

# Pupil premium grant expenditure report to parents for the year 2017/18

Since 2011-12, schools have been allocated 'Pupil Premium Funding'. The terms of the grant are very broad and merely state:

'The grant may be spent by maintained schools for the purposes of the school; that is to say for the educational benefit of pupils registered at that school, or for the benefit of pupils registered at other maintained schools; and on community facilities, for example services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated'.

The grant is to be allocated in two parts, which are:

- Pupil premium for pupils known to be eligible for free school meals (FSM) in any of the previous six years and service children in mainstream schools
- Pupil premium for looked-after children and pupils eligible for FSM in any of the previous six years in non-mainstream settings

From September 2012, the Department for Education (DfE) has required schools to publish information about how they plan to use the Pupil Premium grant. The report below details our school's plan for 2017/18.

## Overview of the school

Number of pupils and pupil premium grant (PPG) received for 2017/18	
Total number of pupils on roll	106
Pupils eligible for PPG	34 children on FMS and children Ever 6  3 children with a parent in the services
Amount of PPG received per pupil	£1320
Amount of Service Children Premium per child	£300
<b>Total amount of PPG received</b>	<b>£39,180</b>

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**Barriers to achievement 2017/18**

- Academic support from home – opportunities to discuss learning, support with homework including reading
- Poor oral language skills
- Poor home learning environment
- Opportunities to experience wider cultural experiences and gain a broader knowledge and understanding of the world.
- Emotional issues at home which lead to lack of focus in school
- Attendance for individuals
- Poor diet

**Nature of support 2017/18 and reasons why in italics**

- Teaching assistants to support other children in the class allowing the teacher to work with pupil premium children – *so that the children receive high quality classroom teacher support to meet their needs and support progress within the classroom setting.*
- Bespoke intervention groups e.g. phonics, precision teaching – *identified precision support based on assessment to support good levels of progress.*
- Teaching Assistant or Teacher used to release a member of staff with particular expertise e.g. able, gifted and talented math's provision – *To give specialist support to ensure good progress for all disadvantaged children including, most able disadvantaged.*
- Support for children to attend residential and educational visits and clubs– *To ensure that all children receive extracurricular activities to support cultural knowledge and understanding.*
- Teaching assistant time to work with children who require 'catch up' – *So that children are given the time to discuss their learning and address misconceptions before their reach the next lesson. This supports good level of progress.*
- Extra individual reading time within the school day – *To ensure that children are not disadvantaged*

*if parents and carers do not read with them at home.*

- *Holiday club – To give parents respite in the holidays and provide alternative professional care for the children.*
- *Use of Dreadnought, Emotional First Aid, Brighter Futures and Thrive – To address and support children with social, emotional and mental health needs. This supports emotional health and progress in school and as part of lifelong learning.*
- *Fresh fruit and vegetables available at playtime – As part of our drive for healthy eating. This ensures that all children eat fresh, raw fruit/vegetables daily. The impact over the years has been that children then ask for it at home and are making healthy choice at home as well as school.*
- *Half price music tuition – To ensure that children have the opportunity to develop their musical knowledge and skills.*

## How will we measure impact?

We measure the impact of pupil premium by the progress made by the child/ren.

- We do this academically using school pupil tracker online to measure to impact of our interventions and support.
- We do this emotionally and for behaviour using our emotional audit to monitor emotional support put in place.
- We monitor attendance termly with our Educational Welfare Officer

Most of our support is included in our School Development Plan (SDP). This is evaluated termly for impact. Below is part of the SDP that monitors the progress of our pupil premium children. The next governor monitoring of Pupil Premium will be December 2017. The next evaluation of impact of the pupil premium strategy will be January 2018. The next annual review of the school's pupil premium strategy will be July 2018.

Fourlanesend School Development Plan 2017-18

Priority: Leadership and management

**Writing in bold is a new addition**

*Action for a co-ordinator /staff– italics*

Autumn evaluation in purple. Spring in green. Summer in red and achieved/not achieved in **BOLD CAPITALS**

FOURLANESEND VISION – linked into every success criteria

*A) To enable our children to have a valued voice which is an integral part of the school ethos.*

*B) To provide outstanding education which maximises achievement, promotes lifelong learning and enables our children to leave with confidence, ambition and compassion.*

*C) To embrace our community and appreciate both the local environment and the wider world.*

*D) To encourage children to develop responsible and positive attitudes towards time, work and money.*

*E) To promote lifelong health and well-being by enabling children to make sound and informed choices and stay safe.*

*F) To have high expectations of work and behaviour in a creative school that's constantly evolving.*

