



Pupil Premium Report 2017/18

No. of pupils & PPG received (Sept 17 – Budget March 17)	
Total number of pupils on roll	201
Eligible for PPG	28
Boys	16
Girls	12
SEN	8
CHIN/CP/TAC	6
Total PPG Received	£55,580

Summary Information					
School	Heamoor CP School				
Academic Year	2017/18	Total PP Budget	£55,580	Date of most recent PP Review	Sept 2017
Total No. of Pupils	194	No. Of pupils Eligible	27	Date of next internal review of this strategy	Feb 2018

2017 Attainment EoKS1 Statutory Assessments		
	Pupils eligible for PPG (2016-17)	Pupils NOT eligible for PPG (2016-17)
% Achieving EXPECTED standard in Reading	40%	57.1%
% Achieving GREATER DEPTH in Reading	20%	21.4%
% Achieving EXPECTED standard in Writing	40%	39.3%
% Achieving GREATER DEPTH in Writing	20%	3.6%
% Achieving EXPECTED standard in Maths	20%	50%
% Achieving GREATER DEPTH in Maths	0%	0%

2017 Attainment EoKS2 – statutory assessments		
	Pupils eligible for PPG (2016-17)	Pupils NOT eligible for PPG (2016-17)
% Achieving EXPECTED standard in Reading	18.2%	40%
% Achieving GREATER DEPTH in Reading	0%	13.3%
% Achieving EXPECTED standard in Writing	54.5%	66.7%
% Achieving GREATER DEPTH in Writing	0%	6.7%
% Achieving EXPECTED standard in Maths	0%	30%
% Achieving GREATER DEPTH in Maths	0%	0%

Attendance	Attendance (Sept 16 – July 17)	No. of authorised absences	No. unauthorised absences
PPG pupils			
Whole school			

Potential Barriers
Safeguarding Issues
Speech & Language difficulty on entry
Attendance & punctuality
SEN Impact
Impact of Personnel issues
Level of behaviour, social, emotional wellbeing support needs

Desired Outcomes		
	Desired outcome	Success criteria
A	To ensure PP children meet the standard of the Y1 Phonics Screening (or Y2 re-screen where appropriate)	100% of PPG pupils meet the Y1 phonic screening standard by June 2018
B	To ensure PP children are achieving their ARE by end of year in Reading.	85% OF PPG pupils to achieve a standardised score of at least 100 by July 2018
C	To ensure PP children are achieving their ARE target by end of year in Writing.	85% OF PPG pupils to achieve 'secure' in their ARE by July 2018
D	To ensure PP children are achieving their ARE target by end of year in maths.	85% OF PPG pupils to achieve a standardised score of at least 100 by July 2018

E	To ensure PP children achieve at higher than National Average for expected standard in M, W and R	For at least 65% of PP children to achieve the expected standard in M, R and W.
---	---	---

Planned Expenditure					
Academic Year		2017-18			
Quality of Teaching					
Objective	Action / approach	Rationale	Monitoring	Staff lead	Review/Success Criteria
To embed ‘Building Learning Power’ strategies throughout the school (Learning to Learn)	Create and promote a culture in classrooms – and across the school to support development of a range of key learning skills: ability to reflect on their experiences, think critically about their work and the work of others, to work cooperatively, be resilient, identify resources, take responsibility – 5R’s	Aim is to help learners think about their own learning behaviours more explicitly. Evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. EEF meta-cognition+8mths	Class observations and pupil conferencing. ½ termly monitoring of assessments.	EB £500 <ul style="list-style-type: none">ResourcesCPD costsRelease time	To ensure 85% of PPG pupils reach ARE by July 2018 Pupils are able to discuss their learning behaviours and recognise the impact this has on their learning Behaviours observed in lessons are positive – pupils are consistently on task and motivated to learn.
All staff to receive professional development opportunities focussed on effective Teaching & Learning incl. effective feedback, and approaches to AfL.	CPD for teaching assistants and teaching staff Teachers provide time for pupils responding to feedback Introduction of new marking policy approach incl. CPD	Feedback studies tend to show very high effects on learning as a teaching and learning approach. Feedback has effects on all types of learning across all age groups. Research in schools has focused particularly on English,	Triangulation of work especially book scrutiny of marking and use of AfL.	JF £2000 <ul style="list-style-type: none">CPD costsBooks / resources for staffRelease time for lesson study	To ensure 2/3 of all PP children to secure 80% of their age-related NC objectives by July 2018 Monitoring shows effective T&L strategies consistently across the school, effective use of feedback & children

