

Pupil Premium Strategy Statement: Threemilestone School 2017 -18

1. Summary information					
School	Threemilestone School				
Academic Year	2017/18	Total PP budget	£93,340	Date of most recent PP Review	September 21 st 2017
Total number of pupils	416	Number of pupils eligible for PP	<ul style="list-style-type: none"> • 64 PP including: <ul style="list-style-type: none"> • 29 current FSM • 3 CIC • 9 Service Children <p style="color: green; margin-top: 10px;">Feb '18 - 85 PP (including 12 SC, 3 CIC)</p>	Date for next internal review of this strategy	Jan 2018

	2a Current attainment		Expected Standard			Higher Standard			Scaled Score		
	<u>KS2 2016-17 (FFT provisional)</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)	57% (25%)	64%	67%	0% (0%)	0%	11%	100.7	-	-		
Reading	64% (25%)	79%	77%	14% (8%)	30%	29%	100.4 (95.1)	105.7	105.4		
Writing	71% (42%)	77%	81%	0% (0%)	15%	21%	-	-	-		
Maths	71% (33%)	77%	80%	7% (17%)	19%	27%	100.9 (96.3)	104.3	105.3		
Reading Progress	-0.98 (TMS non pupil +1.36) (-3.28)										
Writing Progress	-1.13 (TMS non pupil -0.31) (-1.45)										
Maths Progress	-0.82 (TMS non pupil -0.29) (-2.89)										

	2b Current attainment		Expected Standard			Greater depth		
	<u>KS1 2016-17 (FFT provisional)</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)	80%	-	-	20%	-	-		
Reading	86% (50%)	77%	79%	29% (27%)	38%	28%		
Writing	86% (38%)	62%	72%	14% (0%)	19%	18%		
Maths	86% (38%)	71%	79%	14% (13%)	29%	23%		

1. Current Issues		
A.	There is an attainment gap in relation the percentage of children achieving greater depth at the end of KS2 in all areas.	
B.	Progress of PP children is slower than non PP pupil in all areas at the end of KS2 (KS1 to KS2)	
C.	PP gap is evident in all areas in KS2 – shown by end of year NFER tests and teacher assessment.	
D.	No PP children in EYFS (2016/17) achieved the ELG – this could become a barrier to future attainment.	
E.	Not all PP children have a bespoke plan which outlines any barriers to learning – including academic and non-academic.	
F.	Current Y5 have the largest % of PP in the school (40%) and a wide attainment gap at the end of Y4 (comparing PP against non PP). They also have 18% on the RoN.	
G.	Pupil Conferencing and observations indicate that there is a lack of resilience and interest, at times, in learning.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
A.	Lack of attendance on extra-curricular residential trips which is linked to low aspirations and a disconnect with school life.	
B.	Not all children who are eligible for FSM are identified in KS1 as a result of universal infant free school meals. Additionally, in KS2 parents do not make their eligibility known if not taking up a free school meal.	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The pupil attainment gap has continued to narrow and is comparable to the national benchmarks (non-pupil premium) for children at both the expected standard and at greater depth by the end of KS1 and KS2.	Attainment gap has narrowed when compared to national benchmark – referencing the non PP FFT 20 target as a benchmark: <ul style="list-style-type: none"> ○ Reading - 77% EXS+ (non PP 85%) ○ Writing - 66% EXS+ (non PP 78%) ○ Maths – 79% EXS+ (non PP 85%) ● KS2 FFT 20 PP Targets <ul style="list-style-type: none"> ○ Reading - 71% EXS+ (non PP 86%) ○ Writing - 76% EXS+ (non PP 90%) ○ Maths – 79% EXS+ (non PP 88%)
B.	Higher rates of progress across KS2 for high attaining pupils who are eligible for PP	Attainment gap has narrowed when compared to national benchmark – referencing the non PP FFT 20 target as a benchmark: <ul style="list-style-type: none"> ● KS1 FFT 20 PP Targets: <ul style="list-style-type: none"> ○ Reading - 35% EXS+ (non PP 18%) ○ Writing - 20% EXS+ (non PP 8%) ○ Maths – 28% EXS+ (non PP 15%) ● KS2 FFT 20 PP Targets <ul style="list-style-type: none"> ○ Reading - 21% EXS+ (non PP 42%) ○ Writing - 14% EXS+ (non PP 40%)

