

Pupil premium strategy statement: Truro Learning Academy 2017 - 2018

1. Summary information					
School	Truro Learning Academy				
Academic Year	2017-2018	Total PP budget	£56000	Date of most recent PP Review	Jan 2017
Total number of pupils	163	Number of pupils eligible for PP	33	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	17%	61%
% making progress in reading (what about meeting ARE instead?)	28%	71%
% making progress in writing	17%	79%
% making progress in maths	31%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Entry levels of communication and language and personal, social and emotional development are low at entry level in Reception class with only 70% of children achieving GLD.
B.	A significant number of children (with a higher percentage of those being PP children) unable to fully access learning due to barriers predominantly related to social, emotional and mental health issues. (ev: Thrive assessment)
C.	Children with PP, on average, come into school at a lower level (in both maths and English) and therefore require intervention in order to close the gap and increase progress for these children. (ev: Baseline Assessment and EYFS data). This is also reflected with KS2 children who arrive due to increased mobility within the community.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Lack of opportunities for some PP children to become involved in extra-curricular activities including cultural visits and visits to the local area as well as educational visits that involve costs.
E.	Concerns re parental support of some PP children eg attendance, adult support in the home, parenting skills, low parental expectations.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

A.	All children identified will be identified as PP at an early stage in Reception class. Targeted support will enable PP pupils to achieve their Early Learning Goals, especially in communication and language and PSED.	All PP children are identified early. Achievement on entry assessments will identify those at risk of not making a GLD and targeted support will be triggered. GLD outcomes for PP pupils will evidence year on year improvement, specifically in the achievement of ELGs in Reading, Writing, Number and the Prime areas. The GLD gap between PP pupils and non-PP pupils will diminish.
B.	All children eligible for pupil premium will be secure in school; they will have their emotional needs met and evidence positive attitudes to learning coupled with high levels of engagement.	An effective, whole school approach to personalised emotional support and coaching will become intrinsic to school provision. Personalised 'Thrive' assessments will be initiated for routinely for vulnerable pupils. Thrive and Mindfulness strategies and approaches will be embedded practice and used alongside a range of targeted therapeutic approaches including play therapy, art therapy and outdoor therapeutic interventions. Monitoring (work scrutiny, lesson observations and pupil conferencing) will evidence raised levels of pupil engagement and readiness to learn. Accelerated progress measures will evidence positive impact on learning outcomes. Behaviour logs/my concern data will demonstrate high levels of self-esteem and engagement and fewer incidences of poor/challenging behaviour will be recorded.
C.	All children eligible for PP will make at least expected progress in reading, writing and maths	Early assessment on entry data will identify and prioritise PP pupils requiring additional support in order to meet their needs. Targeted intervention will evidence before and after outcomes which confirm positive impact on learning and accelerated progress.
D.	Raise aspirations - School support for parents and PP pupils to enhance aspirations, broaden horizons and offer extracurricular experiences through targeted support.	A range of enrichment opportunities to enhance aspiration and raise expectations will be established and clear communication with regard to provision shared with parents. Impact and outcome will be evidenced through questionnaires and pupils conferencing. Impact on learning will be recorded and reflected in the quality of pupil's work related to the experiences.
E.	Increase the capacity of families to parent well through early identification and intervention coupled with closer working partnerships with all agencies and additional in-school support staff.	Pupils and families requiring additional social and emotional support will be identified early and, timely, support triggered. Families will successfully engage with school support systems and establish a positive dialogue through which improved capacity to support pupil learning can be conveyed. Thrive practitioner/PP champion will establish a range of supportive home/school relationships and record communication, support and advice given.

