



Pupil Premium Strategy 2016-17

1. Summary Information					
Name of School	Restormel APA				
Academic Year	2016-17	Total PP Budget	12340.63	Date of most recent PP review	Sep 16
Total number of students	4 pupils			Date of next PP review	Sep 17

2. Current Attainment (predicted grades out of the Year 11 PP students – only 4 entered)	
Entered for 5+ GCSE or Equiv	25% (1/4)
5+ A*-C	0% (0/4)
5+ A*-C En Ma	0% (0/4)
5+ A*-G	0% (0/4)
1+ A*-G	50% (2/4)
En A*-C	0% (0/4)
Ma A*-C	0% (0/4)
Sci A*-C	0% (0/4)
En A*-G	0% (0/4)
Ma A*-G	50% (2/4)
Sci A*-G	50% (2/4)
En Avg points (adjusted to new scale)	0.9
Ma Avg points (adjusted to new scale)	0.9
Sci Avg points (adjusted to new scale)	0
En and Ma L1	75% (3/4)
En and Ma L2	0% (0/4)
Pass in any qualification	75% (3/4)
Avg points (adjusted to new scale)	0.7
Avg points for all achievements (adjusted to new scale)	0.7



3. Barriers to Achievement	Outcomes
Internal Barriers (issues to be addressed in school eg. poor literacy skills)	
<p>A. Lack of engagement [in some subjects.]</p> <p>B. Increased provision to support this vulnerable group of young people.</p>	<ul style="list-style-type: none"> • Careful monitoring of planning and curriculum in school. • Monitoring progress, learning walks and monitoring the impact of the student support programme. • TA to support pupils in class. PP and PP+ students have the opportunity to attend the Nurture and Vocational Studies group • Termly pupil progress meetings carried out by the Principal and VP with additional staff to identify groups or individuals that maybe falling down • Activities for positive engagement which are less academic such as drumming, outdoor learning, boxing, working on a farm and outdoor adventure activities. • Counselling support from an external agency to support and break down the barriers to learning. • Family Support Manager provided additional support both in school and for the family. One to one and group sessions for students to support their emotional needs. • Increased levels of engagement through changes made to school provision to meet individual needs. Nurture Group, vocational and after school provisions to support pupil's learning.
External Barriers (issues which also require action outside school e.g. attendance)	
<p>C. Attendance – current PP attendance is 76%</p>	<p>Outcomes</p> <ul style="list-style-type: none"> • Use of staff to conduct initial phone calls, followed FSM carrying out home visits in order to ascertain why the student is failing to attend and produce a plan to reengage. • Staff work hard to build trusting relationships and spend time with pupils so that all vulnerable groups of pupils want to be in school. Resulting in an increase in attendance.



NB. – We consider all of our pupils to be eligible for pupil premium spending even if the paperwork doesn't support this – hence all students obtain the support that pupil premium dictates.

4. Planned Expenditure					
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	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?
One to one support for reading and writing		To increase the reading confidence and resilience of our pupils Giving our young people the skills, confidence and willingness to engage in writing and reading tasks	Analysis of attainment outcomes via termly data to show impact of new intervention. Daily literacy lessons- based on ability. Staff complete 2 days of Literacy training. Clear timetabled sessions.	KM – Literacy RSL	Half termly initially.
To provide additional support to our young people, based on need.		Our pupils need time to engage positively in new experience which build confidence and raise self esteem	Continue to provide opportunities for individual students to engage positively. Additional activities include regular outdoor learning, Llama land, Newlina farm.	LW	Half termly initially.
Use of school SIP to objectively analyse what's on offer and provide support/guidance.		SIP support has been of enormous benefit historically.	Ensuring I have clearly identified areas to be discussed during SIP time.	LW/KH	Once a term
Use of reward trips to encourage positive participation in class		Positive engagement working towards rewards. Enjoyment of rewards	Staff to ensure students are involved in decisions about rewards offered. Full risk assessments in place	All staff	Once a term



