

## St Merryn School Pupil Premium (PP) 2016-17

This policy is monitored every term by the staff and governors. The overall impact is measured in the summer of 2017 by the full governing body.

### Context

St Merryn School is an inclusive, smaller than average sized, rural Academy. It houses pupils from 3 to 11 year olds across five classes. It is set in a coastal village in Cornwall between Padstow and Newquay. It is open from 8am to 6pm during the week to include wrap around care.

### Our Population

The school is located in the 20-40% of most deprived Nationally but we have a low number of pupils that are eligible for FSM. Our staff are committed to ensuring that all pupils reach their full potential. We believe that each and every child is unique and there is no 'one size fits all', it is therefore essential that we identify the barriers to enable us to provide personal targeted support.

*In the Key Stage 2 national assessments in English and mathematics, the attainment of pupils eligible for the pupil premium was similar to that of other pupils in the academy when comparing average point scores. The impact of well-planned actions is leading to improvement in the achievement of pupils with disabilities and special educational needs and has successfully narrowed the gap between their attainment and that of all other pupils. This improvement is an example of the academy's successful promotion of equality of opportunity.*

*The academy's systems for tracking each individual pupil's level of progress and achievement are extremely accurate. The tracking data are analysed to establish any areas that are in need of strengthening and any individual pupils or groups who require additional support. (Ofsted 2013)*

### Our vision

Our school is a partnership, which is connected to the families and community of St Merryn. We provide a rich and unique environment where every child is nurtured and valued as an individual, underpinned by family values of kindness and respect. We embrace pupils' resourcefulness and encourage confidence and creativity to prepare them to embrace and explore their world.

### Objectives

We have made careful decisions about using pupil premium by firstly considering the context of the school and the challenges our pupils face. Barriers we know are more common for FSM pupils and can potentially consist of a lack of confidence, less home support, poor communication skills, more frequent behaviour difficulties and attendance and punctuality issues.

The key objective is to raise standards for pupils in receipt of the Pupil Premium Grant (PPG) through highlighting barriers and providing these pupils with personal targeted support.

We have analysed current provision and have used the following research to enable us to plan intervention, Parental Engagement (LPPA), Importance of quality first teaching (Sutton Trust), Within School Variance (David Reynolds) and Feedback, Questioning and Peer Tutoring (Education Endowment Foundation Toolkit).

- We aim to continue to increase the quality of day-to-day teaching and use immediate intervention to address any misconceptions from within lessons.
- To ensure pupils have a passion for reading we need to refurbish and equip our library.
- We aim to increase parental engagement through a range of skills sessions to enable them to support their pupils at home.
- Enable pupils to extend their leadership roles within school through peer tutoring, supporting younger pupils in their learning and becoming more confident within their own learning as a result.
- A range of training for staff will be based on higher order thinking, metacognition, developing cognitive conflict and phonological awareness. We will be reviewing previous AFL training and the strategies recommended to promote inclusive learning.

### What have we learnt and what implications do these have for future plans

Last year we were received altogether £11,698 (inc Nursery).

We put strategies in to support all pupils in EYFS with their Personal, Social and Emotional Development (PSED) to ensure they would be ready to start to school. This had a big impact on the pupils in reception who all ended the year achieving a Good Level of Development (GLD). We intend to increase funding and strategies with EYFS to raise standards for these children to enable them to be ready to access the year 1 curriculum.

We also had huge success with supporting an individual child to become more confident with spoken language through singing lessons. This pupil went on to make 3 levels progress in some areas at the end of KS2.

What we did learn is that identifying the barriers for each pupil is crucial in finding the right strategy for them, for example one to one has not been so effective in the past but it depends on the child's ability and confidence as to whether this strategy may have a positive impact on another child.

Amount of Funding (school age)	
Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (September 16)	115
Total number of pupils eligible for PPG (FSM & FSMEver 6)	14
Amount of PPG received per pupil	£1320
Total number of pupils eligible for PPG+	1
Amount of PPG+ received per pupil	£1900
Total amount of PPG received	£20,380

Amount of Funding (Nursery aged 3-4)	
Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (September 16)	26
Total number of pupils eligible for PPG	
Amount of PPG received per pupil per annum	

Total amount of PPG received per annum	£
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<b>Nature of support for school aged pupils</b>	
Learning in the curriculum	82%
Social, emotional and behaviour	6%
Beyond the curriculum	6%
Families and communities	6%
<b>Curriculum Focus</b>	
Increase the percentage of pupils working at age related and exceeding age related expectations in writing and maths	

<b>Nature of support for nursery aged pupils</b>	
Personal, Social and Emotional Development	14%
Communication and Language	72%
Physical Development	14%
<b>Focus on Prime Areas</b>	
Increase the percentage of pupils working at age related and exceeding age related expectations in the prime areas	

<b>Action Plan of PPG Spending by item/project 2016/17</b>				
<b>Barriers to learning</b>	<b>Strategies</b>	<b>Funding</b>	<b>Success Criteria</b>	<b>Person responsible and time frame</b>
<b>Gaps in ability to use SPaG effectively within writing</b>	<b>Small group writing tutoring</b>	£700	Increased confidence Increased attainment in writing	AB July 17
<b>Unable to read with speed and lack of comprehension</b>	<b>Reading tutoring</b>	£700	Increased confidence Increased attainment in reading	AB Feb 17
<b>Specific areas of maths that have not been retained</b>	<b>Small group maths tutoring</b>	£700	Increased confidence Increased attainment in maths	EM July 17
<b>Retaining spellings</b>	<b>Smaller group spelling intervention</b>	£700	Increased confidence Increased attainment in writing	AB July 17
<b>Specific SEND</b>	<b>Additional TA for targeted SEN</b>	£4,000	SEN pupils settle well and make	AB July 17

