

Pupil premium strategy statement (primary)

1. Summary information					
School	Troon Community Primary School				
Academic Year	2017-18	Total PP budget	56,760	Date of most recent PP Review	July 2017
Total number of pupils	160	Number of pupils eligible for PP	47	Date for next internal review of this strategy	Half Termly

2. Current attainment		
7 pupils eligible for PP in 2017 cohort	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	71.4%	50% (61%)
average score for progress in reading	-1.5	-6.5 (0)
average score for progress in writing	+2.7	-4.7 (0)
average score for progress in maths	-3.7	-6.4 (0)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Oral language skills and vocabulary on entry are lower for pupils eligible for PP than other pupils.
B.	Pupil premium children need more intensive support (sometimes 1:1) with acquisition of phonics and spelling throughout the school
C.	Many of our Pupil premium children are less numerate and take longer to grasp key mathematical concepts
D.	Less of our PP children are achieving at Greater Depth
E.	Lack of emotional resilience/ Poor social / behaviour skills
F.	Limited experiences and understanding of the wider world
G.	Fine/ gross motor skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
H.	Attendance rates

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Speech and Language support in the early years is effective and children are able to communicate confidently	Observation and assessment show children are communicating effectively and developing a wider vocabulary. Less incidents of children becoming frustrated because of communication difficulties.
B.	PP children achieve as well in their Phonics screening as non-PP children. PP premium acquire and use a range of spelling strategies confidently across KS2 in line with ARE	Phonics screening in Y1 show PP children in line with National attainment Rising Star spelling tests show that PP children are making expected or better progress
C.	PP children achieve as well in R,W and Maths as their peers -classroom monitor data and end of key stage assessments	Progress and attainment of PP children
D.	More PP children are working at Greater Depth particularly in maths	Achievement in line or better with NA at Greater depth at the end of KS1 and 2
E.	Children become emotionally resilient and apply this to their learning. They have high self-esteem and a good range of coping strategies Children are supported by Thrive practitioners, EP, Learning Mentor and Walk on Water Counsellor	Improvements in attitude to peers and to their learning – Thrive assessments show improvement
F.	PP children will have access to a wide range of experiences and opportunities within school and after school.	All children able to participate in all activities including trips and residential
G.	Children are supported effectively to develop their fine and gross motor skills using a wide range of strategies including Funky fingers, Fun Fit	Children develop a fluent cursive script and achieve their pen licence Children are able to join in confidently with a wide range of sporting activities
H.	Improved attendance for PP children particularly in the Early Years and for PP boys in Year 2. Monitored by HT, secretary and EP	Attendance is in line with NA

5. Planned expenditure					
Academic year	2017-2018				
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	When will you review implementation?
Children are able to decode effectively and become confident spellers	RWI – small groups One TA responsible for all RWI assessments RWI KS2 spelling programme Rising Stars spelling assessments	Proven previous success with the programme Phonics screening results consistently in line or above NA Rising Stars resources align with NC expectations and will ensure coverage as well as check progress	RWI assessments will be carried out each half term ensuring fluid movement between groups Spelling assessments will be tracked each half term Book Looks and Learning walks will focus on high expectations	JR/ RG RG RG/ JL	Half termly Half termly Termly
Improved speech and language – children are more articulate and able to use a wider vocabulary	Early referral to SALT High ratio of adults in early years to enable good modelling and extra support Training – Early Talk Boost	Large majority of children arrive in the Nursery or the Reception class with very poor speech and language. This can be very frustrating for children and needs high quality adult support and modelling. By closely working with the SALT service and following guidance children make good progress and can be signed off.	Progress monitored by the SALT and SENDCO Lesson Observations and Learning walks	RG JL	Every half term
Children make good and accelerated progress in lessons due to well trained and targeted Teaching assistants and smaller teaching groups.	Each class is supported every morning by a well-trained TA in English and Maths Precision Teaching Booster/ Extension/ Intervention sessions Class sizes kept to a maximum of 25 where possible	Recent Ofsted report noted the impact that support staff were having on learning across the school and the smaller class sizes were having on behaviour for learning and progress of vulnerable groups. Marking and feedback is more personal and moves learning forward quickly. Pupil Premium children out performed Non PP children in all subjects at the expected standard and in progress measures at the end of KS2	Lesson Observations, Book Looks and Learning walks Performance management and ensuring high quality CPD Progress data	JL/ LA	Half termly

Children are excited and engaged by their learning therefore they attend well and make good progress Children are able to access a wide range of resources to support their learning	Immersive learning environments Maths Ladders Fast Maths Big Write Accelerated Reader and word Millionaires Reading Tea Parties Class Yoga Music lessons Espresso	Proven previous success Feedback from the children – pupil voice Evidence of maths ladder learning in books – not time being wasted as learning is personalised and fast Maths scores Feedback from writing moderation on Big Write impact More children becoming Word Millionaires than ever before See evidence from reading tea party notes See PP data – attainment and progress at the end of KS2	Lesson Observations, Pupil Conferencing and Learning walks Book Looks Assessment data – Classroom Monitor and Accelerated Reader	JL/ LA/ RG	Half termly
Total budgeted cost					£42,989
ii. Targeted support					
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?
% of children working at Greater depth in RWM in line with NA	Enrol children on Writer's Block programme Maths lead – weekly sessions with MA pupils in Y6	14/15 children previously on programme made accelerated progress MA pupils need opportunity to extend their thinking and reasoning with a maths specialist	Evaluation of programme Monitor progress in writing – Big Writes	RG LA	Termly
Raised self-esteem Improved behaviour for learning Able to manage feelings and emotions Resilient learners	Learning Mentor Thrive Walk on Water counsellor EP working across the MAT	Barriers to learning are broken down, self-esteem raised and therefore children better placed to make progress Increased EP time in school and better quality reports, advice and training for staff	Strength and difficulties questionnaires Thrive assessments Review of actions on EP reports/ Provision map	NB, SJ RG	Half termly
Children have access to the same opportunities as Non PP children	Subsidising trips/ residentials	Children have wider experiences and opportunities and are able to apply to their learning	Pupil Premium champion and governor will ensure access for all PP children	LS/ JL	Annually
Children are not excluded – they are well supported and happy in school	Continue 1:1 support for learning and behaviour for three children at risk of exclusion	No fixed term exclusions since the support has been in place	Lesson Observations Progress made with behaviour and learning	JL/ RG	Half termly

Total budgeted cost					£12,903
iii. Other approaches					
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?
Improved attendance	EWO – 2 day SLA Attendance clinics Half termly traffic light letters Rewards for good attendance	Attendance of PP children is not as good as non PP children particularly with boys in Year 2 cohort	Review attendance policy	EM/ JL	Half termly
School Improvement /Training	Aspire – development of middle leaders (Ofsted action)	Confident effective leaders will drive up standards and are confident to challenge under performance	Action Plans Performance Management	JL	Termly
Total budgeted cost					£867.52

6. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Barriers to learning are removed. PP children make at least expected or accelerated progress	All classes supported by TA or HLTA every morning	Increased rates of progress for large majority of children – emotional needs met. All cohorts made expected or accelerated progress. In Y6 average attainment and progress for PP children higher than non PP children.	Continue to fund well trained support staff – high impact – noted in Ofsted report – well deployed adults having a significant impact on learning	35,855.36
	RWI small differentiated groups	Good rates of progress on RWI programme – 79% passed Phonics screening test	Continue as high impact – next year employ one TA to be fully responsible for carrying out half termly assessments to improve consistency	
	Fun Fit/ Write from the Start/ Letter Joins	Poor motor control no longer a barrier to learning for these children	Huge improvements seen in handwriting across the school and presentation generally. Letter Joins having the biggest impact on fine motor – continue to use online package	
	Social Skills groups – Rtime, Social Stories, Draw and Talk	Children are able to manage their feelings and self-care	Behaviour for learning/ attitudes/ resilience excellent in school (noted in March Ofsted report)	
	Precision teaching	Did not accelerate progress for the large majority of children in maths – need to ensure that the most skilled is responsible for this approach	Fund maths lead to work with children at Greater depth to extend them further.	
	Extension/Booster groups	Improved outcomes – rapid progress then impacting on writing	Progress evident in all cohorts – particularly Y6 PP children	
	Speech and Language Support	Funding staff to support individualised learning programme is showing high impact – still a major issue in the FS with new children joining	Continue and also fund Early Talk Boost training for FS staff	
	Learning Mentor sessions – every afternoon – see timetable	Barriers to learning eliminated – very large majority of children supported to make good progress (more detail on provision map)	This will continue to be funded for 4 afternoons a week.	

