



Pupil Premium Strategy Statement: Threemilestone School 2018-19

1. Summary information					
School	Threemilestone School				
Academic Year	2018/19	Total PP budget	£ 92,040	Date of most recent PP Review	July 2018
Total number of pupils	424	Number of pupils eligible for PP	• 77	Date for next internal review of this strategy	Jan 2019

	2a Current attainment	Expected Standard			Higher Standard			Scaled Score		
	<u>KS2 2017-18</u>	<i>PP School EXS+</i>	<i>School Non PP</i>	<i>National non PP EXS+</i>	<i>PP School - Higher</i>	<i>School Non PP</i>	<i>National non PP - Higher</i>	<i>PP School - Scaled Score</i>	<i>School Non PP</i>	<i>National Non PP - Scaled Score</i>
Combined (R,W,M)		40%	50%	67%	10%	8%	10%	N/A	N/A	N/A
Reading		60%	68%	80%	10%	24%	33%	100.4	103.4	106.1
Writing		60%	78%	82%	10%	26%	24%	N/A	N/A	N/A
Maths		60%	58%	78%	10%	18%	28%	102.0	102.2	105.4
Reading Progress		-2.2 (TMS non pupil -2.5)								
Writing Progress		-0.8 (TMS non pupil +0.4)								
Maths Progress		-0.1 (TMS non pupil -3.4)								

	2b Current attainment	Expected Standard			Greater depth		
	<u>KS1 2017-18</u>	<i>PP School EXS+</i>	<i>School Non PP</i>	<i>National non PP EXS+</i>	<i>PP School - GD</i>	<i>School Non PP</i>	<i>National non PP - GD</i>
Combined (R,W,M)							
Reading		71%	79%	TBC	0%	9%	TBC
Writing		43%	55%	TBC	14%	12%	TBC
Maths		43%	74%	TBC	0%	18%	TBC

1. Current Issues

A.	Attainment gaps still exist in some year groups: <ul style="list-style-type: none"> • Year 2 • Year 5 • Year 6 (although narrowed) 	
B.	Attainment of disadvantaged children achieving greater depth at the end of KS2.	
C.	Maths attainment and progress through the school – identified from end of KS2 outcomes for all pupils.	
D.	Social and Emotional needs of children, particularly in upper KS2, impacting on behaviour for learning.	
E.	Gap in early skills (maths and English) for children who did not meet the expected standard at the end of KS1.	
F.	Support for children who did not pass the phonics screening check at the end of Y1.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
A.	Parental expectations, engagement and commitment.	
B.		
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase progress to narrow the attainment gaps in identified year groups. <ul style="list-style-type: none"> - Measured by NFER assessments to support teacher assessments. 	Attainment gaps in targeted Yr groups are narrowed.
B.	Increase the percentage of children achieving greater depth at the end of KS2. <ul style="list-style-type: none"> - Triangulated monitoring with a focus on disadvantaged children targeted for GD. - NFER assessment used to identify gaps and these are used to inform teaching and learning. 	More disadvantaged children to be working at greater depth – primary measure end of KS2 assessments.
C.	Attainment in mathematics is at least in line with national averages – whole school issue.	Attainment for maths is at least in line with the national average and there is no significant gap between disadvantaged and non-disadvantaged pupils.
D.	Social and emotional needs of pupils are met to enable them to better access learning.	There is a whole school approach and plan to supporting children's mental health.
E.	Gaps in early skills (maths and English) are addressed in Y3 and better enabling these targeted pupils to access the curriculum.	Identified children make accelerated progress and are better placed to access the KS2 curriculum.
F.	Children who did not pass the phonics screening check in Y1 are identified and supported in class.	Identified children pass the phonics screening recheck in Y2.