	<b>support</b>		expected progress or more than expected progress	
<b>Retaining knowledge ready for tests</b>	<b>After school learning through booster sessions</b>	£960	Increased attainment and progress in English (particularly SPaG) and Maths at KS2	AB May 17
<b>Pupils unable to recognise links in phonics</b>	<b>Extend understanding of phonological awareness through staff training</b>	£2,000	Staff are more confident about phonological awareness Making links in learning and helping pupils to understand themselves as learners	EB Jan 17
<b>Retaining knowledge</b>	<b>Extending understanding of cognitive, memory skills through staff training in cognitive acceleration</b>	£500	Staff are more confident in developing higher order thinking, creating cognitive conflict, making links in learning and helping pupils to understand themselves as learners	SC Feb 17
<b>Dyspraxia tendencies</b>	<b>Small group gross motor skills development</b>	£300 (Fun fit)	Better coordination Increased attainment in writing	AB March 17
<b>Dyslexic</b>	<b>Dyslexic screening</b>	£500	Plan appropriately for pupils Increase attainment across the curriculum	AB Jan 17
<b>Lack of resilience when challenged</b>	<b>Mastery teaching and extending more able</b>	£2,300	Staff training and mentoring to ensure lessons stretch more able children	SC Feb 17
<b>Unable to</b>	<b>Use iPads as</b>	£2,500 (8 iPads)	Increased	SC

retain key aspects of writing	recording devices		percentage of targeted pupils making expected or more than expected progress in English and Maths	Jan 17
Lack of extended curriculum outside of school	1:1 singing lessons	£250 (2 pupils 1x week, every week for 2 terms)	Increased confidence Pupils are channelled and further extended in areas they are most passionate about	SC July 17
Emotional issues	Draw and talk	£2,000	Pupils are actively happier and forming good relationships with their peers and families	SC July 17
Exposure to healthy eating at home	Providing healthy snacks at break time with milk	£600 milk £600 Fruit £2,400	Pupils have a good snack to help them get through the morning and apply themselves as best they can in their learning	SC Dec 16
Exposure to healthy eating at home	Targeted extended breakfast club provision	£500	Pupils have a good start to the day with healthy breakfast	SC Dec 16
Lack of extended curriculum outside of school	Trips	£600	Increased self confidence Greater independence Improved social skills	AB July 17
	<b>Total PPG received</b>	£20,380		
	<b>Total PPG expenditure</b>	£21,610		
	<b>Total remaining</b>	-£1,230 (to be sourced from other school funding)		

Record of PPG for Nursery aged pupils Spending by item/project 2016/17

<b>Barriers to learning</b>	<b>Strategies</b>	<b>Funding</b>	<b>Success Criteria</b>	<b>Person responsible and time frame</b>
Poor spoken language and verbal interaction	Small group singing for reading aloud	£380	Increased confidence Increased speech and language skills Increased listening skills	SS July 17
Impulsivity and poor peer interaction	Small group work to support self regulation and British values			SS July 17
Lack of exposure to exciting language	Busy bags/library loan (focused on exploring relationships)	£120	Increased confidence and self-awareness Increased social skills More able to manage feelings and behaviour	SS, SL, MC July 17
Poor spoken language and verbal interaction	Small group work based on letters and sounds			SS July 17
Poor spoken language and verbal interaction	One to one work to introduce words in context			SS, SL, MC July 17
Access to a range of healthy foods	Give a free school lunch to encourage British values of eating and sharing together Different foods to taste, look at, smell and feel	£1,900	Increased health and self-care Increased social skills Increased speaking, listening and attention	LL & SS July 17
Poor spoken language and verbal interaction	Talking tins	£78	Increased confidence Increased speech and language skills Increased listening	SS, SL, MC July 17

			skills Increased attention	
	<b>Total PPG received</b>	£1,208		
	<b>Total PPG expenditure</b>	£2,688		
	<b>Total remaining</b>	-£1,480 (to be sourced from nursery income)		

<b>Number of pupils achieving age related expectations at the end of KS2 over 3 years</b>				
Area	2014 (1 pupil)	2015 (1 pupil)	2016 (2 pupils)	3 year average
Reading	100%	100%	50%	83%
Writing	100%	0%	0%	33%
Maths	100%	100%	50% (TA assess 100%)	83%

#### **Pupil data for 2015-16**

(Showing if pupils are at age related expectations within teacher assessments)

Child	Prime areas	Good level of development (GLD)	Reading	Writing	Maths	Total/average out of the areas available
1	x	/	x	x	x	0%
2	yes	/	yes	yes	yes	100%
3	yes	/	x	x	x	25%
4	x	/	yes	x	yes	50%
5	/	Yes	yes	yes	yes	100%
6	/	yes	yes	yes	yes	100%
7	/	/	yes	x	yes	67%
8	/	/	x	x	yes	33%
9	/	/	yes	yes	yes	100%
10	/	/	yes	yes	yes	100%
11	/	/	x	x	x	0%
12	/	/	yes	yes	yes	100%
13	/	/	yes	yes	x	67%
14	/	/	X 95	x	Yes 103	33%
15			Yes 100	x	Yes 98	67%
<b>TOTAL</b>	<b>50%</b>	<b>100%</b>	<b>67% 98(av stand score)</b>	<b>47%</b>	<b>73% 101(av stand score)</b>	<b>63%</b>
<b>TOTAL</b>	<b>/</b>	<b>/</b>	<b>73%</b>	<b>55%</b>	<b>82%</b>	<b>70%</b>

<b>excluding EYFS</b>						
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