



| 1. Summary information | | | | | |
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| School | High Street Primary Academy | | | | |
| Academic Year | 2016/17 | Total PP budget | £105,470 | Date of most recent PP Review | |
| Total number of pupils | 166 | Number of pupils eligible for PP | 116 | Date for next internal review of this strategy | |
| Total number of pupils eligible for PP in EYFS | | | 5 | Total EYFS PP budget | £4,989 |

To note data for 01/12/2016 to 31/08/2017

| 2. Achievement Profile 2017 | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average) i.e. other pupils</i> |
| Year 1 - Phonics Screening Check: | 67% | 25% |
| Year 2 – Phonics Re-check: | 88% | 12% |
| Key Stage 1: Attainment | | |
| % achieving 'expected' in reading | 50% | 67% |
| % achieving 'expected' in writing | 44% | 50% |
| % achieving 'expected' in maths | 56% | 83% |
| % achieving 'expected' in reading, writing and maths | 39% | 50% |
| % achieving 'greater depth' in reading | 0% | 0% |
| % achieving 'greater depth' in writing | 0% | 0% |
| % achieving 'greater depth' in maths | 0% | 0% |
| % achieving 'greater depth' in reading, writing and maths | 0% | 0% |
| Key Stage 2: Attainment | | |
| % achieving 'expected' in reading | 33% | 33% |
| % achieving 'expected' in writing | 48% | 17% |

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| % achieving 'expected' in maths | 33% | 17% |
| % achieving in reading, writing and maths | 43% | 17%% |
| % achieving in SPAG | | % |
| % achieving 'greater depth' in reading | 0 | % |
| % achieving 'greater depth' in writing | 14% | 17% |
| % achieving 'greater depth' in maths | 0% | 0% |
| % achieving 'greater depth' in reading, writing and maths | | % |
| % achieving 'greater depth' in SPAG | | % |
| Key Stage 2: Progress | | |
| making progress in reading | -5 | -9 |
| making progress in writing | 2.5 | -0.4 |
| making progress in maths | -0.8 | -4.7 |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
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| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> | | |
| A. | Low on entry data (including those who did not attend our Nursery) means pupils need to make accelerated progress if they are to reach end of KS attainment | |
| B. | Very low speech and language ability on entry | |
| C. | Very high emotional and mental health needs | |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | | |
| D. | Context of pupils lives at home have a considerable impact on their emotional well-being which impacts on progress and attainment | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | The pupil premium will be used to provide additional education support to improve the progress and to raise the standard of achievement of these pupils. | <ul style="list-style-type: none">👤 All teaching staff are involved and committed to raising the standards for disadvantaged children through high quality teaching.👤 There will be additional intervention to close the gaps.👤 All teaching staff are involved in CPD, planning, delivering, assessing and analysis of progress data.👤 New tracker has the facility to track those pupils who have barriers to learning and interventions can be put in place to |

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| | | support learning needs. |
| B. | Identified pupils will be screened and have individualised SALT programmes to support their learning. | <ul style="list-style-type: none"> ☞ All nursery and new entrants will be screened by Speech and Language trained teaching assistants and SALT. ☞ Individualised programmes will be devised and monitored for those pupils needing support. ☞ Parents will be offered training and support techniques by the SALT and the Speech and Language teaching assistants. ☞ Guidance will be given to teachers and Teaching assistants where pupils need support in RWI linked to their pronunciation |
| C. | Where budget allows the school will use the PPG to ensure that a child experiencing emotional and mental health difficulties are given therapeutic support. | <ul style="list-style-type: none"> ☞ Pupils will be supported in class and in intervention groups by trained staff who can ensure that they are ready to learn ☞ Drama therapy will be used to support those pupils who are at risk of or who have experienced physical and emotional abuse ☞ Educational Psychologist will support teachers and teaching assistants to ensure pupils access interventions and are assessed for EHC Plans ☞ Pupils are able to access school trips and residential experiences |
| D. | Families are supported to access external agencies to address issues in their home life which are impacting on pupils attendance or which are creating barriers to learning | <ul style="list-style-type: none"> ☞ Parent Support Adviser (PSA) and Safeguarding Team will follow school policy on how to recognise and support pupils who are at risk of abuse ☞ The Parent Support Adviser will work closely with external agencies to ensure that pupils and their families have access to Early Intervention support and guidance ☞ The Parent Support Adviser will signpost families to external agencies where specialist intervention is need but not directly linked to educational provision for the pupils e.g. Housing, Finance, Mediation, Family Law team, Plymouth Domestic Abuse Service, Drugs and Alcohol rehabilitation support ☞ EWO, PSA and Amin team will specifically focus on attendance of those pupils who are at risk of non-attending or where they fall below the percentage targets for attendance. |