5. Planned expenditure					
Academic year	2017 - 2018				
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	Cost/Review implementation?
Pupils will be able to access the required learning and reach ARE in English (reading/writing outcomes)	Head of school teaching literacy to Y5 and Y6	Head of School is an experience English teacher and the most experienced member of staff in this area	QA monitoring by Executive Principle Pupil tracking and progress measured from baseline.	SH/LMc	January 2018
Pupils will be able to access the required learning and reach ARE in all areas	In class intervention by class teacher – HLTA to support.	Class teacher is best placed to understand if the pupils have understood the learning and is able to provide catch up if necessary. TA support to release teachers in each class.	Pre and post intervention assessment data. QA by Teacher/HOS/SENDCo. Tracking information and progress measures.	LS	£15,442 January 2018
Total budgeted cost					£15,442
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	Cost/Review implementation?
Ensure targeted pupils achieve ARE in reading, writing and maths	Additional teaching and learning opportunities including teaching assistant support for Year 6 to enable one to one and small group tuition, including additional teaching and learning opportunities for more able pupils	Additional teaching and learning opportunities from teachers and teaching assistants demonstrate moderate impact particularly if planned to complement quality first teaching and when a structured time-limited programme is used. These approaches will be used to enable more able pupils to achieve greater depth.	Baseline data is gathered at the beginning of the year and progress measured every 6 weeks. Teachers will conduct a case study of the effectiveness at the end of the year.	AW	£7, 721 January 2018

Close the attainment gap between PP and Non-PP so that they reach ARE.	Small group intervention led by qualified teacher in school and before the school day starts for KS2 pupils	Research based practice - greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to pupil needs will result in positive impact.	Group assessments every 6 weeks to measure impact and ensure there is progress. Evidence of PP work will be kept in evidence folders	SH	£1, 800 January 2018
All PP pupils will be identified in Reception class. Targeted support will enable PP pupils to achieve their Early Learning Goals.	Additional TA support in FS to work with PP pupils and support them to achieve ELGs particularly in Reading, Writing and Number.	Based on school evidence of impact on outcomes in 2017 – improved GLD. Pupils GLD improved to be in line with National – improvement in writing ELG to 63% (moderated by LA)	Early achievement on entry data will baseline pupils. Targeted phonic support and number tasks will accelerate progress and improve Reading/Writing and Number ELG outcomes.	FS Teacher	£7, 721 January 2018
Close the attainment gap between Y1 PP and Non-PP so that they	3 sessions each week - support for Y1 pupils not achieving GLD	Research based practice - studies suggest small group work is effective if the groups have fewer than 6 pupils	Pupils in this group will be tracked to ensure they are making expected progress.	AG	£1, 100 January 2018
Reduce barriers to learning for pupils demonstrating social/emotional needs.	Thrive assessments effectively triggered administered and programmes devised to meet pupil needs. Intervention sessions delivered 4 days per week by an experienced Thrive practitioner	The Thrive approach is proven to allow pupils to feel safe and secure in the learning environment	Individual Thrive plans written for all pupils which are regularly monitored to assess level of effectiveness	JE	£13, 276 January 2018
Raise aspirations - School support for parents and PP pupils to enhance aspirations, broaden horizons and offer extracurricular experiences through targeted support.	A range of enrichment opportunities to enhance aspiration and raise expectations will be established and clear communication with regard to provision shared with parents.	Shared experiences linked to learning raise pupil and parental engagement with school. Research based practice evidences that learning outcomes improve when parents are involved, included and supported to be part of the process.	A series of visits and events will be scheduled throughout the year and organised to include parents.	SH.JE	£1000 July 2018
Total budgeted cost					£32618

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	Cost/Review implementation?
All pupil progress and attainment tracked closely and effectively using a range of agreed assessment resources.	New tracking system to be purchased, introduced and implemented. Staff will use system effectively and pupil progress reviews will	Target Tracker is a key element in school's effectiveness, integrating software, expert consultancy, training, resources and support to enable schools to develop an on-going strategy for self-improvement	The Executive Principal will review implementation of tracking system termly	JG/SH & LMc	£6,436 & £900 January 2017

