduced White Rose maths – this had an immediate impact – pupil conferencing and current data suggests an upward trend.	We plan to keep going with this scheme for the coming year.	£2300
Emotional issues	Draw and talk	Children would gain confidence and self esteem would be raised	All children who were having counselling support through Draw and Talk made at least good progress.	£2000

Unable to record key aspects of writing	Purchase 8 more ipads for Year 5/6	All children have a personal ipad.	ICT supports learners who find writing difficult.	£2500
Lack of extended curriculum outside of school	Mr FT beach studies Football, singing and guitar classes	Increased self-confidence. Greater independence Improved social skills	Carry on with these projects next year and extend to other activities including dance	£600
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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
Exposure to healthy eating	Extend breakfast club provision	More children are attending breakfast club ensuring a healthy start to the day	Breakfast club settles children in for the day. Rolled out for year 6 over SATs week – very successful and will be repeated next year.	£600 milk £600 Fruit £2,400

7. Additional detail

In this section you can annex or refer to **additional** information, which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk