



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. St Minver School is committed to ensuring maximum progress for all groups of children and strives to close any gaps.

St Minver 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

	2015-16		2016-17	
Pupils eligible for Pupil Premium	15@£1320	£19800	14 @ £1320	£18480
Looked After Children	3@£1900	£5700	4 @ £1900	£7600
Children from Service Families			1 @ £300	£300
		£25500		£26380

Impact of Pupil Premium Spending 2015-16

EYFS							
Percentage of pupils achieving GLD	2015				2016		
	Reading	Writing	Number		Reading	Writing	Number
Disadvantaged Pupils (0)	N/A	N/A	N/A	Disadvantaged Pupils (1)	100%	0%	100%
National "other" Pupils				National "other" Pupils	74%	67%	74%
Difference				Difference	+26	-67	+26

Key Stage 1							
Pupils achieving ARE	2015				2016		
	Reading	Writing	Maths		Reading	Writing	Maths
Disadvantaged Pupils (2)	0%	0%	0%	Disadvantaged Pupils (1)	N/A	N/A	N/A
National "other" Pupils	82%	72%	82%	National "other" Pupils	74.1%	65.5%	72.6%
Difference	-82	-72	-82	Difference			

This pupils only joined us in Year2 and had not attended school prior to this point.

Key Stage 2							
Pupils achieving ARE	2015				2016		
	Reading	Writing	Maths		Reading	Writing	Maths
Disadvantaged Pupils (7)	100%	71%	71%	Disadvantaged Pupils (2)	0%	100%	0%
National "other" Pupils	89%	87%	87%	National "other" Pupils	65.7%	74.1%	69.8%
Difference	+11	-16	-16	Difference	-65.7	+25.9%	-69.8%

One of these pupils only joined us in Year 5 and had significant time off due to family illness.

Key Stage 2 Progress

Last year, we assessed pupil's progress against the national curriculum Rising Stars framework, using classroom monitor. Each child is expected to make 3 points progress over the year in order to meet expected progress at the end of KS2.

	Maths	Reading	Writing
Y2 (1)	5	3	3.5
Y3 (2)	3.8	3.4	3.9
Y4 (3)	5.2	3.8	5
Y5 (3)	1.5	2.8	1.8
Y6 (2)	8.2	3.2	3.7
Average progress	4.2	3.2	3.6

Please note progress scores unavailable for Year 5 data incomplete for 2015-16 due to staff illness.`

This year, the school is using teacher assessment to track the progress of it's pupils through school. This is backed up by assessments using classroom monitor as well as STAR online testing system. This system is not a replacement for levels, but allows teachers to make assessments against their teaching.

This system is backed up with work scrutinies in school, across the hub, and across the MAT to ensure that teacher judgements are accurate and based on the new required standards.

Current progress for PPM pupils in school is tracked and monitored closely.

Current progress of this group of pupils is faster than their peers, showing the impact of this additional support, and looks as follows:

Progress at April 2017 (4 pts expected)						
	Reading		Writing		Maths	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
All	4.8	4.7	5.1	4.6	4.9	4.5
All KS2	4.2	4.4	4.4	4.3	5.0	4.5
All KS1	6.7	5.1	7.3	5.2	4.7	4.7
Y6	4.5	4.3	5.0	4.1	6.5	4.2
Y5	4.0	4.5	4.0	4.5	4.0	5.0
Y4	4.0	4.3	4.0	4.3	4.0	4.3
Y3		4.5		4.5		4.4
Y2	8.0	5.6	8.0	6.1	10.0	4.7
Y1	6.0	4.6	7.0	4.3	2.0	4.7

PPG Action Plan 2016/17					
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.	£25,587	KS2 Pupils	Whilst effective in supporting pupils in making good progress, it was felt that pupils missed out on some quality whole class teaching. This will be updated this year to in class support detailed below.	Dis-continued
Keeping up with pace of learning in class.	In class, small group support from Deputy Headteacher and PPM support teacher.	£25,587	All pupils, identified groups	Additional teaching resource provided to work alongside class teachers and identified pupils to secure progress and understanding in lessons.	New
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
Struggling to focus in whole class environment.	CiC teacher taking our pupils for 1-1 teaching support.	£2800	LAC Pupils	Whilst support was effective in securing progress for pupils. Feedback from them	Continued

				reflected a negative feeling to be being removed from class.	
Pupils falling behind academically over the summer break.	After school/ holiday 1-1 tuition.	£450	LAC pupils	Effective support over the summer holiday. To be continued through term time, rather than withdrawal from class for 1-1	New
Struggling to focus in whole class environment.	After school 1-1 tuition	£3000	LAC Pupils	Support to be continued in term time. Close liaison with tutor to ensure pre-teach and post teach support.	New
CiC teacher keeping up to date with latest training and research	Attending CiC updates and training packages	£500	All Pupils	High quality support and guidance offered to pupils and parents	Continued