



Pupil premium strategy statement: Fowey Primary School 2017-18

1. Summary information					
School	Fowey Primary School				
Academic Year	2017/18	Total PP budget	42,980	Date of most recent PP Review	n/a
Total number of pupils	176	Number of pupils eligible for PP	34 (19.5%)	Date for next internal review of this strategy	Jan 2018

2. Current attainment (KS2 2017 data; figures taken from provisional data for a cohort of 3 eligible children for progress and 4 for attainment)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading	50%	
% achieving expected standard or above in writing	50%	
% achieving expected standard or above in GPS	50%	
% achieving expected standard or above in maths	50%	
% achieving expected standard or above in RWM combined	50%	67%
Progress measure reading	-4.25	+0.33
Progress measure writing	-6.35	+0.17
Progress measure maths	-3.93	+0.28

Attainment of Pupil Premium Children across the Whole School

July 2017

(figures from EYFS, now Year One, are not included)

Reading: % Working at Expected or above							
	All	Boys	Girls	PP	Non-PP	Serv	Non-Serv
All	86%	87%	84%	79%	87%	100%	85%
All KS2	85%	87%	82%	78%	86%	100%	84%
Y6	87%	85%	90%	83%	88%	100%	86%
Y5	78%	71%	82%	75%	80%	100%	76%
Y4	86%	90%	78%	100%	86%	100%	86%
Y3	86%	93%	75%	67%	89%		86%
Y2	89%	87%	92%	83%	90%		89%

Writing: % Working at Expected or above							
	All	Boys	Girls	PP	Non-PP	Serv	Non-Serv
All	72%	64%	84%	63%	75%	67%	72%
All KS2	74%	69%	82%	72%	74%	67%	74%
Y6	74%	77%	70%	83%	71%	100%	73%
Y5	72%	43%	91%	75%	70%	100%	71%
Y4	69%	60%	89%	0%	71%	0%	71%
Y3	82%	86%	75%	67%	84%		82%
Y2	67%	47%	92%	33%	76%		67%

Mathematics: % Working at Expected or above,							
	All	Boys	Girls	PP	Non-PP	Serv	Non-Serv
All	83%	84%	82%	79%	84%	67%	84%
All KS2	83%	85%	79%	78%	84%	67%	83%
Y6	78%	85%	70%	67%	82%	100%	77%
Y5	83%	71%	91%	88%	80%	100%	82%
Y4	83%	85%	78%	100%	82%	0%	86%
Y3	86%	93%	75%	67%	89%		86%
Y2	85%	80%	92%	83%	86%		85%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Staff awareness of the specific needs of pupil premium learners and how to close gaps for pupil premium children.
B.	Underdeveloped oral and communication skills, particularly in EYFS and Y1 leading to children not achieving a good level of development in the foundation stage, leading to not passing the phonics screening check.
C.	Engagement with and enthusiasm for writing, further hampered by a lack of additional experiences and real world experience to enrich writing.
D.	Basic maths skills are missing in some cases, which is stopping children from attaining greater depth especially in maths at KS2.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Increased risk of pupils who are pupil premium also being persistently absent (10% of PP children were persistently absent in 2016-2017, as opposed to 9% of their non-pupil premium peers) with some children who are eligible having been persistently absent for more than one year.
F.	Parents are often less able to contribute towards enrichment activities such as camp.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	A wider range of quality teaching techniques, which accelerate progress and attainment for pupil premium children to be in place throughout the school. Curriculum design for 2018-2019 to have a good regard to techniques observed in other schools and effective methods of targeting pupil premium attainment and progress.	Narrowed gap across the whole school from an average of 6.6% attainment gap in RWM to <5% in 2017-2018. All class teachers have undertaken at least one PP focus visit to an exceptional school nationally. Staff have cascaded learning to colleagues in staff meetings and CPD sessions.
B.	Targeted intervention in KS1 and EYFS ensures that PP children make rapid progress and achieve a good level of development in EYFS. Daily phonics interventions ensure that PP children achieve a pass in their phonics screening check.	100% of pupil premium children to achieve a good level of development in EYFS and 100% of pupil premium children to pass the phonics screening check.
C.	Progress gap in writing will be narrowed, as will the whole school attainment gap.	Average progress at the end of year 6 is comparable with national average.
D.	Children's basic maths skills are improved, increasing their ability to access higher order thinking, reasoning and problem solving confidently.	Attainment gap in Year 6 (50% of PP children achieved RWM combined in 2017) will narrow to reflect national average.
E.	Attendance is not a negative factor in any child's attainment or progress.	Attendance across the whole school for all pupils is above 97% and persistent absence is less than 5%. Ensure that the attendance of pupil premium children is no more than 0.5% different from that of their non pupil premium peers.

