

# Pupil premium strategy statement 2017-2018

1. Summary information					
School	Illogan School				
Academic Year	2017 - 18	Total PP budget	£91,240	Date of most recent PP Review	Sept 17
Total number of pupils	223	Number of pupils eligible for PP	70 (census)	Date for next internal review of this strategy	April 18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	41.7%	67%
progress in reading (National progress scores 0= expected)	-6.6	+0.33
progress in writing	-4.8	+0.17
progress in maths	-5.0	+0.28

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Communication and language skills on entry to reception are significantly lower for children with PPG than for other pupils
<b>B.</b>	The emotional health and wellbeing of disadvantaged children requires additional positive intervention
<b>C.</b>	Gap between PPG and non PPG widens as they go up through KS2
<b>D.</b>	Lack of real life experiences and experiential learning
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Attendance of PPG pupils is lower than non-PPG (3% Gap based on 2016/2017 data)
<b>F.</b>	Social and economic deprivation locally creates a need for a large pastoral support team to work with families easing and preventing barriers to learning (43.4% of pupils on roll live in the most deprived – 0-30% of LSOA's in England, 6% of pupils live in the 10% most deprived). (Jan 2017 data)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve the communication and language skills of children in EYFS & Y1 for PPG pupils to be in line with other pupils nationally by the end of Year one.	PPG pupils in EYFS make accelerated progress, and by the end of year one achieve in line with their peers.
<b>B.</b>	Support is provided by the pastoral team and outside agencies to increase the confidence and self-	Children demonstrate an increased confidence, self-esteem and

	esteem of PPG pupils to ensure that they are more equipped to learn.	readiness to learn.
<b>C.</b>	Progress of PPG pupils will be accelerated to close the gap in attainment so that they are at least in line with their peers. (The gap widens through KS2).	The gap is reduced between PPG pupils and non-PPG pupils so that they are at least in line with their peers.
<b>D.</b>	Children will experience a variety of rich learning opportunities at least half termly such as musical productions, school trips, visitors into school, sporting activities.	Children can relate to their real-life learning experiences.
<b>E.</b>	Attendance rates of pupils eligible for pp to increase by approximately 2%.	Reduce the number of persistent absentees; with overall PPG attendance improves in line with their peers.

## 5. Planned expenditure

**Academic year**      **2017/18**

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	Planned review date	April 18 review
<p>Improve the communication and language skills of children entering EYFS.</p> <p>Y1- To support phonics skills which support reading. For PPG pupils to be in line with other pupils nationally by the end of Year one.</p>	<p>Deployment of TA's for RWI in order to reduce group sizes and target specific support.</p> <p>Introduction of phonic intervention programme (three afternoons a week).</p>	<p>The aim is to accelerate progress through the RWI programme. Smaller groups ensure targeted provision.</p> <p>Ensure that all pupils reach the expected standard in the year one phonics screening check.</p>	<p>The KS1 reading lead will liaise with staff to identify children for intervention groups. Pupils will be assessed half termly and groupings adjusted where necessary.</p> <p>The KS1 reading lead identifies pupils, as well as delivers training to TA's.</p>	TH KS1 reading lead	April 18	
<p>Support is provided by the pastoral team and outside agencies to increase the confidence and self-esteem of PPG pupils to ensure that they are more equipped to learn and offer support to vulnerable families.</p>	<p>The Learning Mentors are recognised Thrive practitioners they work with the rest of the staff to use the Thrive approach, this included whole class and individual screening.</p> <p>Introduction of a growth mindset approach and whole school learning habits to increase pupil's resilience, and behaviour for learning.</p>	<p>Thrive is a nationally, neuro science researched and attachment theory proven resource.</p> <p>The growth mindset approach reinforces the school's learning habits of resilience, resourcefulness, reflectiveness, building relationships and rejoicing in learning.</p> <p>The pastoral team regularly meet with parents to signpost support from outside agencies. This includes referrals to the early help hub and school nursing team.</p>	<p>Staff meeting time to deliver training and evaluate effectiveness.</p> <p>Our Thrive leader evaluates assessments.</p> <p>Monitoring is carried out through drop ins and pupil conferencing.</p>	<p>JW</p> <p>RP</p>	April 2018	

