

Connor Downs Academy pupil premium strategy statement 2018-19

1. Summary information					
School	Connor Downs Academy				
Academic Year	2018-9	Total PP budget	£55,060 (PP AND PP+) £1,200 (BUDGET FOR SERVICE CHILDREN)	Date of most recent internal PP review	End summer term 2018
Total number of pupils	199	Number of pupils eligible for PP	38 (PP and PP+ CHILDREN) 4 (SERVICE CHILDREN)	Date for next internal review of this strategy	Feb 2019

2. Current attainment		
	<i>Y6 pupils eligible for PP (7 pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
% of Y6 PP pupils achieving ARE in reading, writing and maths	43%	<i>64% (all pupils)</i>
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: reading	71.4%	80.2%
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: writing	85.7%	82.2%
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: maths	57.1%	77.6%

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.	A significant number of children enter EYFS at Connor Downs below age related expectations, especially in language & communication.
B.	Children including those in care and under SGO with high levels of emotional needs which need to be met before they can fully engage in learning.

C.	Gaps in learning and gaps in key skills identified in some children who join our academy other than in YR	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	The impact of family challenges including domestic abuse, substance abuse and parents who experience mental health challenges on children's emotional well-being and learning.	
E.	The high level of learning needs and low aspiration and expectations from stakeholders.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve speaking and language skills through targeted support such as Talk Boost, and other speaking and listening interventions	Improved speaking and listening skills
B.	Children's emotional needs have been supported through whole school TIS approach, targeted interventions for individual pupils and lunchtime nurture group emotional support.	Increased learning engagement and progress
C.	Additional support for individual children, to ensure gaps in learning and in key skills are addressed.	Progress accelerated.
D.	Inclusion leader will provide guidance to identified parents based on their needs through individual support, signposting, informal meetings.	Parents feel well supported
E.	Workshops after school provided in core subjects to support parents with how and what the children learn. Individual support given to parents as needed	Parents understand how to support their child's learning

5. Planned expenditure	
Academic year	2018 - 2019
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?
All pupils access quality first teaching	Appropriate training to be accessed by teachers and teaching assistants.	Large body of research evidences that quality first teaching has a major impact on pupils' progress and has the most impact on the most disadvantaged pupils.	Termly lesson observations. Termly book scrutiny. Pupil progress meetings.	JE(Head of School), and TB, RP	Reviewed termly.
Staff model growth mind-set and pupils use growth mindset language.	To ensure that our whole school growth mindset culture continues to be embedded throughout the academy.	Promoting growth mindset is an effective strategy to use to support effective learning particularly for disadvantaged pupils.	Current expertise among the staff is shared to support new members of staff. Opportunities for growth mind-set indicated on planning.	JE, HP	Mid - year

Total budgeted cost

ii. Targeted support

Desired outcome	Chosen action /	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
MAT PP children are provided with additional opportunities and challenge in reading comprehension	Additional support through targeted support in class and access to workshops, competitions, First News differentiated resources to challenge pupils.	Reading is a key focus within our school and MAT development plan and challenging high attaining pupils a focal point of this.	Monitoring of the work done in these session. Allow time for PP staff to meet with class teacher. Evaluate progress each half term.	JE	Half termly throughout the year

Pupils with PP receive high quality, purposeful, focused support	1:1 and 1:2 tuition in Spring term	Research (EEF) evidences high quality one to one support that is purposeful and focused has a high impact on raising attainment.	Ensuring KS leaders have ownership of the sessions. Regular feedback between adults delivering the support and class teachers	JE	Mid-term review February half term. End of sessions -assess impact on pupil outcomes using 2019 data.
Pupils who enter EYFS and other year groups at Connor Downs at below age related expectations especially in language & communication are well supported to make accelerated progress.	Targeted support - individual or small group	Use of EEF toolkit (and research findings shared by Ofsted and Sir John Dunmore publications) to identify high- impact low- cost strategies. Strategies used to include: early intervention, oral language interventions including Talk Boost, and phonics.	Access to appropriate training. Observations of targeted support. Detailed analysis of half termly data Feedback from pupils and parents.	JE, HP	Assess impact on pupil outcomes using 2019 data.