		<p>mathematics and, to a lesser extent, science.</p> <p>EEF feedback +8mths</p>			taking responsibility for their learning
To develop a Mastery approach to the teaching and learning of maths across the school	<p>Develop a Maths Mastery curriculum across the school; meaning that subject matter and learning content is broken into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps</p> <p>(supported by involvement in Maths Hub & DFE Strength in Numbers Projects)</p>	<p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.</p> <p>EEF Mastery Learning +5mths</p>	<p>Ongoing monitoring from Maths Hub project / DFE Strength in numbers project SLEs</p> <p>½ termly assessments Pupil conferencing Lesson observations Work scrutiny</p>	EB £2000 (additional to project funding)	<p>85% of children reach ARE by July 2018</p> <p>Approaches to representation & structure are consistent across the school</p> <p>Vast majority of pupils report increased levels of confidence in maths</p>
To develop an effective approach to the teaching of Phonics	Develop an effective approach to phonics embedded in a rich literacy environment for early readers as	Phonics approaches have been consistently found to be effective in supporting younger readers to master the	Ongoing monitoring/advice & training from Teaching school	EB £1000 (additional to project funding for materials / release time)	80% of pupils in Year 1 will achieve the expected standard in the phonics screening

	<p>part of the wider strategy for literacy.</p> <p>Involvement in Kernow Teaching School Phonics project to develop leadership of and phonics provision.</p>	<p>basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>EEF Phonics +4mths</p>	<p>Lesson observations</p> <p>Weekly phonic meetings</p> <p>Ongoing weekly phonic screenings</p>		<p>100% of KS1 PP pupils will achieve the expected phonic standard by July 2018</p>
To further develop the quality of teaching and learning in Writing	<p>Develop quality of teaching and learning in writing & ensure talk for writing (T4W) approach is used consistently and effectively across the school to develop speaking and learning and quality of writing</p>	<p>Overall, studies of oral language interventions including reading comprehension consistently show positive benefits on learning. On average, pupils who participate make approximately five months' additional progress over the course of a year</p> <p>EEF Oral Language Interventions +5mths</p>	<p>Lesson observations</p> <p>Pupil conferencing</p> <p>Book scrutiny</p> <p>Planning scrutiny</p>	<p>KS £1000 CPD cost</p> <p>£500 support staff costs (additional time for CPD)</p> <p>£500 release time – monitoring</p>	<p>75% of pupils (in all year groups) achieve 'secure' by July 2018</p> <p>85% of pupils achieve ARE in EoKS1 / EoKS2 statutory assessments by July 2018</p> <p>Provision across KS1/2 is consistent and 100% lesson observations are judged at least good (<i>assuming triangulation of information</i>)</p>
To introduce and embed Accelerated Reader into Y2-6 to support the development of fluency in reading and comprehension skills.	<p>Introduce AR approach incl. 4x weekly sessions to ensure regularity of reading & use of book quizzes to assess comprehension skills. Build in reward system to ensure high</p>	<p>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be</p>	<p>Weekly diagnostic reports</p> <p>½ termly assessments</p> <p>Subject leader session support</p>	<p>BD £2545</p> <p>(27 PPG pupils = £687.15)</p> <p>£1000 release time / additional CPD</p>	<p>85% of pupils achieve a standardised score of at least 100 by July 2018</p>

