



Constantine Pupil Premium Strategy Statement 2017-18

Pupil Premium funding was introduced in 2011 and is additional funding allocated to schools to specifically to benefit children who fall into the following categories:

- Children entitled to Free School Meals because of low family income (not the new Infant Free School Meals) - £1320 per pupil
- Children who have been entitled to Free School Meals during the last six years - £1320 per pupil
- Children in Care - £1900 per pupil
- Children who have been adopted from care (Post Looked After Children) - £1900 per pupil
- Children of current Service Personnel - £300 per pupil
- Children of Service Personnel at any point in the last four years - £300 per pupil

Our strategy is reviewed termly and monitored half termly.

The total allocation for 2017 – 18 is £37580

This is based on: 24 FSM6, 2 x LAC 7 x Service Children.

At Constantine we endeavour to tailor the Pupil Premium spending to the very individual requirements of each child and their parents. It is vital to ensure that every child has an equal chance to succeed and that there are no gaps in attainment or achievement for children who receive the funding compared to their peers.

If you think that your child might be eligible for free school meals, please do not hesitate to contact us because this could bring additional funding into our school which can be used to provide valuable support. Rest assured that we will deal with any queries in the strictest confidence, and we can also provide help with filling in forms if required.

Last year (2016 -17) the spend was in four main areas:

<p style="text-align: center;"><u>Targeted Teaching</u></p> <ul style="list-style-type: none"> • 1:1 sessions with Teaching Assistant • 1:group sessions with Teaching Assistant • Extra TA employed for PP intervention and emotional mentoring • HLTA delivering ½ afternoon per week to allow each teacher to deliver targeted intervention. • Introducing Building Learning Power <p>(£24180)</p>	<p style="text-align: center;"><u>Physical, Social and Emotional Wellbeing</u></p> <ul style="list-style-type: none"> • External Educational Psychology 1:1 work • Extra TA employed for emotional mentoring and targeted teaching <p>(£900)</p>
<p style="text-align: center;"><u>Equal Opportunities</u></p> <ul style="list-style-type: none"> • Assistance with funding for school trips • Assistance with funding for school camps • Assistance with funding for swimming • Sailing and Surf Club • Get Active Clubs • Change 4 Life Club • Free early morning and after school club places • Early morning and after school club staffing to cover ratios for free places <p>(£9100)</p>	<p style="text-align: center;"><u>Tailored Resources</u></p> <ul style="list-style-type: none"> • Play equipment to support Kids’ Club <p>(£2000)</p>

Current Data / Impact Statement for 2017 results

<u>Context:</u>	Pupil Premium	Non Pupil Premium	Service	Not Service
All	14%	86%	2%	98%
Y6	25%	75%	3%	97%
Y5	22%	78%	9%	91%
Y4	20%	80%	0%	100%
Y3	17%	83%	0%	100%
Y2	8%	92%	4%	96%
Y1	0%	100%	0%	100%
YR	0%	100%	0%	100%

Current end of 2017 progress and attainment data:

	Progress: 6 points per year is expected progress						Attainment: % working at or above expected					
	Reading		Writing		Maths		Reading		Writing		Maths	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
All	8.0	7.0	7.3	6.8	7.3	6.5	91%	90%	74%	82%	65%	89%
All KS2	8.0	7.1	7.0	6.7	7.5	6.8	90%	94%	71%	84%	62%	90%
All KS1	8.0	6.8	10.0	7.1	6.0	5.8	100%	85%	100%	79%	100%	88%
Y6	8.6	7.7	6.0	6.4	6.9	6.9	88%	96%	63%	88%	50%	83%
Y5	6.0	6.8	6.7	6.7	6.7	6.4	100%	94%	80%	89%	60%	100%
Y4	8.0	7.4	8.0	7.7	8.0	7.2	75%	94%	75%	75%	75%	88%
Y3	8.5	6.1	8.5	6.4	9.0	6.9	100%	89%	75%	84%	75%	89%
Y2	8.0	7.7	10.0	7.3	6.0	5.9	100%	96%	100%	87%	100%	96%
Y1		6.1		6.8		5.8		76%		72%		80%

End of EYFS Data 2017

<u>Cohort 18</u>	<u>Disadvantaged Pupils (2) each 50%</u>	<u>Other Pupils (16) each 6%</u>
Achieving GLD	100%	81%

Year 1 phonics screening: There were no Pupil Premium pupils in this cohort.

