

**Penpol School**  
**Pupil Premium Funding 2018-2019**  
**This year we expect to receive £75,100 to support 56 pupils.**

**Overall Aim**

To narrow the attainment gap of disadvantaged pupils by addressing inequalities and accelerating the progress of children in low income families, service families or those who are 'Looked After'.

<b>Key Expenditures</b> All costings are approximate	<b>Financial Implications</b>	<b>Proposed Impact</b>	<b>Monitoring Impact</b>
<b>Staffing</b>			
<b>Teaching Assistants to lead interventions for disadvantaged learners</b>  Teaching Assistants will be deployed across the school to work with socially disadvantaged learners who are at risk of underachieving. Timetables will be vary across the year, planned in response to identified need at a whole school level and will be coordinated by the SLT with the support of the Pupil Premium Champion. They will lead small group sessions supporting key areas such as reading, handwriting, calculation, number facts, phonics, spelling and social skills. In addition to bespoke planning, staff will use specific programmes such as Toe by Toe and Nessy.	<b>£45,066</b>	Disadvantaged learners at risk of underachieving will make accelerated progress in relevant areas, closing gaps more swiftly and maintaining learning confidence. Preteaching will allow children to feel more prepared to learn new concepts and subject specific language.	Intervention map charting measurable progress data  Termly progress reviews informing onward strategy
<b>Speech and Language sessions</b>  Our Speech and Language HTLA leads 1:1 sessions with eligible pupils and their peers with identified language and communication needs.	<b>£12,800</b>	Children with language and communication needs make swift progress in this area, allowing them to build confidence and take part in learning across the curriculum more actively.	Speech and Language HTLA meeting regularly with Inclusion Lead and Class Teachers to evaluate progress and plan onward provision  Intervention map charting progress made
<b>Additional teacher in Upper KS2 (0.5 days per week)</b>	<b>£1,794</b>	Eligible children nearing the end of their time at primary school receive additional support to boost key skills, building confidence and	Intervention map charting measurable progress data

Our additional teacher in Upper KS2 will be deployed in response to careful analysis of assessment data and progress reviews. Planned in conjunction with the class teachers, sessions with the additional teacher will focus upon <b>key skills</b> such as number, calculation and grammar where applicable.		adaptability, best preparing them for transition to secondary school.	Termly progress reviews informing onward strategy
<b>Coaching Service</b> – contribution to costs  Personalised support in response to anxiety, low self-esteem, family crises, and matters for eligible children and their families.	<b>£2,475</b>	Eligible children, their peers and families feel confident in themselves as learners and as part of a supportive community.	Weekly feedback to Inclusion Lead and Headteacher
<b>Educational Welfare Officer</b> – contribution to costs  Direct support will be provided to eligible families where a low attendance is a recurring barrier to learning and where school-based support is falling short.	<b>£300</b>	Eligible children are supported to attend school as regularly as possible, aiding good progress and social and emotional wellbeing.	Monthly attendance meetings – School Secretary and Headteacher
<b>Training and Development</b>			
<b>Metacognition Training – School Wide Approach</b>  Teachers are provided with a series of Professional Development Meetings supporting the implementation of a school-wide focus upon metacognition.	<b>£2000</b>	Teachers confidently lead learning which supports children to <b>learn how to learn</b> most effectively. Consequently, disadvantaged learners, are better prepared to plan, lead and evaluate their own learning.	Progress meetings and school data tracker
<b>Supply cover to release Pupil Premium Champion</b>  Our Pupil Premium Champion will visit other schools locally and further afield which have demonstrated significant impact and excellent value for money with pupil premium spending and initiatives.	<b>£502</b>	Penpol's pupil premium strategy continues to evolve and is well-informed by best practice in other settings. Disadvantaged learners at Penpol consequently make accelerated progress across core subjects and beyond.	Performance Appraisal of Pupil Premium Champion
<b>Wider Opportunities</b>			
<b>Subsidy Fund</b>  Funding available to ensure that disadvantaged children are able to participate fully in the broader range of activities on offer at Penpol.	<b>£1000</b>	Eligible children across the school are able to fully access our extended provision.	Pupil Premium Champion termly review.
<b>The Writer's Block Programme</b>	<b>£1,100</b>	Reluctant writers across the school, particularly those eligible for pupil premium, become more engaged, inspired and motivated writers.	Termly progress reviews