		<ul style="list-style-type: none"> ○ Maths – 26% EXS+ (non PP 43%)
C.	Attainment gaps have narrowed for pupils eligible for PP in Y3, 4, 5,	<p>Attainment gaps between PP and non PP children have narrowed in all areas from the previous year. Confirmed by NFER tests and teacher assessment</p> <p>Y3 FFT 20 benchmarks for PP: R – 91% (non PP 84%) W – 95% (non PP 88%) M – 93% (non PP 88%)</p> <p>Y4 FFT 20 benchmarks for PP: R – 78% (non PP 87%) W – 83% (non PP 91%) M – 86% (non PP 90%)</p> <p>Y5 FFT 20 benchmarks for PP: R – 71% (non PP 85%) W – 74% (non PP 89%) M – 75% (non PP 89%)</p>
D.	Children not meeting the ELG at the end of EYFS are given additional support in Y1 to improve basic English and maths skills.	Tracking shows that progress of these children is at least in line with non PP children and measures are in place to support and develop these children in all areas (evidenced through PP profiles)
E.	Children to have clear action plans which take into account all barriers to learning.	Pupil Premium Profiles are in place.
F.	Early intervention is in place targeted at pupils eligible for PP in upper KS2 to narrow/close any attainment gaps and to accelerate progress.	<p>Intervention allocated in phases which is successful in narrowing gaps.</p> <p>Timetable is changed to allow greater opportunities for same day intervention and pre teaching.</p>
G.	Increased attendance of pupils eligible for PP on extra curriculum clubs and school residential.	Increased percentage of PP children attending residential trips and clubs.

3.		4. Planned expenditure				
Academic year		2017/18				
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 ?
The quality of teaching and learning improves across the school and utilises the latest pedagogical approaches	<p>Staff training – external advisors for whole school training.</p> <p>Selected teachers to take part in the excellent teacher programme.</p> <p>Teaching and learning policy is updated.</p> <p>Development lessons take part as part of the monitoring and evaluation schedule.</p> <p>Observing good practice in other schools in identified practioners – targeting main pay scale teachers</p>	By ensuring that all of our children experience high quality teaching consistently each day we will improve outcomes for all including pupils eligible for pupil premium. Evidence from EEF toolkit shows that quality first teaching is high impact.	<p>Training selected based on the most up to date evidence of effectiveness and mapped in throughout the year.</p> <p>Clear systems of monitoring to evaluate teaching and learning across the school.</p> <p>Teachers on ETP feedback to colleagues and model learning.</p> <p>Consistent use of T&L policy; Including feedback and consistent model of learning</p>	£2000	SLT	Feb 2018

<p>Attainment gap has narrowed for PP children in Y3 – Y6.</p>	<p>Staff training for all staff, including inset day for maths.</p> <p>TA training sessions:</p> <ul style="list-style-type: none"> - Making learning memorable - Maths - Behaviour strategies - Spelling and times table intervention <p>PP children are clearly identified and known to all staff who work with them. Each child will have an individual profile which is bespoke to them and outlines strategies for support.</p> <p>Clear strategies for in class support are in place to support all areas of learning and a consistent model of learning is applied throughout the school.</p>	<p>The gap that exists in KS2 in all areas between PP and non PP pupil is currently too wide.</p> <p>Quality first teaching will have the highest impact in improving outcomes for all and by continuing to improve, develop and refine this we will raise PP outcomes. All adults who work in a classroom need to be involve in facilitating this.</p> <p>A new model of learning has been created following a staff inset. This now needs to be embedded in order to ensure a consistent approach to teaching and learning that will benefit all pupils including PP children.</p>	<p>Review against FFT 20 targets – identified in section 2</p> <p>Ongoing monitoring through tracking, development lessons and book looks.</p> <p>PP pupils will form a focus of monitoring and each child will have an individual pupil premium profile.</p>	<p>£2200</p> <p>£500</p> <p>£26,600</p>	<p>SLT</p>	<p>Feb 2018</p>
<p>Children have developed reasoning skills to explain deeper their mathematical understanding</p>	<p>Focus on improving teaching and learning in relation to maths reasoning throughout the school with a focus on targeted PP pupils.</p>	<p>Data and monitoring shows that children's ability to apply their mathematical knowledge into reasoning and problem solving is an area which needs further development. Improvements in this area will be key to improving outcomes for PP children.</p>	<p>Monitoring by maths lead. Development lessons – term 1 are all maths. Follow up from maths training and inset.</p> <p>TA training to enable them to better support all pupils.</p> <p>NFER tests and subsequent analysis alongside termly tracking of teacher assessments will identify any the success of this and any children that need additional support.</p>		<p>DH</p>	<p>Feb 2018</p>