End of Key Stage One Data 2017

<u>Cohort 25</u>	<u>Disadvantaged Pupils (3) each 33%</u>	<u>Other Pupils (22) each 5% (rounded)</u>
Reading		
PKF (Foundations of Expected Standard)	-	5%
WTS (Working Towards Standard)	-	-
EXS or above (Expected Standard)	100%	95%

GDS (Greater Depth Standard)	33%	50%
Writing		
PKF (Foundations of Expected Standard)	-	5%
WTS (Working Towards Standard)	-	9%
EXS or above (Expected Standard)	100%	86%
GDS (Greater Depth Standard)	-	23%
Maths		
PKF (Foundations of Expected Standard)	-	5%
WTS (Working Towards Standard)	-	5%
EXS or above (Expected Standard)	100%	91%
GDS (Greater Depth Standard)	-	23%

End of Key Stage Two Test Data 2017

<u>Cohort 32</u>	<u>Disadvantaged Pupils (9) each 11%</u>		<u>Other Pupils (23) each 4% (rounded)</u>	
Reading		<u>Average Scaled Score</u>		<u>Average Scaled Score</u>
HNM (Has Not Met Standard)	44% (TA 11%)	101	4% (TA 4%)	104
EXS (Expected Standard)	56% (TA 89%)		96% (TA 96%)	
SPAG				
HNM (Has Not Met Standard)	44% (TA Writing 33%)	103	22% (TA Writing 13%)	107
EXS (Expected Standard)	56% (TA Writing 66%)		78% (TA Writing 87%)	
Maths				
HNM (Has Not Met Standard)	56% (TA 44%)	98	30% (TA 17%)	104
EXS (Expected Standard)	44% (TA 56%)		70% (TA 83%)	

Analysis of KS2 data shows that Pupil Premium children at Constantine School are making very good progress compared to Non-Pupil premium children however their overall attainment is lower in some subjects.

Results for School Disadvantaged Pupils compared to National state-funded other pupils (not disadvantaged) are:

Evidence shows that, overall nationally, performance of disadvantaged pupils is lower than that of other pupils. This data indicates how well a school does at tackling this difference. Disadvantaged pupils are those who were eligible for free school meals at any time during the last 6 years and children looked after (in the care of the local authority for a day or more or who have been adopted from care).

School disadvantaged pupils

England state-funded schools other pupils

Progress in reading (score, description and confidence intervals)	-1.4 Average (-5.7 to 2.9)	0.3 Average (0.0 to 0.0)
Progress in writing (score, description and confidence intervals)	-1.4 Average (-5.6 to 2.8)	0.2 Average (0.0 to 0.0)
Progress in maths (score, description and confidence intervals)	-4.4 Well below average (-8.3 to -0.5)	0.3 Average (0.0 to 0.0)
Percentage of pupils meeting the expected standard	38%	67%
Percentage of pupils achieving a high standard	0%	11%
Average score in reading	100	105
Average score in maths	98	105

Impact commentary against last year's spending:

Area of spending and rationale

Targeted Teaching

- 1:1 sessions with Teaching Assistant – to enable short precision teaching sessions in the child's specific area of need – this was specifically used for mathematical number bonds, times tables and division facts and for spellings and handwriting support
- 1:group sessions with Teaching Assistant – to use peer support to increase confidence with targeted questioning to increase depth of knowledge and understanding – this was especially used for reading comprehension and writing group work.
- Extra TA employed for PP intervention and emotional mentoring – to ensure children with emotional barriers to learning had someone to talk to and someone to work with to overcome those barriers
- HLTA delivering ½ afternoon per week to allow each class teacher to deliver targeted intervention - The timetable was devised this year to allow each teacher ½ an afternoon when a HLTA takes the class. This time is dedicated to on the spot interventions specifically aimed to plug gaps or develop deeper understanding for mainly PP children. This also gives opportunity for high quality and targeted feedback.