Fifteen eligible reluctant writers will take part in this five-session programme designed to inspire creative writing skills through immersive experiences.  All teaching staff to engage in CPD at the Writers' Block, developing skills to engage and enthuse reluctant writers in the classroom.			Intervention map charting measurable progress data
<b>Additional Pupil Premium Resources Budget</b>  A small budget has been allocated for additional resources, to be purchased in response to identified need for eligible pupils during progress reviews across 2018-2019 the academic year.	<b>£713</b>	Eligible pupils' developing needs are swiftly responded to with appropriate resources during the year.	Termly progress reviews  Intervention map charting measurable progress data
<b>Accelerated Reader Scheme</b>  Eligible pupils and their peers are each provided with a unique license to make full use of this transformative software.	<b>£2,450</b>	Eligible pupils and their peers receive individually tailored challenges to enthuse about and drive accelerated progress in reading.	Termly progress reviews  Intervention map charting measurable progress data
<b>Additional Outdoor Resources in the Early Years Foundation Stage</b>  This funding will top up an existing allocation to improve outdoor provision for our Reception classes.	<b>£4,900</b>	Eligible pupils and their peers are able to access a broad range of challenging and engaging activities in the outdoor area, levelling opportunities for our youngest pupils.	Termly progress reviews
<b>Total expenditure</b>	<b>£75,100</b>		

Amount of pupil premium received			
2015-2016	2016-2017	2017-2018	2018-2019
<b>£74,100</b>	<b>£85,820</b>	<b>£75,560</b>	<b>£75,100 (Indicative)</b>
How we used Pupil Premium during 2017-2018			
Funding Used For:	Cost	Impact	
Staffing	<b>£79,006</b>	<p>The majority of last year's pupil premium was used to provide additional staffing, predominantly to support those in receipt of the funding.</p> <p><b>Speech and Language Support</b> allowed designated members of staff to lead 1:1 sessions with those in receipt of pupil premium and with identified language related barriers to learning. Teachers' observations noted</p>	

		<p>improved engagement in classroom activities, leading to accelerated progress in English in particular.</p> <p><b>SWAT sessions</b> led for each class across the school allowed children in receipt of pupil premium more time to engage with new and complex concepts. Teachers observed that the increased levels of confidence that these sessions provided allowed pupils to accelerate progress across core subjects, narrowing the gap between themselves and their peers.</p> <p><b>Coaching sessions</b>, provided by Rachel from Carnelian Coaching, have supported vulnerable families in receipt of pupil premium funding to tackle a wide range of challenges. Children struggling with significant barriers to learning including anxiety and low self-esteem have, through regular sessions with Rachel, developed improved relationships with the learning process. Children working through challenging home circumstances have also benefited from Rachel's work, with parent sessions offering a second layer of support.</p>
Assessment	£1,410	<p>Improved assessment systems have allowed teachers to better identify eligible pupils and their peers at risk of underperforming, targeting these with particular interventions and any further support. <b>Mappix</b> software has been embedded across the school.</p> <p>We seek to develop our assessment system further to allow unachieved objectives to more directly influence ongoing teaching.</p>
Headphones and IT resources for Nessy sessions	£572	<p>Providing additional IT resources allowed us to broaden the Nessy programme to a larger number of children in receipt of pupil premium. Many children taking part in the programme made faster progress than they would have otherwise expected to. However, we have found that those with less reading confidence initially also make slower progress, even when using the programme. In June 2018, changes to the delivery of the Nessy programme have been made in order to provide more teaching time for those in receipt of pupil premium with lower confidence in reading.</p>
Subsidising School Trips	£20	<p>Small subsidies for school trips were provided to ensure that all children in receipt of pupil premium were afforded the same opportunities as their peers.</p>
Subsidising Breakfast Club	£85	<p>Teachers have observed increased readiness for the day's learning in those children subsidised to join Breakfast Club. Children in receipt of pupil premium attending club with subsidised spaces have been provided with a healthy, filling breakfast and engaging activities with which to start the day.</p>
Subsidising Travel for Swimming	£50	<p>Subsidies have been provided to support a small number of children in receipt of pupil premium to travel for free on the bus to the swimming lessons. This has allowed them to take advantage of the same educational opportunities as their peers.</p>



Progress and Attainment - 2017

<u>Group</u>	<u>School Disadvantaged Pupils</u>	<u>School All Pupils</u>	<u>National Other Pupils</u>
Progress in Reading	3.2	3.2	0.3
Progress in Writing	0.4	0.2	0.2
Progress in Maths	2.2	2.1	0.3
KS2 - Achieving Expected Standard (Combined)	50%	80%	67%
KS2 Achieving Higher Standard (Combined)	0%	7%	11%