<p>Children are enthusiastic readers and a love of reading is actively encouraged.</p>	<p>Profile of reading to be raised:</p> <ul style="list-style-type: none"> Library updated to become a more welcoming space. New reading cloud system informs future book orders based on pupils' interests and trends. Chatterbook club in place. Whole class texts shared daily. Summer reading challenge <p>Approach to guided reading reviewed.</p>	<p>Pupil conferencing and review shows that the current library is not viewed as a welcoming place and is not used regularly enough by class teachers.</p> <p>Training from Pie Corbett, attended by the HT and English lead, shows allocating regular time for children to read and teachers sharing a wide range of exciting texts that might not otherwise be accessible is essential in improving reading and outcomes.</p> <p>Review from previous summer reading challenge showed that this was successful in increasing how much children read over the summer holidays.</p>	<p>Changes to the library will be shared with the school council and their input and ideas will be incorporated into any changes.</p> <p>Review against FFT 20 targets – identified in section 2</p> <p>Monitoring (development lessons and learning walks and book looks) will show impact of changes.</p>	<p>£27,000</p>	<p>NC and Languages Team</p>	<p>Feb 2018</p>
Total budgeted cost						<p>£58,300</p>
<p>iii.</p>	<p>iv. Targeted support</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>Accelerate rates of progress for HA children in order that more achieve GD at the end of KS2.</p>	<p>High quality teaching and a focus on challenge for all.</p> <p>Targeted small group intervention for these children. Prior attainment tracked at KS1 and clear targets set.</p>	<p>Some Y5 and Y6 children need targeted support to ensure that they are making at least good progress from high prior attainment in order to achieve GD at the end of K2.</p> <p>Evidence from EEF toolkit shows that 1:1 and small group intervention can have high impact in improving outcomes under the direction of the class teacher.</p>	<p>Children identified for intervention and tracked. Timetable is organised and staff delivering intervention are organised.</p> <p>Assessments are reviewed regularly to track progress.</p>	<p>£17,000</p>	<p>SLT</p>	<p>Feb 2018</p>

Children who have not achieved GLD at the end of EYFS make accelerated progress over the academic year.	In class support and intervention. Support given through the use of same day intervention and pre teaching. Additional phonics support.	These children who did not reach the ELG scored ones in the English and maths strands. Early intervention with these children to narrow any attainment gaps and to accelerate progress will allow them to more fully access the curriculum and therefore improve outcomes.	Ensure that Y1 teachers and TAs are aware of who these target children are and that in class intervention/support is in place and evident. Barriers identified in pupil premium profiles and addressed. Data tracking and monitoring to review progress.		KS1 phase team	Feb 2018
The pupil attainment gap has continued to narrow and is comparable to the national benchmarks (non- pupil premium) for children at both the expected standard and at greater depth by the end of KS1 and KS2.	1:1 and small group intervention for targeted groups. Children targeted based on prior attainment.	1:1 and small group intervention is high impact in improving outcomes (EEF toolkit). Intervention will be focused on same day intervention and pre-teaching to ensure that learning barriers for specific curriculum areas are overcome.	Phase leaders to co-ordinate intervention and to monitor effectiveness. Tracking and monitoring shows impact. Review against FFT 20 targets – identified in section 2	£5,700	SLT	Feb 2018
	Total budgeted cost					£22,700
v.	vi. 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 ?
Children to have clear profiles which take into account all barriers to learning.	Clear identification of all pupil premium is crucial. Creation of profiles for each child eligible for PP.	Creation of profiles for each child eligible for PP will allow us to understand better individual circumstances, academic attainment and progress and any barriers to learning. By pulling all of this information together we can identify common barriers and trends; this will allow us to better target resources.	Phase leaders to be responsible for checking profiles and within teams appropriate actions to be drawn up. Non-academic barriers are addressed. Learning Mentor is used to target individuals where there may be		Phase Leaders	Feb 2018

			wider barriers to their learning e.g. behaviour or social/friendship issues.			
Increase attendance of pupils eligible for PP on extra curriculum clubs and school residential.	Use percentage of PP money to offer a 50% discount on residential trips for pupils eligible for PP.	Pupil's wider well-being is essential in ensuring that they are happy, enthusiastic and motivated learners. By encouraging a wide uptake on school residential trips we can open their eyes to the wider world, build relationships and challenge them outside of the school grounds; giving a sense of belonging which will impact on standards.	Monitoring and review of uptake in school residential trips. Reigsters taken for clubs – SLT actively engaged in motivating PP children to find a club to raise aspirations and involvement in school.	£5,000	MR – supported by SLT	Feb 2018
Increase parental engagement, particularly for parents of PP children.	Introduction of a regular programme of parent workshops linked to school improvement issues: <ul style="list-style-type: none"> • Mastery in maths • SEN • Reading • Online Safety • Spelling Strategies Improved attendance at F2F meetings – aiming for contact with 100% of parents.	Parental engagement is crucial in ensuring that they are part of their child's learning journey. By providing workshops for parents we will help them to better support their children.	Teachers to check that all parents attend face 2 face meetings and that parents who have not signed up for these meetings are 'chased' up. A record is kept of parents who have attended workshops		SLT	Feb 2018
Emotional needs of challenging children are met which allows them to better access quality first teaching.	A learning mentor is employed to work with and support more challenging children. Headstart Cornwall is introduced. Led by identified staff and training to be given to all staff in while school inset. CPOMS used to log concerns relating to challenging behaviour so that intervention and	Children's emotional state has a direct impact on their readiness to learn. Having a designated member of staff (Learning Mentor) affords time to some of our more challenging children and gives them an opportunity to discuss their feelings whilst helping them to regulate their behaviour in order to be in a better place to learn. The Learning Mentor	Monitor incidents of concern on CPOMS.	£7,300 £500 £805	Wellbeing Team Learning Mentor SLT	Feb 2018

	support can be put in place.					
Total budgeted cost						£13,605
Total budgeted cost for all Pupil Premium Strategies						£94,605

