

1. Summary information					
School	Connor Downs Academy				
Academic Year	2017/18	Total PP budget	£74,920	Date of most recent PP Review	January 2018
Total number of pupils	197	Number of pupils eligible for PP	41	Date for next internal review of this strategy	July 2018

2. Current attainment		
	% Y6 pupils eligible for PP (8 pupils) 2017 SATs data:	All pupils
% achieving ARE in reading ,writing and maths	64% including 2 pupils who achieved GDS:R,W and M and another who achieved GDS : M	76%
Progress score in reading	-0.25 (1.8 excluding in-year 6 joiner)	-1
Progress score in writing	1.9 (2.275 excluding in-year 6 joiner)	1.5
Progress score in maths	1.65 (3.725 excluding in-year 6 joiner)	2.0

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers (issues to be addressed in school, such as poor oral language skills)

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.	Lack of learning independence, especially in boys.

#### External barriers (issues which also require action outside school, such as low attendance rates)

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.
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<b>E</b>	The high level of learning needs and low aspiration and expectations from stakeholders.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	<p>Improve speaking and language skills through targeted support such as Talk Boost, and other speaking and listening interventions to impact positively on phonics, reading and writing.</p> <p>PP pupils engage in homework grid activities.</p>	<p>Pupils show improved speaking and listening skills in class.</p> <p>Identified pupils make rapid progress in phonics towards meeting the phonics screening requirements.</p>
<b>B.</b>	Children’s emotional needs have been supported through whole school Thrive approach, Thrive assessments to inform Thrive 1:1 targeted interventions for individual pupils, lunchtime Nurture group and small group emotional support.	Children will be better able to engage with learning and make accelerated progress academically.
<b>C.</b>	Increase in pupils’ learning independence particularly in boys. Staff to continue to implement strategies that support pupils to develop learning independence and increased resilience. These outcomes will be monitored through pupil voice and through termly pupil progress meetings between class teachers and KS leaders.	Children will feel that they are ‘in charge’ of their learning and are proactive in challenging themselves to aim high.
<b>D.</b>	Inclusion leader will provide guidance to identified parents based on their needs through individual support, signposting, informal meetings. This will be measured by parental feedback.	Feedback from the end of year parental questionnaires will indicate that they feel that staff are approachable and that parents feel that they are well supported by school.
<b>E.</b>	Workshops after school will be provided in core subjects to support parents with how and what the children learn. Individual support given to parents where the need is required with PP/SEND. Additional ways to engage parents such as homework grids provided.	Increased engagement from parents in supporting the learning of the children.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2017/18</b>				
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All pupils access quality first teaching	Appropriate training for all staff.	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. Performance management.	JE(Head of School), DK and TB	Reviewed termly.
Staff model growth mindset and pupils use growth mindset language.	Whole school growth mindset culture embedded.	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 mindset indicated on planning.	JE, HP	Mid - year
<b>Total budgeted cost</b>					£15990
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

MAT PP children are provided with additional opportunities and challenge in maths	Additional support through a KS3 maths specialist weekly.	Maths 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. Allowing time for external PP staff to meet with class teacher. Evaluate progress each half term of sessions.	JE, HL	Half termly.
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,DK,TB	Half termly.  End of sessions -assess impact on pupil outcomes using 2017 data and current pupils' data.
Pupils who enter EYFS at Connor Downs at below age related expectations, especially in language & communication are well supported to make accelerated progress.		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 Talkboost, and phonics.	Range of assessment and information gathered to inform choice of interventions for individual pupils and groups of pupils.	JE	Assessment before intervention and at end of interventions.
<b>Total budgeted cost</b>					£10000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

To meet the emotional needs of PP pupils supporting high levels of engagement with learning and a positive impact on outcomes.	Whole school and targeted Thrive. Appointment of a Learning Mentor in autumn term to support pupils in class and in outdoor learning areas.	Thrive 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 identified pupils.	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 FE college and University of Exeter at Penryn for PP pupils and parents	To raise aspiration of parents and pupils by ensuring they are aware of local opportunities to access further education/degree level courses.	Support parents and carers to attend – provide transport.	JE, HP	Mid -year
<b>Total budgeted cost</b>					£48930

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>£58,780 allocated</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	
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 support from specialist secondary school staff 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 Minack and inclusive sport opportunities.	This approach will continue. A specialist maths teacher comes in weekly to work with MAT pupils in Years 5 & 6. The Upper KS2 staff have identified support from secondary schools in French, Maths, English, PE and Drama to benefit all pupils, including those with PP. MAT PP children attend maths, reading and writing workshops fortnightly at a local secondary.	
Promoting a growth mindset in all pupils and staff	Inset for all staff and whole school culture developed	Pupils understand about growth mind-set and its importance in learning. Staff have been able to model this to pupils. This has increased risk taking when learning, resilience and fantastic behaviour for learning in all years/classes.	This has been implemented effectively, with a whole school focus. It needs remain a high focus and be embedded, particularly when new staff or pupils join our academy.	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	

Pupils with PP receive high quality, purposeful, focused support	1:1 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. 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 2017/18 with time allocated for their PP staff to communicate with class based staff.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	
Improve oral language skills in KS1 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 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 2 years.	

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.86%

### Connor Downs Academy

#### Mid-year review of impact of pupil premium funding for 2017 – 2018 (January 2018)

Reception Class – 67% on track in working towards ELG

Year 1 – No PP pupils

Year 2 – 100% EXS+ 50% GDS (combined RWM)

Year 3 - 56% EXS+ 11% GDS Reading, 67% EXS+ 11% GDS Writing, 67% EXS+ 11% GDS Maths

Year 4 – 73% EXS+ 18% GDS Reading, 45% EXS+ 27% GDS Writing, 82% EXS+ 18% GDS Maths

Year 5 – 100% EXS+ 25% GDS Reading, 100% EXS+ 17% GDS, Writing 83% EXS+ 17% GDS Maths

Year 6 – 86% EXS+ 14% GDS Reading, 86% EXS+ 14% GDS Writing, 86% EXS+ 29% GDS Maths

Pyramid Club to start inspiring term for Y3/4 and Y5/6 due to vulnerability and to develop PLT skills in preparation for transition to their next class.