Pupil Premium Action Plan			Priority Lead: Colin Jones		
<b>Target:</b> To ensure that specific challenges faced by individual learners are identified and responded to through a more personalised approach to Pupil Premium spending.					
<b>Success Criteria:</b> <ul style="list-style-type: none"><li>• Children in receipt of Pupil Premium make good or outstanding progress.</li><li>• The school nurtures positive relationships with all families.</li><li>• School leaders rigorously monitor provision for socially disadvantaged learners, swiftly adapting to identified need with the strategic use of resources, interventions and initiatives.</li></ul>					
Tasks	Personnel	Resources	Timescale	Impact	Review
<ul style="list-style-type: none"><li>• Survey of parents'/carer's views regarding parent workshops</li></ul>	Sarah Connors	No additional resources needed	Autumn 1	<b>Provision</b>  Broad range of parent/carers workshops are provided to successfully engage with a wider range of families, including those eligible for pupil premium funding.  <b>Outcomes</b>  All families, including those eligible for pupil premium funding, are best	

				placed to support their child with learning across the curriculum and beyond.	
<ul style="list-style-type: none"> <li>Prepare a new timetable of Parent Workshops, including a wider range of areas of focus. For example, cooking and First Aid.</li> </ul>	Chris Chislett	<ul style="list-style-type: none"> <li>Staff/Parents to lead workshops.</li> <li>Timetable.</li> <li>Results from Survey – See below</li> </ul>	Autumn 1	<p><b>Provision</b></p> <p>Parents and carers take part in workshops exploring a wider range of foci.</p> <p><b>Outcomes</b></p> <p>Parents and carers feel more confident to support their children with academic learning at home.</p> <p>Awareness is raised around other key areas such as healthy eating and first aid, levelling access to a healthy start to life at home.</p> <p>The school continues to build as a community hub for all.</p>	
<ul style="list-style-type: none"> <li>Communication policy – language and speech development.</li> </ul>	Inclusion leader	Inclusion Leader time	Spring 1	<p><b>Provision</b></p> <p>A specific policy will be devised ensuring early identification and swift intervention when supporting those children most at risk of a delay in speech and communication skills.</p> <p><b>Outcomes</b></p> <p>Children at risk of a delay in their communication development are provided with targeted, evidence based support from an early age.</p>	

<ul style="list-style-type: none"> <li>Forest School for communication and other needs.</li> </ul>	Inclusion leader	Member of Staff	From Summer 1	<p><b>Provision</b></p> <p>Disadvantaged learners and those with delayed communication development will take part in regular Forest School Sessions.</p> <p><b>Outcomes</b></p> <p>Confidence and communication skills will be nurtured for disadvantaged pupils, supporting accelerated progress across the wider curriculum.</p>	
<ul style="list-style-type: none"> <li>Outside agency parent dropins at Play and Learn Sessions</li> </ul>	Colin Jones/ Inclusion Leader	Contact with external agencies	From Autumn 1	<p><b>Provision</b></p> <p>Drop in sessions will be led by Health Visitors, Midwives, Employment Advisors and other relevant parties, tying in with our popular Play and Learn sessions.</p> <p><b>Outcomes</b></p> <p>Parents of young children will feel better connected with the society around them, allowing them to make better use of the resources available to them.</p>	
<ul style="list-style-type: none"> <li>Three Pupil Premium Case Studies to be created.</li> </ul>	Colin Jones	Pro Forma, Attainment data, further information from teachers	Termly	<p><b>Provision</b></p> <p>Case studies will enable a greater understanding of how outstanding outcomes have been reached for our vulnerable children.</p> <p><b>Outcomes</b></p>	



				Better understanding how our Pupil Premium spending is most effective will allow us to ensure that future spending decisions achieve greatest possible impact.	
<ul style="list-style-type: none"> <li>Careers Fair</li> </ul>	Colin Jones	Date, support from teachers (in lieu of staff meeting) and that of parents, carers and other community members.	Summer 2	<b>Provision</b>  An exhibition of local business and professions to showcase career opportunities to children in upper Key Stage Two  <b>Outcomes</b>  Better sense of opportunity for our Pupil Premium children.	
<ul style="list-style-type: none"> <li>University Visit</li> </ul>	Colin Jones	Staff member from Falmouth University  Support from upper Key Stage 2	Spring 1	<b>Provision</b>  A showcase of courses, career prospects and opportunities after higher education.  <b>Outcomes</b>  Better sense of opportunity and understanding of higher education for our Pupil Premium children.	
<ul style="list-style-type: none"> <li>Parent/Carer Open Afternoons</li> </ul>	Colin Jones	Support from teachers	Autumn 2	<b>Provision</b>  Parents to come into school to 'learn' with their children. Parents	

				<p>and children to complete learning tasks together.</p> <p><b>Outcome</b></p> <p>Parents and carers feel more confident to support their children with academic learning at home. Parents and carers are more aware how teaching is occurring. Establish positive relationships with parents and carers.</p>	
<p><b>Evaluation processes:</b></p>					