	levels of motivation from pupils.	particularly effective for older readers (aged 8 or above) who are not making expected progress. EEF Reading Comprehension Interventions +5mths			
Targeted support					
Pupils at EoKS1 & EoKS2 to receive 1:1 tuition to support attainment & progress	Employ qualified teacher to work on a programme of 1:1 tuition (30 minute sessions) EEF says: "Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact."	Evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately five additional months' progress EEF 1:1 Tuition +5mths	½ termly Monitoring of assessments (standardised scores) Ongoing classroom assessments (NC obj) Pupil conferencing	TC £12,364 • Cost of staff (0.5)	85% of PPG pupils in Y2/6 to achieve at least 100 as a standardised score by July 2018
To support the social/emotional needs of pupils to develop emotional literacy and resilience and reduce potential mental health issues.	Employment of a Learning Mentor Weekly Nurture Group provision for KS1/2 pupils Trained practitioners in 'Trauma Informed Schools' approach	On average, Social & Emotional Learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months'	TiS assessments to assess impact of intervention (LM/Nurture) CHALK targets (& end of therapy review process) Pupil conferencing	LO £18,109.80 £3000 £1000 Inc. personnel costs Counselling SLA Release time for CPD + CPD costs	85% of pupils achieve ARE in English & maths by July 2018 TiS assessments show significant improvement as a result of intervention <i>(measures TBC with introduction of new system)</i>

	Counselling service by trained "Chalk" counsellor	<p>additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils.</p> <p>EEF SEL +4mths</p>			Lesson observations show that approaches are embedded into routine practices, and professional development and training for staff is reflected.
Pupils receive support with homework tasks designed to promote basic skills in reading and maths	Homework club targeted at specific pupils run by SEN TA and HLTA	<p>Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes.</p> <p>EEF Extending school time +2mths</p>	<p>½ termly Monitoring of assessments (standardised scores)</p> <p>Pupil Conferencing</p>	<p>CMcC £1791.40</p> <p>Incl. Cost of staff (4 hours per week)</p>	<p>Pupils report positive benefits of attending club on their confidence and understanding of their homework tasks</p> <p>Homework tasks are completed regularly by 85% of PPG pupils</p>
Pupils receive breakfast club ensuring basic needs are met, positive start to school day & access to learning mentor when required	Offer 'free' breakfast club to PPG pupils Incl. support from learning mentor & additional support with homework tasks incl. reading	<p>Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes.</p> <p>EEF Extending school time +2mths</p>	<p>Pupil conferencing</p> <p>Monitoring of behaviour</p>	<p>£ 4943.25 £1325</p> <p>Supplies / staffing costs (3 staff incl. kitchen excl. LM)</p>	Pupil conferencing shows that pupils recognise a positive impact incl. feeling ready to learn, supported with homework tasks & supported emotionally/socially.

Additional TA in KS1 (during am sessions)	Introduce an additional TA to support new approach to Phonics & support development of social skills	Need to support low attainment in EYFSP; <i>Managing feelings & behaviours</i> 63% <i>Reading</i> 67% With the development of Phonics in KS1, the need to increase reading understanding and ensure groups are as small and as targeted as possible. EEF – TA +1mth	Lesson observations Weekly phonic screening ½ termly assessments Monitoring behaviour (Insight)	DK £5888.76	85% of pupils achieve the expected standard for phonics (in KS1) by July 2018
Other Approaches					
Subsidising the cost of school visits and residentials	To ensure all pupils have access to school visit to enrich their curriculum and remove the potential cost barrier.	Studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. EEF - Outdoor Adventure Learning (+3 months)	Monitoring of the number of children attending day visits and residentials opportunities. Pupil conferencing	JF £1000.00	To ensure that 100% of PP have had an opportunity for a day visit and/or residential visit by July 2018.

To provide a new school uniform for all PPG children if required per year	<p>To ensure the PP children are fully prepared for school.</p> <p>To support self-confidence & ensure basic needs are met.</p>	<p>To support the development of a whole school ethos and therefore is supportive of discipline and motivation.</p> <p>EEF – school uniform (0 months</p>	<p>Pupil conferencing</p> <p>Feedback from monthly welfare meetings with Learning Mentor</p>	BB £500.00	To ensure that at least 15 children have been supplied with new uniform.
---	---	--	--	------------	--

Totals	PP Grant Received: £55,580			Total spend: 56,517.21	
--------	----------------------------	--	--	------------------------	--