Progress reading for of PPG pupils will be accelerated to close the gap in attainment so they are at least in line with their peers. (KS2 gap widens).	Reading- KS2 – Accelerated Reader introduced to increase the amount pupils read at home and school and develop a love of reading.  A new approach to guided reading has been introduced in KS2  Pupils in years 2 and 3 will access Bug club to diminish the difference	Accelerated Reader is an online programme which objectively assesses comprehension and literacy skills.  Whole class reading and discussion of a text supports children’s comprehension by focussing on the use of 3 part answers, Point, Evidence and Explain.  Bug club encourages pupils to read independently and is proven to increase early comprehension skills.	Monitoring will take place by the reading leaders.  Pupils are assessed half termly and teachers analyse their own classes AR data to ensure individual pupils are reading at the appropriate level and making at least expected progress.	ST	April 2018	
Progress writing and maths for PPG pupils will be accelerated to close the gap in attainment so they are at least in line with their peers. (KS2 gap widens).	Writing/Maths-KS1/KS2 – Individual class TA’s deliver a targeted intervention programme (determined by the class teacher) within the daily writing lesson. Teachers deliver daily enhanced learning sessions to groups and individuals as required.	Adult led small group working provides targeted teaching to close gaps in their learning.  New planning resources will ensure pupils are fluent with maths topics, through the use of a range of models and images, before being able to apply their learning in different reasoning and problem solving contexts.	SLT monitor writing and maths through drop in lesson observations, book scrutinises. HIP visits, cluster moderation.	SLT	April 2018	
Children will experience a variety of rich learning opportunities at least half termly such as musical productions, school trips, visitors into school	Whole school expectation for half termly Topic launches.	Teacher conferencing suggested that the curriculum needed to be more motivating and engaging.  An INSET day on 30 <sup>th</sup> June 2017 gave staff the opportunity to plan a new curriculum.  The thematically tailored curriculum provides additional opportunities for children who may not always be provided with these at home.	Pupil conferencing and regular monitoring of writing opportunities will test the impact. SLT will track and monitor the frequency and quality of these opportunities.	SLT	April 18	
Attendance rates of pupils eligible for PPG to increase by approximately 2%.	SLA for Educational Welfare Officer to support school with engaging parents and increasing the attendance of PPG pupils.	Attendance of PPG children was highlighted as a concern from previous years data.  Acting upon advice from external agencies such as EWO to support and improve families’ attendance.	Write and adopt an attendance policy.	RP/TB	April 2018	
<b>Total budgeted cost</b>					£46,148	
<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>Planned review date</b>	<b>April 18 review</b>
Improve the communication and language skills of children in EYFS Y1 for PPG pupils to be in line with other pupils nationally by the end of Year one.	Provision of additional intervention for targeted pupils for who RWI is currently not appropriate.  The focus is on whole word sight recognition.	57% of PPG pupils in EYFS did not achieve GLD.  Some pupils need targeted support prior to accessing RWI.	Monitored by the KS1 reading leader.	TH	April 2018	
Support is provided by the pastoral team and outside agencies to increase the confidence and self-esteem of PPG pupils to ensure that they are more equipped to learn.	A significant number of PPG pupils receive targeted learning mentor support which focuses on managing emotions.  The provision of lunchtime clubs and KS2 social skills group.	To support children with their emotional development so that they are able to engage in a positive way in school and fully engage with their learning.  To skill the children in developing positive relationships with their peers so that they have secure friendships which will support them in fully engaging with school life.	Weekly meetings take place between pastoral team and Head teacher.	RP	April 2018	
Progress of PPG pupils will be accelerated to close the gap in attainment so they are at least in line with their peers. (KS2 gap widens).	KS2 phonics intervention.  Daily enhanced learning sessions.  Year 6 split into two small classes during the mornings for reading, writing, Maths.	To boost reading skills so that better reading progress and attainment is made across the school.  To meet the individual needs of all pupils through a targeted approach.	Pupil progress meetings.	RP	April 2018	
Children will experience a variety of rich learning opportunities at least half termly such as musical productions, school trips, visitors into school, sporting activities.	Termly PPG progress meetings with PPG champion identifying individual needs and suggesting strategies to support and accelerate progress.  Create a system for tracking whole school enrichment opportunities.	Provision of quality time for staff to discuss individuals and to focus on prioritisation of resources.  Lunchtime activities engage pupils in purposeful team playing opportunities.	Meeting notes evidence for rich learning opportunities.	SR	April 2018	

Attendance rates of pupils eligible for PPG to increase by approximately 2%.	Learning Mentor monitors attendance through a policy of first day calling, and liaising with parents and offering support to parents.	To increase the attendance of PPG children so that they are receiving a full-time education and access the learning they need.	Weekly meetings between learning mentor and headteacher.	TB	April 2018	
<b>Total budgeted cost</b>					£23,086	
<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>Date of next review</b>	<b>April 18 review</b>
High quality, consistent input will support teachers to close the gap between PP and non PP children	Year 6: Reducing class sizes for core lessons.	Education endowment foundation: Accelerate progress through quality first teaching. Reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive.	Termly monitoring by SLT	RP SR JW	April 2018	
Increased, regular and consistent input will support teacher's to close the gap between PP and non PP children	Year 4: Increasing TA hours for improved intervention provision.	Small group size, increased focus on individual needs	Regular monitoring by class teacher and SLT	RP CCW	April 2018	
Removing the social and emotional barrier that impact children's learning. Improving children's self-esteem and confidence	Year 3: Social skills sessions, every afternoon. A lunchtime group to build relationships and friendships.	Education endowment foundation: SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. Particularly effective for disadvantaged and low attaining pupils	Regular monitoring by SLT (SENCO)	RP JW	April 2018	
To widen children's life experiences	Subsidy towards trips and visits  PTA contributions towards at least 2 trip/year/class	Perseverance, self-esteem and resilience are developed through adventure learning and that these skills have a knock-on impact on academic outcomes.		RP	April 2018	
To overcome behaviour which could act as a barrier to learning	Fund counselling sessions for individual children in need of more specialist social and	Supports children to communicate. Aims to raise self-esteem and build relationships.	Regular monitoring by SLT (SENCO)	JW/RP	April 2018	

	emotional support					
Outdoor learning links will improve enjoyment and engagement with reading-leading to improved outcomes	Develop the outdoor classroom and ensure each class has a timetabled slot to experience it.  Link books to a range of outdoor activities.	Involves collaborative learning experiences with a high level of physical and often emotional challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion.	Termly monitoring by SLT	SR	April 2018	
Outdoor learning links will support children to become increasingly resilient and build their self esteem	Increase participation levels in outdoor learning experiences.  Train staff to deliver sessions/activities	Perseverance and resilience are developed through adventure learning and that these skills have a knock-on impact on academic outcomes.	Regular monitoring by SLT (SENCO)	RP JW SR		
<b>Total budgeted cost</b>					£22,006	

6. Review of expenditure				
Previous Academic Year		See 2016/2017 pupil premium grant expenditure report on school website		
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
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