

# ST NEOT SCHOOL PUPIL PREMIUM STRATEGY 2017 -18

**Provision Map for Financial Year 17-18: £17780**

Pupil Premium Co-ordinator- Improvement Planning, Provision Mapping, Learning Quality Assurance and Impact Assessment: Sam Bowden

Pupil Premium Governor: Dorothy Tamblyn

The Pupil Premium is allocated to schools with pupils on that are known to be: • Eligible for free school meals either now or at any time in the last 6 years (Ever 6).

- Children of service personnel
- Children in local authority care

At St Neot School we believe that all pupils have the right to aspire to excellence and in so doing achieve their academic potential. We recognise that some groups of pupils need support to achieve this and aim to ensure that the targeted and strategic use of Pupil Premium funding will support us in enabling all to succeed.
Our Pupil Premium provision will be aimed at accelerating progress so the vast majority of PP pupils leave the School at, or above, the national average. We also aim for every child to make progress that is good or better, so that they leave having made at minimum 2 levels of progress from KS1 to KS2. The annual achievement of PP pupils at St Neot will be measured against the annual national achievement benchmarks of non-PP pupils.
Funding will also be used to develop high aspirations for the future so that children can continue to succeed.
Our provision has been informed by the latest OFSTED Guidance – “The Pupil Premium – How schools are spending the funding successfully to maximise achievement” – published in 2012/13. See Appendix A for an overview of key principles.
The PP policy and leadership of PP provision and impact is the responsibility of the Governing Board and the Headteacher. It will be monitored as an item in the termly Head’s Report to Governors.

## Pupil Premium Key Progress and Impact Indicators

Progress and Impact indicators	2014-15	2015-16	2016-17	2017-18
Improvements identified in School Development Plan	New schemes of work and differentiated lesson plans identified	New schemes of work purchased, used to ensure differentiation was set in lessons	Specific focus on writing to develop skills and understanding-linked to SPAG lessons	SPAG is embedded in planned lessons to enhance performance in writing
Impact on pupil achievement in English and Maths	Results show higher achievement. Excellent results in SATs, 100% of pupils achieved Level 4 and above	Results show high achievement. Overall SATs results show 90% achieved in all 3 areas. National average was 53%.	<u>Reading</u> -St Neot School 90%, National 66%, Cornwall 62% <u>SPAG</u> -St Neot 10%, National 72%, Cornwall 67.7% <u>Maths</u> -St Neot 90%, National 70%, Cornwall 65.3%	<u>Reading</u> -St Neot School 100%, National 71% <u>Maths</u> -St Neot School 100%, National 75% <u>GPS</u> -St Neot School 100%, National 77% <u>Writing</u> -St Neot School 88.9%, National 76% (Cornwall data not available at time of writing)
Early intervention to enhance progress	Increased understanding in English and Maths	Interventions shows pupils have made expected and exceeding	Interventions support learners, individual tracking shows pupil	Interventions support specific needs for

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		progress.	progress	individual learners.
Resources engage and motivate pupils	Pupils have a rich bank of resources to support learning	New resources purchased have helped to develop skills and understanding, especially in SPAG and Maths	New ICT resources have enhanced learning. The purchase of SPAG and Maths books have developed planning and secured pupil/teacher knowledge	Resources develop skills and understanding across the curriculum
Enrichment to raise aspirations	Pupils are able to develop interests and talents outside of the classroom	7 children participated in masterclasses across several subjects.	Enrichment has provided challenge, enjoyment and excitement	Enrichment opportunities have equipped the children with tools that will help them to understand and independently take control of their learning
Increased classroom support improves achievement	Staff understand barriers to learning and how to adapt strategies to support individual needs	Members of staff attended courses to help develop their skills and understanding needs of specific children.	Courses have been attended. Information has been cascaded to all staff. This has informed planning and lessons observed are good/outstanding	Continued professional development in curriculum subjects has increased the understanding and support given in lessons
Improved attendance, behaviours and links with families	Pupils learn how to self-manage their learning behaviours. Pupils gain life skills	Parents are kept updated of school procedures through newsletter, website, parent consultations and parent surveys	Attendance is excellent. This has been checked by EWO. Parents are informed of new attendance initiatives. Asked for opinions through parent survey and given the opportunity to speak to teachers if there are any concerns	Attendance of PP children is excellent. Parents are made aware of expectations through newsletter, website, parent consultations and parent surveys