Impact of spending

Spelling / number scores for all pupils who had this intervention increased.

Pupil comments:

-I feel really confident with my spellings now – I used to get 2 or 3 and now I usually get 8 or 10.

-Working with Mrs X has made my x tables much better and quicker– I love x table Rockstars and I am a Rock star Legend now!

-My handwriting used to be all jiggly and now it is straight. I've just got my pen licence!

In school data shows reading progress for PP children is better than non-PP children and attainment across the school is higher too. This was reflected in KS1 data but not KS2. The nerves in a test situation for KS2 affected some pupils in this group.

Pupil comment:

-Miss X really helped with my reading comprehension. I understand inference now! I didn't used to like to talk about feelings when I read but now I'm OK.

Pupil comment:

- Working with Miss X has made me feel more confident. I'm not so anxious about the tests. I've learned about breathing to stay calm.

Teachers feel this has been really beneficial. They have been able to unpick specific issues – usually mathematical understanding or improving writing. 88% of pupils surveyed said staff explain to me how to improve my work.

Pupil comment:

- I was all muddled up with colons and semi colons but Mr X has made it clear. I used them in my blog.

<ul style="list-style-type: none"> Introducing Building Learning Power – CPD for all staff to embed qualities of resilience, perseverance, independence, questioning and collaboration. 	<p>Whole school impact survey 80% said their perseverance and resilience had improved; 77% said they had more strategies to get unstuck; 86% are more aware of their distractions and how to manage them; 83% said they were better at collaboration.</p>
<p>Physical, Social and Emotional Wellbeing</p> <ul style="list-style-type: none"> External Educational Psychology 1:1 work – requested by family as deep psychological issues affecting behaviour and hence learning. Extra TA employed for emotional mentoring and targeted teaching - to ensure children with emotional barriers to learning had someone to talk to and someone to work with to overcome those barriers 	<p>Family report steady improvements. Child much more settled with fewer angry and violent outbursts. Pupil comment: <i>-I can deal with my anger better – I’m not in trouble so much.</i></p> <p>Pupil comments: <i>- Playing basketball with Mrs x really helped me calm down then after we could talk.</i> <i>- We read together and I feel calm. I like to talk about the book.</i></p>
<p>Equal Opportunities</p> <ul style="list-style-type: none"> Assistance with funding for school trips and camps - funding enables all pupils to attend to ensure inclusion. Camps this year were: Y2 local area; Y3/4 Eden; Y5/6 Isles of Scilly. Giving extra opportunities to these children is a vital part of their life experience which they can use in their writing. It also builds relationships and increases confidence. Assistance with funding for Swimming , Sailing, Surf Clubs, Go Active Clubs, Change 4 Life Club 	<p>All Pupil Premium children were enabled to attend these important events. Parents were most grateful for the assistance and comments from pupils were 100% positive. Pupil Comments: <i>- I loved camp – the best bit was going on the boat. I’ve never been on one before.</i> <i>-Camp was fabulous</i></p> <p>All Pupil Premium children were able to attend all of the trips we offered this year. Sailing and Go Active clubs were immensely popular and benefitted the self-esteem of Pupil Premium children. All KS2 children can now swim 25m. Sailing impact analysis by Constantine pupils has been used by Helford River Children’s Sailing Trust to persuade their sponsors to sponsor them again. All copied from parents and pupils are kept by the Headteacher.</p>