| 5. Planned expenditure | | | | | |
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| Academic year | | | | | |
| 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? |
| A highly skilled workforce of teachers and teaching assistants. | All staff are to be included in training to ensure that all pupils are taught and supported by staff who have been trained in intervention and whole class teaching strategies i.e. Precision Teaching, RWI, Makaton, Whole Body Listening, Visible Learning | Training in these areas have proved very successful in previous years. They ave been chosen as they are underpinned by Educational Research; Visible Learning by John Hattie and the Sutton Trust-EEF Teaching and Learning Toolkit also support this view. | The SENDco and RWI leads will assess and monitor the effectiveness of the interventions. The SLT will monitor pupil progress and attainment through Pupil Progress Meetings. Visible Learning Scoping day will ascertain a baseline for the school. All staff will be trained in VL through Trust wide training The Visible Learning impact Coaches will monitor and assess the impact of VL | SLT SENDco RWI Leader | Half Termly pupil progress meetings. Monitoring of interventions. Teaching assistant appraisals and targets. |
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| Total budgeted cost | | | | | £39,629 |
| 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 | When will you review implementation? |
| Pupils are able to access their learning by being supported with their mental health | Qualified and experienced Drama therapist for one day a week | Drama therapy gives those pupils who have experienced or who are at risk of experiencing abuse a safe environment to express their emotions in a therapeutic way. It allows pupils to find a voice to express what is stopping them accessing their learning or causing their negative behaviours. | Headteacher and SENDco will identify those pupils who meet the criteria for DT. Pupils and parents will have full induction into DT. Pupils monitored for signs of detrimental and positive effects of DT. | Head SENDco Drama Therapist | Termly reports on individual children that have been completed by the DT DT will meet with parents half termly to review intervention |

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| We aim to provide the support for families who are at not putting the needs of their children first by offering PSA support | Parent support Advisor (20 hours) | The PSA has good relationships with families and is a prime position to support them. The PSA has good links with external agencies and previous working shows that this kind of intervention helps families who are in crisis. | Family who are at risk are identified PSA support offered and external agencies engaged where necessary. PSA to attend meetings to support parents/carers if requested. PSA to communicate on behalf of the parents/carers if requested Where families are within the Social care system (Care plan, child in need plan etc.) the PSA will be involved with these families to ensure attendance at meetings, to help complete paperwork, to ensure contact is facilitated | HT Safeguarding team Safeguarding Governor | The PSA works closely with the Safeguarding team to triangulate information on a termly basis. |
| Parent workshops | Parents given training workshops by SALT on strategies to use at home to support speaking and listening activities, a pack will be given to all parents to support them with these strategies at home. | Evidence exists to support parental engagement in their child's school life and learning. We encourage parents to be supportive and encourage their child to do well at school. A parent's engagement in their child is one of the most significant predictors of student achievement. | SALT therapist to provide training and home learning packs for parents. This training will support the learning activities and interventions that are going on in school to support pupils with their speech and language development. | SENDco SALT | Termly reports from SALT will monitor progress and check in with parents to see how they are using the resources. |
| Where a child is at risk of falling behind with their learning and are significantly off track to reach their end of KS targets they will be assessed for SEND and where necessary put forward to work with the Ed Psych. | Educational Psychologist will support teachers and teaching assistants to ensure pupils access interventions and are assessed for EHC Plans. | Where a child has been identified as having addition needs that are different to and from their age related peers, it is important that they receive the intervention and support to ensure that their specific learning difficulty or diagnosis does not limit their potential to make progress and achieve. | During Pupil Progress Meeting pupils who are at risk of falling behind will be identified and barriers will be noted. The criteria for SEND will be applied to pupils who are falling behind to see if they meet the criteria for an EHC plan The EHC plan paperwork will be evidenced by the SENDco and the Ed Psych. The EHC plan paperwork will submitted by the SENDco and Ed Psych to the Single agency panel for consideration. | HT/DHT/SEN Dco | Termly pupil progress meetings |
| Total budgeted cost | | | | | £25,408 |