	be scheduled every 6 weeks.				
Attendance of PP is in line with non-PP achieving 96% attendance	Use of Education Welfare Officer to help track children who are not meeting government expectation	Use of EWOs have proved effective in raising attendance at Truro Learning Academy over the past 2 years	Termly review meetings to track improved attendance	SH / JE	£1,280 January 2017
Improve staff understanding of social, emotional and mental health issues in children through a whole school approach to Mindfulness	Programme of CPD for all staff including whole school Inset. Behaviour CPD for all staff Autumn 2017	Research has evidenced that Mindfulness is an effective strategy that has proved effective in a range of settings to help children overcome barriers to learning and increase attainment for some pupils especially disadvantaged groups	A whole school approach will be monitored in lesson observations and professional discussions. The impact on groups and individuals will be evidenced.	JE/SH	£1,000 January 2017
Total budgeted cost					£9,616
Total Cost					£57, 676

6. Review of expenditure

Previous Academic Year		2016 - 2017		
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)	Cost
Better tracking or progress and identification of learning gaps and stalled progress for PP pupils.	Explore use of the Penryn tracking sheet. Purchase and implement standard assessments to inform tracking tool. CPD in use for staff.	Accelerated Reader/Star Assessments and SPAG.com purchased. Penryn tracking programme introduced and staff received CPD. Clearer tracking evidence for PP pupils available to inform intervention and record progress.	Staff not completely comfortable with entry of information. Explore commercial available comprehensive tool for next academic year – target tracker.	£4000
Purchase, introduce and implement Read, Write, Ink across whole school. Ensure all staff are effectively trained and release LS to lead implementation.	Introduce Read, Write, Ink across whole school in all classes to improve reading, writing outcomes in every year group.	Tracking evidences improved progress measures across KS1 & KS2.	Sustain and develop expertise in the delivery of Read, Writing, Ink. Extend to include R,W,Ink Spelling approaches.	£10,000
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)	Cost
All PP pupils will be identified in Reception class. Targeted support will enable PP pupils to achieve their Early Learning Goals.	Additional TA support in FS to work with PP pupils and support them to achieve ELGs particularly in Reading, Writing and Number.	Pupil transition to school was seamless. Outcomes in prime areas of learning greatly improved. Pupils GLD improved to be in line with National – improvement in writing ELG to 63% (moderated by LA)	To continue throughout 2017/18 with additional movement support to further impact on the acquisition of writing dexterity and physical readiness to write.	£7721
PP Children who are not, or are at risk of not, making required progress are identified and gaps in learning are re-taught.	Utilise the teaching skills of an employed HLTA to be deployed across KS2 classes for identified intervention.	Targeted pupils made accelerated progress and attitudes to learning improved. Social and emotional improvement, levels of engagement and learner resilience are all evidenced (see PP record keeping).	Extend this approach to create a PP champion role across whole school and schedule 1:1 and small group support for targeted individuals and groups.	£15,442
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)	Cost
Reduce barriers to learning for pupils demonstrating social/emotional needs.	Thrive assessments administered and programmes devised. Thrive intervention delivered 4 days per week.	Pupils feel safe and secure in the learning environment and demonstrate improved attitudes to learning.	Extend this provision – support the whole pupil through development of trusting PSW relationships with families. Complete DSO CPD and take a more active role in safeguarding across the school.	£13,276
Raise aspirations - School support for parents and PP pupils to enhance aspirations, broaden horizons and offer extracurricular experiences through targeted support.	A range of enrichment opportunities to enhance aspiration and raise expectations will be established and clear communication with regard to provision shared with parents.	Shared experiences linked to learning raise pupil and parental engagement with school. Research based practice evidences that learning outcomes improve when parents are involved, included and supported to be part of the process. Pupils enjoyment and engagement with learning and learner confidence increases when pupils feel an increased sense of belong and experience a range of wider opportunities and interests.	Continue to offer a reduction and subsidy in costs. Continue to financially support a range of club, residential and family opportunities in 2017/18	£3950
			Total budgeted cost	£54,389

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk

See School SEF and SIDP Summary Document for more detail.