3.		4. 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.		ii. 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?	Approximate Cost	Staff lead	When will you review implementation?
A - Increase progress to narrow the attainment gaps in identified year groups.	<p>Rigorous approach to ensuring that all PP children are identified and known by appropriate staff.</p> <p>Updated PP profiles in place to identify current support and used in conjunction with progress meetings to plan for additional support to meet learning needs.</p> <ul style="list-style-type: none"> - Specific teacher directed intervention in place (same day intervention and pre-teaching) <p>Monitoring has a focus on PP children and looks at both their attainment and progress (FLASH visits, book looks, development lessons, pupil voice).</p> <p>Actions identified from monitoring shared and acted upon – phase leaders to check and review.</p> <p>Teacher assessment supported by NFER tests.</p>	<p>Attainment at age related expectation between PP and non PP pupils remains too large in some year groups.</p> <p>Early identification of pupils eligible for PP funding will allow us to support these pupils earlier.</p> <p>Progress meetings combined with profiles will allow us to be more responsive to pupils needs and to plan accordingly. A focus through monitoring will allow us to measure the impact of any action identified and put in place.</p> <p>Assessment becomes more reliable when supported by a test with a standardised score. This allows benchmarked measures for progress between years and terms.</p>	<p>Targets will be set based on pupil's prior attainment and benchmarked against FFT estimates (for both PP and non PP).</p> <p>Triangulated monitoring - book looks, FLASH visits and development lessons will all have a focus on PP pupils progress and attainment in addition to quality first teaching for all.</p> <p>Review of data on a term by term basis – looking at both attainment and progress.</p> <p>Scheduled times for tests and data drops, although it is the expectation that assessment</p>	<p>% phase leader time. £595</p> <p>% DH time £15,029</p> <p>20% TA support (supported by main budget) £76,465</p> <p>£540 NFER tests</p>	SLT Subject teams for FLASH visits.	
B - Increase the percentage of children achieving greater depth at the end of KS2.	Triangulated monitoring with a focus on disadvantaged children targeted for GD.	Smaller classes will enable better behaviour for learning for the current Y6 cohort and will reduce instances of low level disruption due to the smaller adult to pupil ratios and in addition	Internal moderation alongside external monitoring from school improvement partners.	£37,755 (based on M4)	SLT	

	<p>Previous SATs papers used to identify gaps and these are used to inform teaching and learning.</p> <p>Assessment and data used to identify any pupils who are falling behind targets set. Intervention in place (pre teach and same day intervention) to 'fill' any gaps identified from SATs papers.</p> <p>Pupils targeted based on prior attainment at both EYFS and KS1 to indicate those that should reach GD at the end of Y6.</p> <p>Provision of an additional class in Y6 due to high % of PP in this cohort and associated additional need. Support put in place in class by the provision of smaller classes and more focused support from both teacher and TA.</p>	<p>attitudes to learning will be developed.</p> <p>Smaller class sizes in Y6 will enable more effective feedback (high impact) to be delivered to pupils in relation to their targets and thus better enabling to achieve age related expectations and greater depth where this has been targeted.</p> <p>Smaller class sizes will facilitate teachers' ability to adapt and change their approaches to teaching e.g. adopting a mastery based approach to teaching and learning and being able to spend more time on AfL and feedback.</p>	<p>Review of assessment data and tracking.</p> <p>Monitoring of incidents recorded on CPOMS.</p>	<p>1 x TA - £19,568</p>		
<p>C - Attainment in mathematics is at least in line with national averages – whole school issue.</p>	<p>Participation in the teaching for mastery specialist programme by two teachers. Best practice from this to be disseminated to all staff. .</p> <p>Participation in the SSIF project 'Strength in Numbers' to involve visits and support from an SLE. Focus of these visits to include looking at the performance of PP pupils and provision for PP pupils. Actions from these visits shared with all staff.</p> <p>Continued development of mental calculation and fluency. Introduction of TT Rockstars.</p> <p>Continued involvement with the TPAT maths network and the Maths Hub.</p>	<p>In order to raise attainment of PP pupils in maths it is crucial that we learn from best practice – both from within the school (utilising existing staff expertise) and from outside of the school where</p>	<p>Support session timetabled into the school diary.</p> <p>Release time provided to relevant staff.</p> <p>Teaching and learning meeting used to disseminate key messages and actions. These will be reviewed as part of regular monitoring e.g. phase leaders reviewing.</p>	<p>ZV & GL – release 6 x pm cover</p> <p>ZV - £600 GL - £460</p>		