| iii. Other approaches | | | | | |
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| 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? |
| A pupils social context will not limit their able to access their learning activities | Pupils will be able to go on trips e.g. residential and learning opportunities off site YR cost £1,776 | Pupils have limited life experiences and by taking part in activities and visiting unknown places, they will be able to make links between what they are learning in the classroom to real life experiences. They will be better equipped to write and talk about activities they have taken part in. It will contribute to a pupils life skills by learning about new things and themselves. | Through pupil feedback to offsite activities via questionnaires | DHT Teachers | After every activity |
| All pupils are ready to learn and not disadvantaged by their social context | Subsidised morning club that ensures that targeted pupils start the day with a healthy breakfast £5,200 | Pupils who are at risk of not being fed at home find it hard to focus on their learning; they tell us that they are hungry and not ready to start the day. | Those families who are just below the thresholds for financial benefits will be targeted and it will be suggested that all their children attend breakfast club. Those parents who are subject to a social care intervention will be signposted to breakfast club. Those parents who ask for a food bank voucher will be signposted to the breakfast club provision | PSA and breakfast club staff | Termly |
| Opportunities to challenge and raise the expectations of pupils own thinking about their life choices | All pupils will benefit from the Life Education Caravan visit in the autumn term. Parent sessions will be offered so that the parents can have the opportunity to learn about health and misuse of their bodies and how this influences their ability to parent. Parents will be signposted if necessary to local support agencies to deal with any issues arising. | In a supportive way the pupils need to be exposed to learning experiences that challenge their own thinking about their home life so that they are able to make informed life choices. This will enable them to make decisions which will enable them to be fully engaged citizens who are able to contribute to society and in the first instance to their community and families. | Service will be purchased through Plymouth MAST team. | HT/DHT | After the visit |
| Total budgeted cost | | | | | £7,424 |

| 6. Review of expenditure 2016-17 | | | | |
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| Previous Academic Year | | | | |
| 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 | Cost |
| Year 2 and 6 – additional support in and out of the classroom to support the learning of reading, writing and maths | Year 2 and 6 – additional support in and out of the classroom to support the learning of reading, writing and maths | Year 2 and 6 – additional support in and out of the classroom to support the learning of reading, writing and maths | The most impact was seen in writing and maths, reading proved the hardest test for our EAL children in particular and we need to update our reading resources in KS 2. | £18,138 |
| MAST Intervention: 0.4 Learning Mentor 1 x 1.0 Drama Therapist 2x 0.5 Learning Mentor | Qualified Learning Mentors support targeted pupils and their families to build self-esteem and engage with learning in a positive way. Specialist Drama therapy and | Targeted pupils were more engaged in their learning in class. Targeted pupils made progress and those who did not make accelerated progress did make progress against their starting points Pupils engaged positively in school and increased attendance. Where attendance dipped the PSA supported those parents. Targeted support addressed the emotional and behaviour needs of these pupils. | We will continue to use MAST intervention however due to budget restrictions this will be cut this year. | £5,960 |