Curriculum Resources	<p>Rising Stars Spag Tests</p> <p>New RWI resources</p> <p>Espresso and Espresso Coding</p> <p>Accelerated Maths Accelerated reader</p> <p>Easy Read Programme Writing Mats x 2</p> <p>Online Yoga</p> <p>Abacus Online planning and resources</p> <p>Subsidise swimming and trips including residential</p> <p>Samba and Ukulele whole class teaching in Upper KS2</p> <p>Participation in the Writing Project with KEAP at Cornwall college</p> <p>Immersive Learning</p>	<p>Increased rates of progress in SPAG across the school particularly in grammar</p> <p>Updated resources being used effectively by all staff.</p> <p>Resources enhanced learning – children confident to code</p> <p>Increased rates of quizzing and progress made. Higher ability learners extended.</p> <p>Progress in reading and writing particularly for boys increased.</p> <p>Children self-regulate emotions and have techniques to relax and calm down.</p> <p>Increased rates of progress and attainment in maths – consistent approach to planning and teaching across the school.</p> <p>Money is not a barrier to learning experiences</p> <p>All children have had access to high quality learning experiences in music</p> <p>Children have enjoyed writing, had an exciting writing space to use and made at least expected or accelerated progress</p> <p>Learning environments enhanced learning – engaged learners to be responsible and independent.</p>	<p>Continue to monitor impact of Rising Star resources</p> <p>Updated resources being used effectively – no need to invest in any more resources this year.</p> <p>Continue to fund – feedback from teaching staff very positive.</p> <p>Continue</p> <p>Continue with annual subscription</p> <p>Continue with annual subscription</p> <p>In conjunction with maths ladders and Twinkl resources greater consistency and use of models images in evidence – continue to fund.</p> <p>100% participation - continue</p> <p>Continue in Upper KS2 – performance levels have improved and more children taking up an instrument going on to secondary.</p> <p>Fund another group of 15 – focus on more able writers and moving into greater depth.</p> <p>Continue whole school initiative</p>	4647.36
Teaching Staff	Smaller class sizes – Y2-6	<p>Children received more 1:1 support from teacher</p> <p>Marking and feedback moved learning on quickly.</p> <p>Large majority of children made good progress from starting points</p>	Continue – largest class to be 25 in 2017	26,836.28

<p>School Improvement/ Training</p>	<p>NAHT Aspire Programme and Edison Resources</p> <p>Makaton</p> <p>SPAG</p> <p>Using the outdoors to enhance learning – Highway Farm, Amy Wynn, Taking Maths Outdoors</p> <p>Update RWI training for RWI Manager and new members of staff</p> <p>Talk for Writing – Dandelion Training</p>	<p>Confident effective leaders drive up standards and are confident to challenge under performance</p> <p>Staff able to communicate with children effectively</p> <p>Increased rates of progress and higher attainment</p> <p>Outdoors used effectively to support and enhance learning by all staff.</p> <p>Staff fully informed on changes to RWI programme and able to cascade information to the rest of the staff</p> <p>All new staff confident to use the story telling approach</p>	<p>Many middle leaders stepped up and became senior leaders last year – shows impact – fund until March 2018 – then programme will finish.</p> <p>More staff have been trained – important to continue funding as more children with communication needs joining the school</p> <p>Staff confident – no new staff to induct this year so does not need to continue. Monitoring shows very good progress across the school. More outdoor learning took place – impacting favourably on children’s personal development – continue with this focus and develop further.</p> <p>Completed – no need to continue</p> <p>Completed – no need to continue</p>	<p>4,032</p>
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External Services	Educational Psychologist working across the MAT	Children's needs met quickly and reports are timely containing valuable advice Staff are well supported and trained to meet children's needs	Continue – staff feedback – much better guidance and support available	1,629
	Walk on Water counsellor x2 to support vulnerable children	Children are well supported by adults other than school staff – project based approach for 1 hour a week.	Continue to fund 2 places – small cost for high impact on self-esteem and behaviour for learning	
	SEBSS – behaviour support	Staff receive effective advice and support with challenging behaviours	Not effective – only received 2 visits and minimal support – high cost	

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
See Support Staff overview				

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
N/A				

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Provision Map
Classroom Monitor