<ul style="list-style-type: none"> Free early morning and after school club places and early morning and after school club staffing to cover ratios for free places - To enable pupils to attend our after school club to help inclusion, improve social skills and friendship opportunities. Children who attend are able to have support for homework and reading. We can also ensure that individual children attend at different times to support parents in giving 1:1 time to siblings at home. 	<p>Pupil Comments:</p> <p><i>-Sailing has improved my confidence and teamwork and courage</i></p> <p><i>- The teaching quality is brilliant. Sailing is a hard art to master and this club teaches it fantastically. I would rate it 5 out of 5 stars.</i></p> <p>Parent comment:</p> <p><i>- Keep up the great work and effort – it is excellent for our kids (and parents)</i></p> <p>Children have had the opportunity to complete homework, read to an adult and play a variety of games. Social skills as well as academic ones are developed in this forum. Parents with siblings have been pleased to send siblings on different days to ensure more 1:1 quality time at home. A record of all impact comments is kept by the Headteacher.</p> <p>Pupil Comment:</p> <p><i>-I love Kids Club – I like the food and I like that you can play on all the apparatus with different friends.</i></p>
<p>Tailored Resources</p> <p>Play equipment to support Kids’ Club – from last year’s survey the children at Kids’ Club valued the opportunity to use the play equipment apparatus most. They enjoyed not having to take turns on a class rota basis as at playtimes. The equipment needed major repairs this year. It benefitted all children but PP children the most as they have more opportunity to use it.</p>	<p>Pupil comment:</p> <p><i>-Playing at Kids’ Club is fun. I love the apparatus outside.</i></p>

Barriers to educational achievement faced by eligible pupils in 2017-2018:

In school barriers:

1. Oral language skills for a significant group of children eligible for Pupil Premium are lower than for other pupils. This slows phonics and reading progress.
2. Attainment for children eligible for Pupil Premium is lower than for other pupils although progress is greater. This prevents higher attainment in Key Stage 2 tests and thus affects their setting in secondary schools.
3. There are behaviour / focus issues with a significant group of children eligible for Pupil Premium which affects their learning in both progress and attainment and has a detrimental effect on the learning of their peers.

External barriers:

4. Lateness due to behavioural issues at home has a significant impact on the learning experience of a group of children eligible for Pupil Premium and their siblings.
5. Limited wider life experiences and opportunities limits the depth of knowledge and imagination that some children eligible for Pupil Premium have to draw on for their learning; especially writing.
6. Irregular routines at home affect the ability to do regular reading and homework of a group of children eligible for Pupil Premium.

How we are spending Pupil Premium funding to address these barriers, the rationale and the desired impact:

Barrier: 1. Oral language skills for a significant group of children eligible for Pupil Premium are lower than for other pupils. This slows phonics and reading progress.		
How funding will address this barrier	Rationale	Desired Impact / Success Criteria
1. School is taking part in the Elklan Early Speech and Language Programme. All reception class children will be screened at the beginning and comprehensive training will be undertaken by one EYFS HLTA to deliver to a targeted group. This can then be rolled out to the whole class after the trial period but techniques can be delivered to other KS1 classes beforehand.	Oral language is a precursor to phonics success. Speech and Language of many children is below age related expectations. This has affected the phonics screening results for these children and also their ability to read, express themselves and gain a deeper understanding through verbal feedback. The ability to receive quality feedback gains +8 months in Education Endowment Foundation (EEF) Trust toolkit. Research so far has shown course is highly successful in improving speech, reading and phonics. This should benefit the whole school eventually. (EEF oral language interventions +5)	<ul style="list-style-type: none"> • EYFS data for S&L is 2 or 3 for all children. • Phonics screening test is passed by all children. • All children able to speak confidently and clearly by end of EYFS – seen through everyday conversations and assemblies. • Children can articulate their understanding of feedback given.
		Monitored by C Savage EYFS G Newton Y1 and J Anjari
2. School to use Speech and Language therapist to assist a group of Key Stage 2 children to develop their ability to express themselves.	Lack of oral language skills is affecting the children’s ability to express themselves both in speech and writing which is detrimental to their writing attainment. Unclear phonics also impairs reading and spellings. It also affect their ability to implement feedback. (EEF Individualised instruction +3 months and EEF oral language instruction +5)	<ul style="list-style-type: none"> • Children can articulate their understanding of feedback given and be seen to act upon it • Range of language used in writing has increased and hence writing assessments improved • Children’s spelling scores increased as speech is clearer • Reading comprehension progress and attainment increases • Weekly spelling scores are improved.
		Monitored by J Anjari and G Paine literacy SL
3. 1:1 and 1: group teaching delivered by a qualified teacher will be used to target phonics and reading comprehension.	1:1 with teacher EEF +5 months. 1:group with teacher EEF +4 months.	<ul style="list-style-type: none"> • All Y1 children pass phonics screening or it is at least above the national figure • Reading comprehension scores are increased.