	<p>Children will access a full range of enrichment activities such as music lessons and camp, to ensure that all children have full benefit from a range of real-world experiences.</p>	<p>Equal access to outside/enrichment activities; parents/carers know how to access support. Parents request financial support, where needed, and it is assessed and given on a case by case basis.</p>
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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	Initial Review Date
A wider range of quality teaching techniques, which accelerate progress and attainment for pupil premium children to be in place throughout the school.	<ul style="list-style-type: none"> Each member of teaching staff to spend at least one day observing practice at exceptional schools nationally, observing best practice in pupil premium. 	Staff to have an increased awareness of strategies and techniques, which can be used to effectively target pupil premium children.	<ul style="list-style-type: none"> Use of the Future Leaders network to ensure that quality schools are chosen as good examples. HT contact prior to visit to ensure that agenda for the day is focussed and targeted. Staff feedback to their colleagues through staff meetings and CPD sessions 'lessons learnt' 	KS	March 2018
Curriculum design for 2018-2019 to have a good regard to techniques observed in other schools and effective methods of targeting pupil premium attainment and progress.	<ul style="list-style-type: none"> Staff to review current curriculum content to review if current curriculum meets the needs of all learners (as mapped in academy development plan). 	The current curriculum has been in place for a number of years without significant adaptation. There is significant variation in how it is taught and some key curriculum areas have been bolted on (e.g computing) rather than being integrated into the approach.	<ul style="list-style-type: none"> HT to lead Other Future Leader headteachers to work with middle leaders to undertake review Recommendations made to the LGB. Scrutiny of review process by LGB. 	KS	June 2018
Progress gap in writing will be narrowed, as will the whole school attainment gap.	<ul style="list-style-type: none"> Dedicated writing days for Pupil Premium children in KS1 and KS2 (outside of school). Range of books purchased for whole class reading to increase the text knowledge of PP children. Cartonaira writing festival to give increased opportunities for 'real world' 	<p>The progress gap between our PP children and their non-pupil premium peers is too high.</p> <p>We know that our PP children struggle to create innovative and interesting texts as they do not always have the same exposure as other children to a broad range of life experiences.</p> <p>Adding purpose to writing through real world experiences (we know that children's writing improves when they write for a purpose).</p>	<ul style="list-style-type: none"> Headteacher scrutiny of writing improvement. 50% of book scrutinies and pupil panels to include PP children. Data tracking termly to include analysis of attainment of PP children. Pupil progress meetings (half termly) to always include PP children. 50% of moderation sessions to include PP children. 	PT	Jan 18

<p>Children's basic maths skills are improved, increasing their ability to access higher order thinking, reasoning and problem solving confidently.</p>	<ul style="list-style-type: none"> Monitoring of maths teaching by MB. Continuation of CPD programme from 2016-2017 	<p>Although PP children are outperforming their peers in some year groups, in maths, there is a significant gap between PP and non-PP children in Year Six. We need to put adequate, effective maths intervention in place in Y6 to ensure this gap is narrowed by the end of the year. Gap can be explained in Y6 Case studies from last year. PP Money used for this intervention?</p>	<ul style="list-style-type: none"> Intervention records to be kept by TAs. Class teachers to monitor the impact of interventions on PP and attainment. 	<p>MB</p>	<p>Jan 18</p>
<p>Attendance is not a negative factor in any child's attainment or progress.</p>	<ul style="list-style-type: none"> Attendance of pupil premium children is reported to the headteacher fortnightly, PP children who fall below the whole school target will be contacted by the headteacher and meetings arranged. Class teachers notified of any pupil premium child whose attendance falls below the whole school target. Progress of PP children discussed specifically at each PP meeting. 	<p>Attendance is one of the biggest determiners in pupil achievement.</p>	<ul style="list-style-type: none"> Governor scrutiny of attendance policies and procedures. Support from Cornwall Council in cases where statutory support is needed. 		
Total budgeted cost					<p>£10,000</p>