iii.	iv. 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?
<p>A - Increase progress to narrow the attainment gaps in identified year groups.</p>	<p>Additional adult support put in place to facilitate more direct and targeted intervention. Taking the form of:</p> <ul style="list-style-type: none"> • Additional TA support in EYFS • Provision of an additional class in Y6 and associated TA support <p>Smaller adult to pupil ratios will allow greater adult to pupil contact and thus maximising the impact of teaching and learning through: quality first teaching for all, immediate/same day feedback, adult led support and intervention.</p>	<p>Smaller pupil to adult ratios will better allow us to support our pupils at both ends of their primary school journey. This will allow teachers and TAs to modify their practice by being more flexible in how learning is organised and will facilitate the quality and quantity of feedback that pupils receive.</p> <p>Smaller adult to pupil ratios will also allow teachers to work more intensively with smaller groups.</p>	<p>Regular monitoring and review of data (attainment and progress towards targets) through pupil progress meetings.</p> <p>External review through the SHIP programme.</p>	<p>2.5 x EYFS TA (supports by main budget) - £48,920</p> <p>Additional Teacher in Y6. - £37,755 (based on M4)</p>	<p>SLT</p> <p>Phase Leads.</p>	
<p>E - Gaps in early skills (maths and English) are addressed in Y3 and better enabling these targeted pupils to access the curriculum.</p>	<p>Assessment and tracking identifies children who are not making required progress or whose attainment is below age related expectations.</p> <p>Support in the form of one to one or very small group intervention through the delivery of focused and structured programmes of 'intervention' – TA led.</p>	<p>There are a number of children who did not meet ARE at the end of KS1 and/or who are not making the expected progress from EYFS ELGs.</p> <p>Support for basic English skills (early writing, phonics, reading, spelling etc.) and early number skills (place value and early calculation etc.) will be fundamental in the targeted children moving forward and progressing in the KS2 curriculum.</p> <p>Evidence (EEF) show that any 'intervention' is most effective when in very small groups or preferably one to one.</p>	<p>Review of data and tracking.</p> <p>Monitoring – impact from chosen programmes to support.</p>	<p>1 x TA (3 x pms)</p> <p>£500 for resources.</p>	<p>Y3/4 phase lead</p>	

<p>F - Children who did not pass the phonics screening check in Y1 are identified and supported in class.</p>	<p>Children who did not pass the phonics screening identified through assessment and tracking. These children to be a key focus group throughout the year.</p> <p>Additional in class support received (TA and teacher) to work on identified phonic gaps and to ensure that these children are best placed to meet the expected standard in the recheck.</p>	<p>The evidence relating to the importance of the development of phonics is very secure.</p> <p>More secure foundations in phonics enables children to master the basics of reading and for younger children this is seen as being one of the most effective approaches to early reading.</p> <p>Improved phonics will lead to improved reading which is crucial to children accessing the wider curriculum.</p>	<p>Ongoing monitoring and Y2 phonics recheck.</p>	<p>10 % TA in Y2 – 4 TAs - £7,863</p>	<p>KS1 phase lead.</p>	
<p>v.</p>	<p>vi. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>		<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>D - Social and emotional needs of pupils are met to enable them to better access learning.</p>	<p>A whole school trauma informed approach. Three members of staff to receive the training from Headstart Cornwall and then disseminate to the rest of the team.</p> <p>Employment of a pupil support manager – working as one of key 'emotionally available adults'. Ensuring that children are supported through challenge and are better placed to access learning.</p>	<p>Research evidence shows that education and health are closely linked. Pupils with better health and wellbeing are likely to achieve better academically.</p>	<p>Use our knowledge of the science of Adverse Childhood Experiences (ACE's) to inform our day-to-day practices, our policies and the ways in which we support children.</p> <p>Ongoing TIS training for all staff to embed TIS practice throughout the school, creating a trauma sensitive school.</p> <p>Staff trained in 'PACE' modes of interaction. Outcome reviewed through pupil conferencing, observations and pupil conferencing.</p>	<p>20% of SENDCO (supports by main budget) - £9,994</p> <p>20% Pupil Support Manager - £1,925</p>	<p>SLT SENDCo ET</p>	

			Identify and develop a 'safe' area removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well with an emotionally regulating adult.			

