



## Pupil Premium Strategy Summary 2016-2017

| Summary Information   |                |                                  |       |                                       |               |
|-----------------------|----------------|----------------------------------|-------|---------------------------------------|---------------|
| School                | Ludgvan School |                                  |       |                                       |               |
| Academic Year         | 2016-2017      | Total PP Budget                  | 37140 | Date of most recent PP review         | November 2016 |
| Total number of pupil | 216            | Number of pupils eligible for PP | 18    | Date for next review of this strategy | November 2017 |

| Barriers to progress and attainment |   |
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| Internal barriers                   |   |
| 1                                   | National differential between disadvantaged pupils and others.  |
| 2                                   | Low baseline on entry into school   |
| 3                                   | A lack of self-esteem leading or emotional readiness to learn.  |
| External barriers                   |   |
| 4                                   | Attendance for PP pupils to be above 95%. Failure to achieve this target results in reduced school hours and increased challenge to make good progress. |
| 5                                   | Lack of experiences and aspirations linked to limited opportunities as a result of financial hardship.  |

Strategy to minimise effect of barriers on PP children.

| Barrier to be addressed | Strategy  | Reason for chosen strategy  | Outcomes and desired impact   | Monitoring. How and when?  |
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| Academic                | Literacy Skills Tuition:<br>Increased staff members employed to support KS1 phonics sessions                          | Not all children in Y1 and Y2 are meeting the expected standard in Phonics. This approach will ensure that all children are working in small groups of similar ability. | This approach will ensure that all children are working in small groups of similar ability.<br><b>An increased % of pupils achieve age related expectations in Phonics.</b>   | Half termly review of impact in progress meetings with class teachers. |
|                         | Targeted Classroom support in English and Maths   | No all children are in line to achieve age related expectation in English and Maths.  | All classes to have at least 2 adults working with pupils during English and Maths sessions in the mornings.<br><b>An increased % of pupils achieve age related expectation in English and Maths.</b>                         | Half termly review of impact in progress meetings with class teachers. |
|                         | 1:1/small group Tuition:<br>Experienced teachers to provide out of school hours tuition to support academic progress. | Not all children are in line to achieve age related expectation in English and Maths.   | Where necessary, identified children will have access to 1:1 or small group tuition in English and/or Maths outside of school hours.<br><b>An increased % of pupils achieve age related expectation in English and Maths.</b> | Half termly review of impact in progress meetings with class teachers. |

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| Emotional and Behaviour | Education Psychologist provision: Private Educational Psychologist , Julie Wakeley, employed by the school to work with identified children, and their parents if necessary. | To provide an initial assessment for children with undefined additional needs and advise on support needed.  | Quick access to Ed Pysch support for staff, children and parents when needed.<br><br><b>Children with additional needs have provision put in place more quickly than when relying on Local Authority support.</b>  | Termly when pupil passports evaluated. |
|                         | Behavioural Support: Purchase of a Local Authority SLA to provide intervention of a qualified Behaviour Support Advisor, Neil Goddard, when necessary.                       | Not all children abide by our behaviour policy; and for those who the standard rewards and sanctions system does not work, additional support is needed. | Access to behavioural support for individual children, staff and parents when needed.<br><br><b>Behavioural issues dealt with more effectively.</b>  | Termly when pupil passports evaluated. |
|                         | Lunchtime Club Provision   | Some children find the lack of structure and additional freedom at lunchtime hard to manage and do not always make correct behavioural choices.          | A nurture club run by support staff during 3 lunchtimes a week, to work with identified individuals on themes such as teamwork and tolerance to develop the skills to make correct decision.<br><br><b>Children become increasingly capable of taking part in, and enjoying, regular lunchtime practise.</b> | Termly assessment of Nurture Club.     |

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|              | Draw and Talk: Training of staff and provision of sessions for identified individuals.           | Some children find it hard to speak about issues in more formal surroundings.   | Access to Draw and Talk session on a daily-weekly basis with a qualified member of staff for identified individuals.   | Weekly in meeting between SENCo and session deliverer.   |
| Experiential | Subsidising Education Visits: 50% subsidy on all educational visits.                             | Not all families can afford the full price of educational visits.   | All PP children to only pay 50% of total price of educational visits.<br><br><b>Ensure financial insecurity does not affect opportunities available to children.</b>                                     | Whenever a costed educational visit or residential trip is planned to monitor attendance of PP pupils. |
|              | Subsidising Residential trips: 50% subsidy on all residential visits.                            | Not all families can afford the full price of residential trips.  | All PP children to only pay 50% of total price of residential trips.<br><br><b>Ensure financial insecurity does not affect opportunities available to children.</b>                                      | Whenever a costed educational visit or residential trip is planned to monitor attendance of PP pupils. |
| Other        | CPD: Provision of professional development opportunities for all members of staff in the school. | The world of education is developing so rapidly that it is vital that our staff access to training when necessary to continue to provide the best education for our children. | Staff aware of training available within the county and wider geographic area. SLT organise relevant training for whole staff when needed.<br><br><b>All staff appropriately trained for their role.</b> | Half termly in progress meetings. Termly in financial monitoring.                                      |
|              | EWO: Purchase of a Local Authority SLA to provide support from an                                | The attendance of some pupils cause concern and   | Half termly visits to school by EWO to discuss attendance, provide   | Termly in attendance monitoring by General Committee.  |

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|  | Educational Welfare Officer, Alana Trathen, when necessary. | have a negative impact on their education. | supportive strategies and meet with parents if necessary.<br><b>Improved attendance of identified pupils.</b> |  |
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