ii. Targeted					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Initial review date
<p>Targeted intervention in KS1 and EYFS ensures that PP children make rapid progress and achieve a good level of development in EYFS.</p> <p>Daily phonics interventions ensure that PP children achieve a pass in their phonics screening check.</p>	<ul style="list-style-type: none"> Monitor and evaluate the effectiveness of RWI phonics, ensuring that PP children are making accelerated progress. PP children to be a focus in pupil progress meetings. PP children to be included in 50% of book scrutinies and all pupil panels. PIRA testing termly. 	<p>The attainment and progress of PP children in EYFS is very mixed, partially due to small cohort numbers. In 2017, 100% of pupils (representing one child) did not achieve a good level of development. In 2016, 40% achieved GLD. In 2015, 100% achieved GLD. Providing for pupils who did not make GLD in EYFS and now in Y1 is a key priority.</p> <p>A whole school approach to teaching phonics through RWI has a proven success rate in other schools for all pupils.</p> <p>PIRA is a proven assessment tool used by numerous schools across the UK and internationally to provide accurate assessment against the age related expectations. It tracks small steps of progress and is highly analytical, allowing teachers to quickly identify gaps in the knowledge and skills of Pupil premium children.</p>	<ul style="list-style-type: none"> Observations and moderation to ensure consistency of approach to the teaching of RWI phonics in KS1/EYFS, to include video analysis and sharing of practice. Targeted home/school liaison for children who are below the age related expectations. Morning and evening parent/child workshops to introduce RWI to parents. Teachers provide opportunities to consolidate/reinforce/extend learning outside the phonics/spelling session. Invite pre-school leaders to visit school and observe the teaching of RWI phonics. RWI Phonic resources to be given to pre-school at the beginning of the summer term to be used to support phonic development. Half termly assessment matrices show pupils progressing appropriately. RWI quality mark. 	<p>JJ</p> <p>PT (PIRA)</p>	<p>Jan 2017</p>
<p>Progress gap in writing will be narrowed, as will the whole school attainment gap.</p>	<ul style="list-style-type: none"> Reading and Writing interventions with teaching assistants including Rapid Reading. 	<p>The progress gap between our PP children and their non-pupil premium peers is too high.</p> <p>We know that our PP children struggle to create innovative and interesting texts as they do not always have the same exposure as other children to a broad range of life experiences.</p> <p>Adding purpose to writing through real world experiences (we know that children's writing improves when they write for a purpose).</p>	<ul style="list-style-type: none"> Headteacher scrutiny of writing improvement. 50% of book scrutinies and pupil panels to include PP children. Data tracking termly to include analysis of attainment of PP children. Pupil progress meetings (half termly) to always include PP children. 50% of moderation sessions to include PP children. 	<p>PT</p>	<p>Jan 18</p>

Children's basic maths skills are improved, increasing their ability to access higher order thinking, reasoning and problem solving confidently.	<ul style="list-style-type: none"> Monitoring of maths teaching by MB. Continuation of CPD programme from 2016-2017 	CPD programme in 2016-2017 resulted in significant improvement in pupil attainment in maths across the school. This programme will now shift to focus on reasoning and problem solving (challenging higher attainers).	<ul style="list-style-type: none"> MB to monitor and scrutinise improvements in mathematics. 50% of book scrutinies and pupil panels to include PP children. Data tracking termly to include analysis of attainment of PP children. Pupil progress meetings (half termly) to always include PP children. 50% of moderation sessions to include PP children. 	MB	Jan 18
Total budgeted	£29,000				
iii. Other					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Children have access to all aspects of school life.	<p>To ensure that all children are able to attend curricular trips and residential trips by subsidising these.</p> <p>Parents approach school to access resources:</p> <ul style="list-style-type: none"> - Inclusion support (SENDCo) - EWO - Educational Psychologist 	<ul style="list-style-type: none"> Impact of learning outside the classroom and practical application of skills beyond the classroom has proven success in raising expectations and achievement. This universal benefit is planned to reflect the falling income for vulnerable families and the move to capping benefits. 	<ul style="list-style-type: none"> Take up of the subsidy will be monitored by the Headteacher. All families who seek support for trips, etc. receive support. Impact of additional services, such as EWO and Educational Psychologist on children's: <ul style="list-style-type: none"> - accessibility to the curriculum (reports show children can access all aspects of school life) - monitoring of attendance, with particular reference to PP pupils (attendance is higher than national) 	KS	July 18
Total budgeted cost	£3000 (£1000 for additional services e.g. Educational Psychologist)				