Offer a variety of qualifications to meet the needs of all pupils. i.e Functional Skills, BTEC	Qualifications for all students of all abilities. Personalised curriculum.	Delegation of curriculum responsibility to staff. Clear expectations that the curriculum will meet the interests and needs of all pupils.	Teaching staff	On-going.	
Total Budgeted Cost				£3,350	
ii. Targeted Support					
Desired Outcome	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?
Improved rates of progress for in Literacy for all PP students	Whole school Literacy intervention- targeted support. New materials purchased and whole staff training 2 days.	Poor literacy skills are a barrier to learning and pupils display behaviours to avoid literacy based tasks	This will form part of the School Development plan.	LW/KM	Establish for Sept 2017 Review half termly initially
Improved rates of progress for in Literacy for all PP students	All staff to have a Literacy based performance management target for 2017/2018.	To ensure a cross curricular approach to Literacy and all staff in school trained to positively to support pupils in reading, writing, speaking and listening.	Regular monitoring of books, work scrutiny. Regular daily vocab to be explored and worked with at the beginning of the lesson. Work recognition and understanding	KM/LW	Monitoring timeline shared in July 2017.
One to one counselling/Support	A few pupils need extra support on an individual basis. Time with Family Support Manager and Counsellor outside of school hours	Pupil voice and feedback from these members of staff. Pupils make improvements needed to be ready for learning.	Engagement improves in class. Pupils able to manage conflict and build resilience to begin to manage stress.	LW/GP	When required throughout the year.
Total Budgeted Cost				£1500	



iii. Other Approaches					
Desired Outcome	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?
Improved rates of progress in Literacy for all CiC students	Targeted literacy sessions CiC pupils. PP+ funding to be used [where appropriate through the EPEP bidding system to CiCESS]	Targeted development of key skills to support the CiC group daily.	This will form part of the School Development plan. Nurture and vocational studies groups to support PP and CiC pupils	LW/KM	Establish for Sept 2017 Review half termly initially
Total Budgeted Cost					£1000



5. Review of Expenditure				
i. Quality of Teaching for all				
Desired Outcome	Action/Approach	Estimated impact Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost
Targeted bespoke support for vulnerable group.		Yes, and this will be enhanced during the next academic year. Nurture Group and Vocational Studies group have been successful with Year 11 pupils leaving with Functional skills and Vocational Studies qualifications.	These provisions will continue. Improved access to other qualifications. All pupils in these groups will complete BTEC Science and functional skills. Specialist teachers will now teach these groups once a week to ensure thorough assessment and carefully planned activities. Outdoor learning activities have been very successful. Positive engagement. Boxing and drumming were effective in the short term and have been stopped. Use of Family support manager and counsellor has been very effective.	£1,175
Individual one to one literacy sessions		Pupils often lacked engagement and do not want to be singled out and removed from lessons	Need a whole school approach to literacy. Daily lessons in Literacy for all pupils based on ability. Phonics, talk for writing, SPAG for GCSEs etc. Pupils need to read and be read to.	£1,500
To provide additional support to our young people, based on need.		Yes. Pupils engaged well and behaviour is generally good. Newlina farm and outdoor adventure activities are popular. Pupils know their behaviour has to be safe or they will not attend.	Some pupils do not feel safe when taken off site. Pupils need to have the opportunity to take risks in a safe manner.	£21702.50
Use of our SIP to objectively analyse what's on offer and provide support/guidance.		Whole school support has impacted upon all aspects of School life.	Y	£2050



Teachers use planning effectively to help pupils learn well.	Regular planning scrutiny – looking at differentiation and meeting pupils needs.	Continue	0
The school continues to provide accurate and up to date information to parents / carers and relevant stakeholders.	Information to be shared with parents half termly. For CiC information to be shared at half termly PEP meetings or reviews as best practice.	Continue	0
Governors continue to hold the Principal and Leaders to account over deployment of adults, disadvantaged pupil progress and value for money.	PPSG is an opportunity to challenge the Principal over whole school effectiveness. Principal to continue in providing a robust and comprehensive evaluation of the school's effectiveness each half term.	Continue	0
ii. Targeted Support			
Desired Outcome	Action/Approach	Estimated impact Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)
			Cost
Use of rewards to promote motivation.	These have worked well. Particularly in Reading rewards. Pupils earn the right to be on the trip so respond well. Pupils also know that if they are not able to follow adult direction in school they will not be able to attend these trips. This has meant that behaviour has improved on these trips.	Continue to reward our pupils	£2520