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?
To meet the emotional needs of PP pupils, to effectively support high levels of engagement with learning and a positive impact on outcomes.	Whole school and targeted TIS intervention.	TIS is recognised as an effective tool supporting emotional resilience which is a skill that disadvantaged pupils.	Ensure all pupils needing emotional support are identified. Seek feedback from pupils, parents and staff to gauge impact	JE,HP	Mid-year
	Lunchtime Nurture group to support emotional wellbeing and engagement with learning for	Research that evidences the positive impact on wellbeing of outdoor learning and social and emotional interventions.	Seek feedback from pupils, parents and staff to gauge impact	JE, HP	Mid-year

Raise aspiration and expectations of pupils and parents and carers of PP pupils.	Visits by adults who have overcome obstacles in their lives to achieve. Visit to Duchy College, Falmouth Uni University of Exeter at Penryn for PP pupils and	To raise aspiration of parents and pupils by ensuring they are aware of local opportunities to access further education/degree level and vocational courses.	Support parents and carers to attend – provide transport.	JE, HP	Mid -year
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year	2017-2018 Budget: £74,920			
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
Pupils with PP receive opportunities to enhance learning opportunities in and out of the classroom.	Provide additional targeted opportunities	Children are provided with additional whole class and small group or individual to extend learning. MAT workshops provided in writing and maths for our pupils alongside other pupils. PP children given additional opportunity through competitions such as writing. Additional opportunities provided with activities such as beach safety, drama at The Minack and inclusive sport opportunities.	This approach will continue to be used during 2018 – 2019. Upper KS2 staff have identified that support from secondary schools in French, maths, English, PE and drama benefits all pupils, including those with PP. MAT PP children attend maths, reading and writing workshops.	

Promoting a growth mindset in all pupils and staff	Inset for all staff and whole school culture developed	<p>Pupils understand about growth mindset and its importance in learning. Staff model this to pupils and to other adults in school. This has increased risk taking in learning, resilience and fantastic behaviour for learning in all years/classes.</p> <p>Our Ofsted inspection in June 2018 included the comment: 'Pupils are keen to learn. They development resilience in their learning and take great pride in the presentation of their work.'</p>	This has been implemented effectively, with a whole school focus. It will remain a high focus, particularly when new staff or pupils join our academy.	
--	--	---	--	--

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
Pupils with PP receive high quality, purposeful, focused support	One to one tuition in Spring term	The level of attainment in PP pupils improved by specific, planned high quality 1:1 intervention. The Year 6 and Year 2 teachers planned and monitored the sessions, based on their assessments and judgements.	This approach was effective in achieving the desired outcome. Children made significant progress in the area of learning in which they received one to one tuition. We will continue this approach this year and further enhance it by reviewing the impact mid- year as well as at the end of year.	
Teachers/support staff employed to support PP groups throughout the school	Support in and out of class from teachers and teaching assistants.	The rate of progress was accelerated in all year groups, particularly in writing. Staff worked alongside the class teachers to deliver high quality support and intervention, both in the classroom and additional targeted small group work alongside this.	Of the two approaches (pupil premium staff class based - compared with additional intervention), the additional focused support from teachers and support staff had the greatest impact. This will continue into 2018/19. Time will be allocated for staff delivering PP support to communicate with class based staff.	

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
Improve oral language skills in EYFS pupils who entered school with low language skills.	Talk Boost, additional phonics, use of homework grid activities.	Identified KS1 pupils, following teacher evaluation, showed increased rates of participation, improved oral language skills, improved resilience and increased confidence.	Strategies we used were effective in supporting oral language skills, reading and writing. 100% pass rate for phonics screening check for all pupils by end of Y2 for the last 3 years. To ensure that pupils who join our academy other than at the start of YR with limited speaking and listening skills are able to access targeted support to improve their speaking and listening skills and to increase their working vocabulary.	

7. Additional detail

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

Mid-year review of impact of PP funding (Feb 2019):