



Pupil Premium Strategy 2017-18

1. Summary Information					
Name of School	Restormel APA				
Academic Year	2017-18	Total PP Budget	£13,816.63	Date of most recent PP review	Sep 17
Total number of students	4 pupils		Date of next PP review	Sep 18	

2. Current Attainment (predicted grades out of the Year 11 PP students – only 4 entered)	
Entered for 5+ GCSE or Equiv	50% (2/4)
5+ A*-C	0% (0/4)
5+ A*-C En Ma	0% (0/4)
5+ A*-G	50% (0/4)
1+ A*-G	75% (3/4)
En A*-C	50% (2/4)
Ma A*-C	50% (2/4)
Sci A*-C	50% (2/4)
En A*-G	75% (3/4)
Ma A*-G	75% (3/4)
Sci A*-G	50% (2/4)
En and Ma L1	100% (4/4)
En and Ma L2	50% (2/4)
Pass in any qualification	100% (4/4)



3. Barriers to Achievement	Outcomes	Evaluation
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. 	

	<ul style="list-style-type: none"> 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)	Outcomes	
C. Attendance – current PP attendance is 81.66%	<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. Regular attendance meetings with EWO in place to support all pupils, challenge attendance and support parents and chair educational Planning meetings. 	

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?
Whole school literacy intervention from skilled staff who have had literacy training		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	Christmas 2017 £200
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. Barry Howarth- counsellor in place for students who need additional support.	LW	Half termly initially. £5000
Use of school SIP to objectively analyse what's on offer and provide support/guidance.		SIP support has been of enormous benefit historically.	Ensuring the school has clearly identified areas to be discussed during SIP time to ensure we are a progressive school and striving for the best school provision Regular SIP timetabled. Sessions around SEF this term Autumn term.	LW/KH	Once a ½ term £1800

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 £500	
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. Improved BTEC curriculum offered. Art curriculum in place.	Teaching staff	On-going. £500	
Total Budgeted Cost				£8000	
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. Monitoring of new literacy intervention at Christmas	LW/KM	Establish for Sept 2017 Review termly £2000
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 Impact to be measured at Christmas- staff report pupils are improving.	KM/LW	Monitoring timeline in place for 2017-2018 £2000
One to one counselling/Support	A few pupils need extra support on an individual basis. Time with Family Support Manager, SLT	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 £2000.



	and Counsellor outside of school hours		JW more engaged in school. Developing resilience. Less disruptive.		
Total Budgeted Cost					£6000

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 Impact measured at Christmas	LW/KM	Establish for Sept 2017 Review half termly initially
Total Budgeted Cost					£500

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.		Nurture provision- emotionally supportive. Reduction in red incidents and fixed term exclusions		
Whole school approach to Literacy- intervention that meets pupil need. Phonics, spelling programme		Improved Literacy skills of all pupils in school. Improved reading and writing ages. Confidence in writing improved.		
To provide additional support to our young people, based on need.		Individual needs met- improved attendance. Individualised program.		
Use of our SIP to objectively analyse what's on offer and provide support/guidance.		SEF and development plan in place- RAPA has a clear direction striving towards Outstanding.		
Teachers use planning effectively to help pupils learn well.		Careful monitoring of Planning- regularly by SLT, informs practice and that individual needs are being catered for.		
The school continues to provide accurate and up to date information to parents / carers and relevant stakeholders.		Academic review days for parents to attend. Termly reports to parents. PPSG to receive individual Pupil progress sheets at half termly meetings.		
Governors continue to hold the Principal and Leaders to account over deployment of adults, disadvantaged pupil progress and value for money.		Regular PPSG meetings. Level of challenge by governors in place. PPSG members to visit termly on their given areas.		



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.		Improved behaviour in school- reduction in red incidents tec.		