	This should benefit the whole school as some groups will be mixed with children not entitled to PP grant. Oral language instruction EEF+5 months. Reading comprehension strategies EEF +5 months.	<ul style="list-style-type: none"> Upper KS2 children have better access to inference questions in termly tests. More children in Y6 will get scaled scores of >110 because of deeper understanding.
		Monitored by J Anjari from trackers
4. Precision teaching of spellings delivered by teaching assistants will allow children to embed key phonics strategies	A significant group of children's attainment in phonics and SPAG is hampered by poor spelling. (EEF teaching assistant +1 month)	<ul style="list-style-type: none"> Improved precision teaching scores across each week Improved spellings seen in weekly test scores, termly assessment scores, in end of Key Stage tests and in regular writing.
How funding will address this barrier	Rationale	Desired Impact / Success Criteria
Barrier 2: Attainment in mathematics for children eligible for Pupil Premium is lower than for other pupils although progress is greater. This prevents higher attainment in Key Stage 2 tests and thus affects their setting in secondary schools.		
1. All year groups to have Maths No Problem resource planning books to enhance provision of mastery maths activities.	Maths is a current KS2 issue with 2017 SATS only 66% reaching expected standard. Maths No Problem was introduced in KS1 2 years ago and already showing impact with data above national. The series isn't suitable for full KS2 SATS coverage but the books allow a great deal of greater depth / mastery activities. This was a focus of last year and will help embed it. This should benefit all pupils. EEF mastery +5 months.	<ul style="list-style-type: none"> Maths at end of KS2 above national average for all Maths in every year group equal attainment for children eligible for PP grant and those not eligible.
		Monitored by J Anjari and J Bidgood; PP and Maths SLs
2. 1:1 and 1: group teaching delivered by a qualified teacher will be used to target maths reasoning and problem solving.	Maths is a current KS2 issue with 2017 SATS only 66% reaching expected standard. The reasoning paper was where the biggest difficulties were found. 1:1 with teacher EEF +5 months. 1:group with teacher EEF +4 months. EEF +8 months mastery learning.	<ul style="list-style-type: none"> Maths at end of KS2 above national average for all Maths in every year group equal attainment for children eligible for PP grant and those not eligible.
		Monitored by J Anjari and C Gilbert; PP/Assessment SL
3. Precision teaching of number bonds and x tables delivered by teaching assistants to increase speed and accuracy of arithmetic.	A significant group of children's attainment in maths is hampered by not having instant recall of number bonds and x tables. (EEF teaching assistant +1 month)	<ul style="list-style-type: none"> Precision scores and times of targeted children improve week on week. Targeted children have improved scores in arithmetic parts of maths papers and weekly times table tests.
		Monitored by J Anjari and J Bidgood; PP and Maths SLs
4. Maths subject leader to attend 3 workshops on the mastery curriculum and deliver inset to rest of school.	Workshop designed to improve reasoning and problem solving skills using representations and manipulations to develop deep understanding. All staff	<ul style="list-style-type: none"> Higher scores are obtained in the reasoning papers in KS1 and 2