**Summary of Pupil Premium Improvement Spending Intentions**

<b>Outline Plan</b>
To target selected groups of pupils to ensure a personalised curriculum offer
Wider life and learning experiences engage and motivate pupils
Resources and learning
Instrumental lessons have a positive outcome
Learning experiences widen pupils' knowledge
Teachers are upskilled to support and develop learning
Improvement in healthy lifestyles

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AREA	IMPROVEMENT FOCUS	PROVISION	STAFF	TARGET GROUP	SUCCESS CRITERIA	BUDGET	SUSTAINABILITY
1. Pupil Progress	Targeted progress support across the curriculum	<ul style="list-style-type: none"> <li>Dedicated learning support providing targeted teaching according to child needs</li> <li>Co-ordinated and prioritised with class teachers each week</li> <li>Reference – File – PP Records</li> <li>Administration of pupil premium funds</li> <li>Booster tuition to support attainment at Y6</li> <li>Dinner time support for 1:1</li> </ul>	<p>Teacher 0.16 (2 afternoons)</p> <p>Teaching Assistant (427 hours per year at £9.60 per hour)</p> <p>Admin staff (1/2 hour per week)</p>	All	<p>-improved annual progress</p> <p>-improved termly progress, performance tracked</p> <p>- improved social and emotional development</p>	£10433 Teacher, TA, Admin	<p>-improved annual progress</p> <p>-improved termly progress, performance tracked continuous</p>
2. Curriculum Enrichment Opportunities	<p>Facilitate wider life and learning experiences</p> <p>Enrich experiences outside the classroom</p> <p>Global Awareness</p>	<p>Access to:</p> <ul style="list-style-type: none"> <li>residential visits</li> <li>educational visits</li> <li>extended enrichment opportunities including visitors</li> <li>Gifted and Talented</li> <li>pupil courses</li> <li>Independence is developed</li> </ul>	Co-ordinated by Head Teacher	Available to all	<p>-engage and motivate pupils</p> <p>-access to enrichment for all guaranteed</p> <p>-learning experiences out of the classroom widen the pupils' knowledge and develop self-confidence</p> <p>-positive impact on self confidence</p>	£1200	<p>-improved annual progress</p> <p>-improved termly progress, performance tracked</p> <p>-learning experiences out of the classroom widen the pupils' experiences out of the classroom widen the pupils' knowledge and develop self-confidence</p> <p>- Using research from around the world, Every Experience</p>

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							<p><i>Matters provides evidence that children engaged in outdoor learning:</i></p> <ul style="list-style-type: none"> <li>• attain higher levels of knowledge and skills</li> <li>• improve their physical health and motor skills</li> <li>• socialise and interact in new and different ways with their peers and adults</li> <li>• show improved attention, enhanced self-concept, self-esteem and mental health</li> <li>• change their environmental behaviours and their values and attitudes</li> </ul>
<b>3. Improved resourcing for group learning</b>	Engage and motivate pupils through access to exciting learning technology and MfL resources	<ul style="list-style-type: none"> <li>• mobile ICT resources including ipads</li> <li>• Resources for MfL</li> </ul>	Co-ordinated by  ICT/ Literacy Co-ordinator	All	<p>-engage and motivate pupils</p> <p>-access to high quality learning resources established</p> <p>-access to an extended curriculum</p>	£400	<p>-engage and motivate pupils</p> <p>-access to high quality learning resources established</p> <p>-access to an extended curriculum</p>
<b>4. Instrumental music lessons</b>	Extend learning experiences	<p>Access to:</p> <ul style="list-style-type: none"> <li>• Woodwind/guitar/violin/drum lessons 30 sessions a year</li> <li>• Hire of instruments</li> </ul>	Co-ordinated by Head Teacher	Available to all from Y3	<p>-progress with a musical instrument</p> <p>-ability with a musical instrument positively impacts on general learning skills</p>	<p>Lessons 7 children x £60 per term x 3 terms weeks£1260</p> <p>Instrument</p>	<p>-progress with a musical instrument</p> <p>-ability with a musical instrument positively impacts on general learning</p>