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| Parent Support Advisor | In certain cases e.g self harm to pupil, threatening of suicide, MAST support was accessed to provide support for the PSA to support targeted/vulnerable families to access school Life and Learning. | Targeted families became more engaged and took on a greater role in their child's learning. Pupil's attendance increased. Parents misconceptions were addressed about how to help their children at home. | The PSA role is vital to the parents and the pupils of High Street. The network of support that the parents are able to access really ensured that pupils remained in school and parents could see the benefits of supporting their child and the school. | £2,400 |
| 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 |
| Educational Psychologist | Targeted pupils, their families and staff gained access to professional guidance and support from an Ed Psych. This guidance and support was aimed at developing individual competencies in teaching/supporting pupils with complex learning needs. | Targeted pupils met their IEP targets. Targeted pupils made accelerated progress. | EP buy in will continue this year as the needs of the pupils require reports from the EP to support paperwork for EHC Plans. | Included in statutory provision by the Local Authority |

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| <p>Speech and Language Therapists (Dame Hannah) 1 x 1.0 and 1 x 0.5</p> | <p>All Nursery and Foundation pupils were screened to assess their starting point. Targeted pupils received additional speech and language teaching to allow them to address areas of difficulty and fully access age related objectives in class. Speech and Language therapists worked with individual pupils and provided individual activities for pupils to work on throughout the week. Speech and language therapists trained the teachers and the whole school in 'Whole Body Listening.' All staff have been trained in Makaton.</p> | <p>Target pupils meet their individual Speech and Language Targets set by Speech Therapist.</p> | <p>We will continue with SALT this year as the impact on the pupils ability to make progress has been considerable.</p> | <p>£5,956</p> |
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| iii. Other approaches | | | | |
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| iv. | | | | |
| Desired outcome | Chosen action/approach | Estimated impact:. | Lessons learned (and whether you will continue with this approach) | Cost |
| Breakfast Club | Subsidised morning club which ensures that targeted pupils start the day with a healthy breakfast. | Pupils who are at risk of not being fed at home were well fed and able to begin the day well cared for and not hungry. | This will continue this year as there was high uptake. | £2,200 |
| New Starters packs | All pupils in the Foundation class are supplied with book bag and a story book to share at home. | Pupils had the resources they need to develop a love of learning and school books were brought to and from home in a suitable way, lessening the damage and loss to books. | Due to lack of funding this will not continue this year, however reading books will still be sent home and parents will be encouraged to read at home with their child. | £108 |

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| <p>Residential Experience for Year 3</p> <p>Residential Experience for Year 5</p> | <p>All pupils in year 3 were encouraged to attend the one night sleep out and no child was disadvantaged by not being able to afford the cost. All year 5 pupils were offered a residential where they took part in team building and co-operation activities. They learned to look after themselves and it gave them the opportunity to try different challenges to stretch their potential and self-awareness.</p> | <p>Pupils were given the confidence to try new activities and stretch themselves on a personal level. Most children went on the residential and those who did not go chose to and it was not an inability to pay for the trip that stopped them going.</p> | <p>Residentials will continue this year as the pupils learn so much from learning outside of the classroom.</p> | <p>£918</p> |
| <p>Staff Training and Development</p> | <p>Speech and Language Screening</p> <p>Speech and language Chatterpack</p> <p>Theraplay training for EFYS</p> <p>Teaching Assistants</p> <p>Dynamic Assessment</p> <p>Training</p> | <p>Targeted pupils were effectively planned for within classroom as their starting points are known and catered for. Individualised and group activities were supported by trained staff so that pupils were able to access the support they need to access the curriculum.</p> | <p>Visible Learning will be the main whole staff training this year and is being paid for Reach South.</p> | <p>£800</p> |

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| Enrichment Activities | The curriculum was enhanced by planned activities to develop pupils own skills which can be transferred to other areas of the curriculum. | These activities raised pupils' self-esteem and gave them a chance to shine through a different learning medium. | Wherever possible and through the Cornerstones curriculum pupils will be given the opportunities to learn through a variety to mediums | £306 |
| Outdoor environment | Targeted pupils have access to outdoor learning environment which is fit for purpose and enables pupils to access the areas of learning in line with Early Learning Goals. | Pupils to engage with learning in the outdoor environment and develop their skills outside. GLD increased to 67% and children were able to engage in child initiated and adult led activities. | The nursery and foundation classes have combined to make a EYFS setting therefore this will be a focus on the School Impact Plan this year. | |