	can then use techniques and all children should benefit. EEF +8 months mastery learning.	<ul style="list-style-type: none"> Children articulate greater confidence in reasoning and problem solving activities.
		Monitored by J Anjari and J Bidgood; PP and Maths SLs
How funding will address this barrier	Rationale	Desired Impact / Success Criteria
Barrier 3: There are behaviour / focus issues with a significant group of children eligible for Pupil Premium which affects their learning in both progress and attainment and has a detrimental effect on the learning of their peers.		
1. A behaviour / play therapist to run 1:1 sessions to help them gain strategies for collaborative learning and anger management.	This strategy had proven success last year and there are a significant group who will benefit now. EEF +3 months behaviour interventions. EEF +4 months social and emotional learning.	<ul style="list-style-type: none"> Staff and pupils note improved behaviour. Less behaviour related incidents recorded. Targeted children increase attainment and progress by keeping behaviour under control.
		Monitored by S Herbert HT and J Anjari SENDCO
Barrier 4: Lateness due to behavioural issues at home has a significant impact on the learning experience of a group of children eligible for Pupil Premium and their siblings.		
1. Children will have access to Dreadnaughts behaviour centre in Camborne.	Children with extreme emotional behavioural issues at home are then not in a mental place where they can engage with learning at school as they are too tired and wound up. Dreadnaughts has a proven track record of exploring the causes of emotional problems and giving strategies for anger management. Poor behaviour at home often results in lateness to school which then impacts on the child settling for the day.	<ul style="list-style-type: none"> Improved readiness to learn for targeted children. Children articulate how therapy has helped. Less behaviour / emotional outburst at home and at school. Improved lateness related to behaviour in the mornings at home. Attainment and progress increase.
		Monitored by S Herbert
2. Educational Welfare Officer to work termly with Headteacher to help these families get to school on time.	Other children eligible for Pupil Premium have issues at home that impact on punctual arrival.	<ul style="list-style-type: none"> Lateness figures improve for these children.
		Monitored by S Herbert
3. Free places at Early Club offered to help with morning routine.	Children guaranteed to get to school on time and thus can settle to learning. They have a breakfast to ensure they have their basic learning needs met. They can also do homework or reading. EEF + 2 months extending school time. EEF + 2 months homework.	<ul style="list-style-type: none"> No lateness. Attainment in reading increases as children present for start of day when guided reading and Accelerated Reader happen.
How funding will address this barrier	Rationale	Desired Impact / Success Criteria
Barrier 5: Limited wider life experiences and opportunities limits the depth of knowledge and imagination that some children eligible for Pupil Premium have to draw on for their learning; especially writing.		

1. School will fund or supplement annual camps and regular trips and after school clubs.	Opportunities allow the curriculum to be enriched. Children have greater life experience to draw upon in writing etc. EEF +4 months outdoor adventure learning. EEF +4 months sports intervention.	<ul style="list-style-type: none"> No child misses a camp or outdoor opportunity. Children articulate how they have benefitted from the experience. Children use the experience to enhance their writing.
		Monitored by J Anjari Camp data from C Gilbert
How funding will address this barrier	Rationale	Desired Impact / Success Criteria
Barrier 6: Irregular routines at home affect the ability to do regular reading and homework of a group of children eligible for Pupil Premium.		
Free Kids' Club places offered to families of children eligible for Pupil Premium grant. Siblings go on different nights to enable more personalised quality time at home.	Kids' Club allows children to have a snack, relax, play with different age groups and also to have opportunities to do homework. EEF +2 months Homework. EEF + 2 months extending school time.	<ul style="list-style-type: none"> All homework completed. Parents articulate improvements in quality of time at home. Children articulate positives of Kids' Club attendance.
		Monitored by J Anjari in PP surveys

Breakdown of spending 2017-2018:

The total allocation for 2017 – 18 is £37580

Planned Expenditure	Amount
2 teachers working 1:1 and 1:group on targetted interventions total 5 hours / week	£4560
Teaching Assistant intervention x45 hours	£20908
Elkan Early Speech and Language programme and training	£880
Speech and Language Specialist	£700
Maths No Problem	£160
Dreadnaughts Centre	£500
Behaviour / Play Therapist	£540
Maths Subject Leader Mastery Training	£800
Kids' Club / Early Club subsidy	£4332
Camps/ Clubs and Trips subsidy	£2000
Total so far (reviewed during year):	£35380

This strategy will be reviewed in January 2018