

1. Summary information					
School	St Minver				
Academic Year	2018	Total PP budget	£25,800	Date of most recent PP Review	15/7/18
Total number of pupils	193	Number of pupils eligible for PP	19	Date for next internal review of this strategy	Aut '18

2. Current attainment for all year groups combined		
2018 KS2 SATs results	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	66%	76%
% of PP pupils making progress in reading	66%	80%
% of PP pupils making progress in writing	66%	80%
% of PP pupils making progress in maths	100%	96%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Regular reading at home.
B.	Struggling to focus in whole class situations.
C.	Pupils falling behind during the summer break.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Low attendance

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Continue to narrow the gap between PP pupils and non-disadvantaged.	PP pupils to be more in line with ARE.
B.	Increase confidence of PP pupils.	PP pupils to more regularly contribute in class.
C.	Increase progress of PP pupils.	Expected progress points to be made or exceeded.

5. Planned expenditure					
Academic year		2018-19			
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?
Build upon Maths Mastery approach	White Rose	Previous Ofsted identified action point	Monitoring, observation, book scrutiny	L. Cudmore & S. Lane	Half-termly
Keeping up with pace of learning in class.	Quality first teaching	Teaching and Learning Toolkit (Education Endowment Foundation) support and immediate feedback within class setting	Monitoring, observation, book scrutiny	J. Rodwell and R Gregson	Half termly
Improve spelling and phonics across the school	No Nonsense Spelling & other spelling resources & activities	Ofsted identified action point	Monitoring, observation, book scrutiny	L. Cray & J.Baines	Half-termly
Achieve ARE for all PP children	Maintain high staffing levels in all year groups	Teaching and Learning Toolkit (Education Endowment Foundation) support and immediate feedback within class setting	Monitoring, observation, book scrutiny	J Rodwell and R Gregson	Half termly
Total budgeted cost				£ 4,155	
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?
ARE+ for targeted group	Small group tuition	Teaching and Learning Toolkit (Education Endowment Foundation)	Monitor through half-termly progress reviews & regular scrutiny of PP logbooks	J. Rodwell & R. Gregson	Half-termly
Measurable progress	1:1	Ofsted expectation	Monitor through half-termly progress reviews & regular scrutiny of PP logbooks	J. Rodwell & R. Gregson	Half-termly

PP achieve ARE in RWM	Additional teacher/TA support for targeted group in Y2, and 6	Narrowing of gap and accelerated progress in previous year	Monitor through half-termly progress reviews & regular scrutiny of PP logbooks	J. Rodwell & R. Gregson	Half termly
PP child with medical needs makes accelerated progress	Taught outside age phase, small group & 1:1 support as necessary	PP child significantly below ARE requires accelerated progress	Monitor through half-termly progress reviews & regular scrutiny of PP logbooks	J. Rodwell & R. Gregson	Half termly
Total budgeted cost					£17,260

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?
Measurable progress & ARE+	Peer mentoring	Teaching and Learning Toolkit (Education Endowment Foundation)	Monitor through half-termly progress reviews	J. Rodwell & R. Gregson	Half-termly
Measurable progress & ARE+	PP homework club	Teaching and Learning Toolkit (Education Endowment Foundation)	Monitor through half-termly progress reviews	R. Gregson	Half-termly
Increased confidence	TIS (previously Thrive)	Proven approach.	Trained staff member to implement sessions. Monitored by HoS. Assessed by CT.	C.Cooke, & J. Rodwell	Half-termly
Total budgeted cost					£ 4,766

6. Review of expenditure

Previous Academic Year		2017-18	
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)
Keeping up with pace of learning in class.	Quality first teaching/additional TA support within each class setting	66% of PP in Y6 (2 pupils) & 100% in Y2 achieved ARE (+) in RWM. Averaged across the school, PP children made more progress than non-PP children in Reading, Writing and Maths.	Continue with close monitoring (termly progress reviews for all pupils and half-termly discussions regarding target/vulnerable children). Budget to continue class support.

Build upon Maths Mastery throughout the school	Maths Mastery resources & White Rose	100% of PP pupils in Y2 & Y6 achieved ARE in numeracy. 95% (20 out of 21) of PP children across the school made at least expected progress in mathematics. Of these, 52% (11 out of 21) made more than expected progress.	Continue to focus on progress, which was expected for the majority of PP pupils (6 progress points in a year for RWM).
Spelling for PP pupils to be in line with ARE	Spelling, phonics, No Nonsense	66% (2 children) of PP pupils in Y6 achieved the expected standard (GPS). 91% (19 out of 21) of PP children across the school made at least expected progress in writing. Of these, 24% (5 out of 21) made more than expected progress.	Continue to focus on progress, which was expected for the majority of PP pupils (6 progress points in a year for RWM).

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)
Pupils falling behind during the summer break + Extra tuition throughout the year	Private tutoring (Trevose Tutors)	Yes – pupils in line with peers.	Approach very successful. Good progress made.
PP achieve ARE in RWM	Additional teacher for targeted group in Y2 and 6	Yes - Deputy Head supported Y2 & Y6 PP children in Literacy and Numeracy.	Continue for targeted PP groups in Year 6 & Year 2
PP achieve ARE in RWM	1:1/ small group from TA for identified PP children	Yes – support for PP children, 100% achieved ARE in RWM in Y2. Yes – support for PP children, 100% achieved ARE in M in Y6. No – support for PP children, 33% achieved ARE in Y5. (1 of 3) Yes – 100% made expected or greater than expected progress in YR, Y1, Y2 & Y3.	Continue – those who failed to achieve ARE targeted for accelerated progress reviewed more regularly. Y6 PP to be a particular focus group, with at least half-termly reviews, error analysis and targeted intervention.
PP child with medical needs makes accelerated progress	1:1 TA/HLTA support	Yes – 2 progress points gained in the summer term. Improved attitude to learning & increased independence very evident.	Continue with HLTA support, with a maths focus – attendance improving and interventions making clear impact.

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)
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Narrow the gap between PP pupils and non-disadvantaged	PP pupils below GDS to be Priority Readers. Improve communication with parents	Reading progress scores were positive (6+ in the vast majority of cases)	Continue with priority readers. Continue to improve communication with parents.
PP champion to be up to date on current guidance & trends	PP champion to attend training and network meetings	Yes – impact on tracking quality and use of expenditure.	Continue with training, updates and network meetings.
Increased confidence	Thrive	Yes – notable improvement in confidence and resilience	Continue through TIS for targeted group

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

See St Minver School Pupil Premium policy, strategy and action plan online.