



Pupil Premium Strategy

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers.

If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget. This has risen each year to the current amount of £1320 per pupil.

A provision is also made for children who have a parent in the armed services. Padstow School is committed to ensuring maximum progress for all groups of children and strives to close any gaps.

Padstow School actively promotes equality of opportunity for all staff, governors, pupils and parents, creating a harmonious learning community where all can succeed.

We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximize progress.

Strong leadership systems ensure that Pupil Premium funding has the necessary impact. This includes hub councillors having responsibility for Pupil Premium, the Head teacher and Assistant Head teacher leading the development plan and a coordinated strategic leadership approach to implementing plans.

All matters relating to the Pupil Premium are reported back to the Hub council and the full academy Trust Board, ensuring that the school is held to account for the impact of spending.

An inter-threaded matrix approach for the support of PPG pupils is enabling school to develop a strong, comprehensive and sustainable support package which leads to improvements in outcomes for this identified group.

Key Priority

To close the disadvantage gap by addressing inequalities and raising the attainment of those students in low-income families.

What do we expect to see: Targeted additional support strategies which result in every student, however financially disadvantaged, being able to have full access to our curriculum and all our extra-curricular experiences. All students in the target group who are currently underperforming because of the impact of their disadvantaged background will make improved progress leading to narrowing of any attainment gaps.

Pupil Numbers

| | 2016-17 | | 2017-18 | |
|-----------------------------------|-----------|---------|-----------|---------|
| Pupils eligible for Pupil Premium | 37 @£1320 | £52800 | 35@ £1320 | £46,200 |
| Looked After Children | 3@£1900 | £5700 | 7@ £1900 | £13,300 |
| Children from Service Families | 1@£300 | £300 | 1@£300 | £300 |
| | | £58 800 | | £47,830 |

Impact of Pupil Premium Spending 2016-17

| EYFS | 2017 | | |
|------------------------------------|---------|---------|--------|
| | Reading | Writing | Number |
| Percentage of pupils achieving GLD | | | |
| Disadvantaged Pupils (1) | 0% | 0% | 0% |
| National “other” Pupils | 74% | 67% | 74% |
| Difference | -74% | -67% | -74% |

| Key Stage 1 | 2017 | | |
|--------------------------|---------|---------|-------|
| | Reading | Writing | Maths |
| Pupils achieving ARE | | | |
| Disadvantaged Pupils (2) | 100% | 100% | 100% |
| National “other” Pupils | 78% | 70% | 77% |
| Difference | +22% | +30% | +23% |

| Key Stage 2 | 2017 | | |
|---------------------------|---------|---------|-------|
| | Reading | Writing | Maths |
| Pupils achieving ARE | | | |
| Disadvantaged Pupils (10) | 44% | 70% | 38% |
| National “other” Pupils | 66% | 74% | 70% |
| Difference | -22% | -4% | -32% |

Historical data shows high impact of support for pupils from disadvantaged backgrounds.

| Value Added | | | | | | |
|-----------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Overall | 2013 | | 2014 | | 2015 | |
| | Cohort | School | Cohort | School | Cohort | School |
| Disadvantaged pupils | 8 | 101.3 | 7 | 101.2 | 4 | 99.4 |
| Other pupils | 18 | 99.4 | 21 | 100.4 | 20 | 99.1 |
| Mathematics | | | | | | |
| Disadvantaged pupils | 8 | 100.4 | 7 | 100.7 | 4 | 99.4 |
| Other pupils | 18 | 98.7 | 21 | 100.2 | 20 | 98.7 |
| Reading | | | | | | |
| Disadvantaged pupils | 8 | 102.0 | 7 | 101.0 | 4 | 98.8 |
| Other pupils | 18 | 99.9 | 21 | 99.2 | 20 | 99.2 |
| Writing (TA) | | | | | | |
| Disadvantaged pupils | 8 | 102.5 | 7 | 102.5 | 4 | 100.0 |
| Other pupils | 18 | 100.2 | 21 | 102.1 | 20 | 99.8 |

Current Progress

Current progress for PPM pupils in school is tracked and monitored closely. All PPM pupils have a pupil passport, showing their targets, interventions and progress. This is monitored by class teacher.

Current progress of this group of pupils is at least in line with their peers, showing the impact of this additional support, and looks as follows:

| | Reading | | Writing | | Maths | |
|---------|---------|--------|---------|--------|-------|--------|
| | PP | Non-PP | PP | Non-PP | PP | Non-PP |
| All | 7.2 | 7.4 | 7.7 | 7.7 | 8.6 | 8.3 |
| All KS2 | 6.7 | 6.9 | 7.5 | 7.8 | 8.6 | 8.8 |
| All KS1 | 8.6 | 8.3 | 8.2 | 7.5 | 8.5 | 7.4 |
| Y6 | 6.7 | 6.3 | 7.6 | 8.2 | 11.8 | 12.1 |
| Y5 | 6.8 | 6.8 | 6.4 | 7.5 | 6.8 | 6.3 |
| Y4 | 6.0 | 6.4 | 7.5 | 6.9 | 6.8 | 6.9 |
| Y3 | 7.6 | 7.8 | 8.4 | 8.5 | 7.6 | 8.5 |
| Y2 | 8.0 | 7.3 | 8.0 | 6.3 | 9.5 | 5.8 |
| Y1 | 8.8 | 9.0 | 8.3 | 8.5 | 8.3 | 8.8 |

Expected progress over the year would be 6pts

| PPG Action Plan 2017/18 | | | | | |
|---|--|---|-------------------|--|----------------|
| Identified Barrier to Learning | School Action | Cost | Identified pupils | Evaluation 2015/16 | Continued/ New |
| Regular reading at home with an adult. | Volunteer readers directed to hear PPM pupils on a regular/ daily basis. | £150 (training and support) | All Year Groups | | New |
| Keeping up with pace of learning in class. | Pre-teach sessions in small groups. | £18 551 | KS2 Pupils | Effective in supporting pupils in making good progress, it was felt that pupils missed out on some quality whole class teaching. | Continued |
| Some disadvantaged pupils with poor development starting points compared to peers, as well as emotional issues causing them to be unable to engage fully with learning. | Thrive Practitioner Support in small groups and individual sessions | £3000 (training) £12500 (staffing) £1500 (resourcing) | All pupils | Limited in Year 1 as involved in training and assessing pupils. Year 2 a more fully accessible programme has been introduced. | Continued |
| High quality initial first teaching in maths. | Whole staff training on Maths Mastery and expectations | £500 | All Year Groups | Staff training has been effective, and lesson observations show a good understanding of the mastery approach. This will continue this year to embed and enhance. | Continued |
| Cost restrictive in taking part in some school extra-curricular activities, therefore lacking in development of the whole child. | Financial support for school trips and visits. | £500 | All year groups | Relatively little impact on academic achievement and so no longer taken from PPM grant. | Reduced |

| | | | | | |
|---|--|---------|------------------|---|-----------|
| Pupils failing to access learning in classroom and keep up with the pace of learning in class. | Additional teaching assistant support on class, focused on disadvantaged groups. | £14 000 | All year groups. | Effective support in place that adds value to teaching and supports learning of pupils in all groups. | Continued |
| Pupils losing focus on targets and next steps learning. Therefore staying on same targets for too long. | Employment of a PPM Mentor whose job is to meet regularly with these pupils and focus on learning progress and next steps. | £12 500 | Years 2-6 | | New |