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						hire 3 x children x £25 per term x 3 terms = £225	skills
<b>5. Reading Resources and Specific resources</b>	Increase reading/writing attainment Learning is developed and through visual, audio and kinaesthetic	<ul style="list-style-type: none"> <li>• Reading resources</li> <li>• Resources enrich education</li> <li>• Learning is stimulated</li> </ul>	Head teacher Staff	All	-improved access to reading resources which assist in raising of standards -to enhance learning experiences inside the classroom widen the pupils' skills and understanding	£300	-improved access to reading resources which assist in raising of standards -learning experiences are engaging
<b>6. Wrap around care and Home Work Support</b>	Enable access to educational experience out of the curriculum and support with homework	<ul style="list-style-type: none"> <li>• Breakfast Club</li> <li>• Riverside Club-after school child care and homework support</li> <li>• Activities are linked to curriculum provision</li> </ul>	Riverside Club Staff	Available to all one session per week	-learning experiences out of the classroom widen the pupils' knowledge and develop self-confidence  -positive impact on attainment	£2508 (11 pupils/1 day per week /38 weeks)	continuous -learning experiences out of the classroom widen the pupils' knowledge and develop self-confidence  -positive impact on attainment
<b>7. Training</b>	Through risk and restraint reduction, to support teaching	<ul style="list-style-type: none"> <li>• Helping Teachers Manage Challenging Behaviour</li> </ul>	Staff	Individual	- to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships	£400	-Learning outcomes and behaviour should improve through the provision of safe learning and caring
<b>8. Milk-school food plan</b>	To enhance learning through healthy lifestyle	<ul style="list-style-type: none"> <li>• Provision of milk to PP children as requested by parents as part of new school food plan. 22p per child per day.</li> </ul>	Staff	Individual	Children understand the necessity to lead a healthy lifestyle to help them learn	£150	Healthy lifestyles are promoted through daily drink of milk
<b>TOTAL PLANNED BUDGET SPEND</b>						<b>£16876</b>	

**Appendix A**

OFSTED guidance for successfully maximising achievement	OFSTED guidance on unsuccessful spending
<ol style="list-style-type: none"> <li>1. Carefully ring fenced funding so that they always spent it on the target group of pupils</li> <li>2. Never confused eligibility for the Pupil Premium with low ability, and focussed on supporting their disadvantaged pupils to achieve the highest levels</li> <li>3. Thoroughly analysed which pupils were underachieving particularly in English and maths and why</li> <li>4. Drew on research evidence (such as the Sutton Trust toolkit) and evidence from their own and others experience to allocate the funding to the activities that were most likely to have an impact on improving achievement</li> <li>5. Understood the importance of ensuring that all day to day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good</li> <li>6. Allocated their best teachers to teach intervention groups to improve mathematics and English</li> <li>7. Used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked</li> <li>8. Made sure teaching assistants were highly trained and understood their role in helping pupils to achieve</li> <li>9. Systematically focussed on giving pupils clear, useful feedback about their work and ways they could improve it</li> <li>10. Ensured that class and subject teachers knew which pupils were eligible for the PP so that they could take responsibility for accelerating their progress</li> <li>11. Ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils</li> <li>12. Had a clear policy on spending the PP agreed by governors and publicised on the school website</li> <li>13. Provided well targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning</li> <li>14. Had a clear and robust performance management system for all staff, and included discussions about pupils eligible for the PP in performance manage meetings</li> <li>15. Thoroughly involved governors in the decision making and evaluation process</li> <li>16. Were able, through careful monitoring and evaluation to demonstrate the impact of each aspect of their spending on the outcomes for pupils</li> </ol>	<ul style="list-style-type: none"> <li>• Had a lack of clarity about the intended impact of the spending</li> <li>• Spent the funding indiscriminately on teaching assistants with little impact</li> <li>• Did not monitor the quality and impact of interventions well enough, even where other monitoring was effective</li> <li>• Did not have good performance management system for teaching assistants and other support staff</li> <li>• Did not have a clear audit trail for where the funding had been spent</li> <li>• Focussed on pupils attaining the nationally expected level at the end of the Key Stage but did not go beyond these expectations so some more able eligible pupils underachieved</li> <li>• Planned their PP spending in isolation rather than with other planning e.g. improvement planning</li> <li>• Compared their performance to local rather than national data, which suppressed expectations if they were a low performing local authority</li> </ul>