*G) To promote British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.*

Success Criteria – what we want to achieve.	Actions – used to ensure success criteria is achieved.	Leader	Start and finish dates	Resources	Monitoring of Implementation How? Who? When?	Termly Evaluation or as appropriate.
2.12 B Leaders and governors effectively track the progress of groups of pupils to	<ul style="list-style-type: none"> <li>Leaders will track progress using SPT termly to ensure that all children from all groups are on track.</li> <li>Termly meetings</li> </ul>	All Teachers	Sept - July	£1000 SPT O	Governors to use SPTO and HT reports to check on this and prepare challenging questions for	All data inc FS is summarised termly and delivered to teachers and governors termly – see evidence in governor reports and minutes of FGM and staff meeting minutes. From this termly Pupil progress meetings are held and interventions drawn up to ensure all child make progress. Termly social and emotional tracker is in place and

<p>ensure that none falls behind and underachieve.  <b>To improve:</b>  <b>Boys writing</b>  <b>Boys progress in reading, writing and maths</b>  <b>Most able writing progress</b>  <b>Progress of SEN children</b>  <i>Progress needs to be in line with that of all other groups</i></p>	<p>between class teachers and a member of the SMT to discuss any underachieving children/groups of children.</p> <ul style="list-style-type: none"> <li>• Interventions to be put in place for any children/groups of children who are identified as underachieving.</li> <li>• Termly social and emotional tracker used to support identification of underlying issues that may affect progress.</li> <li>• The governors in termly FGM monitor the progress of all groups of children. Challenges are recorded in the minutes.</li> </ul>	<p>C of G</p>			<p>these meetings.</p>	<p>monitored –see evidence in staff meeting minutes. Governors receive termly information on the achievement and progress of all children including groups in HT report to the governing body. See minutes of FGM for governor challenge. <b>Autumn Term DATA:</b></p> <ul style="list-style-type: none"> <li>• <b>Boys writing – still below in attainment and progress</b></li> <li>• <b>Boys progress in reading, writing and maths –in line with girls –in subjects combined</b></li> <li>• <b>Most able writing progress – 87.5% (just 2 children not making as much progress) compared to 88.9% for LA/AA group (4 boys with significant issues – one now in a specialist setting)</b></li> <li>• <b>Progress of SEN children – 0.2 points higher than rest</b></li> </ul> <p>Staff meeting minutes from the 17<sup>th</sup> January evidence discussion of data and pupil progress meetings books. Evidence from Staff meeting minutes for the 24<sup>th</sup> January demonstrated completion of social and emotional tracker. Evidence of this are in the HT termly detailed reports to the governing body. The minutes of the meeting identify challenges. Also these FGM are followed up later in the term by a resources and standards meeting, again the minutes from these evidence governor challenge and how data is tracked and used to support progress. The termly social and emotional tracker is in place and used to support interventions sometimes including the use of outside agencies.</p> <p><b>Spring Term DATA:</b></p> <ul style="list-style-type: none"> <li>• <b>Boys writing – still below in attainment and progress</b></li> <li>• <b>Boys progress in reading, writing and maths – 0.1 below in subjects combined – this has dropped since the Autumn Term as it was inline then</b></li> </ul>
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- **Most able writing progress – 81.3% 3 children not making at least expected progress. 2 Y5s and a Y6 - curriculum**
- **Progress of SEN children – in line with whole school in subjects combined.**

**Add ACTIONS in 2.9**

Please see minutes of Resources and Standards meeting from 22<sup>nd</sup> March for details of governor challenge on Y5 July 2019 case study –for details see 2.9

**End of year DATA:**

- **Boys writing – still below in attainment and progress**
- **Boys progress in reading, writing and maths –in line with girls –in subjects combined**
- **Most able writing progress – 87.5% (just 2 children not making as much progress) compared to 88.9% for LA/AA group (4 boys with significant issues – one now in a specialist setting)**
- **Progress of SEN children – 0.2 points higher than rest**

**Progress this year in tracking points**

	Reading	Writing	Maths
16/17	3.4	3.0	3.1
17/18	3.2	3.0	3.2

The progress is slightly less in reading and slightly more in maths. Expected progress per year is 3 points. On average progress is sustained across school.

SEN progress data in points – Aim is one point per term. Figures in brackets are those for non-SEN children.

	Reading	Writing	Maths
16/17	3.1	3.1	2.9
17/18	2.7 (3.0)	3.2 (3.2)	3.0 (3.2)

The progress of our SEN children is in line or above other

					<p>children in writing and maths but slightly below in reading – this will be addressed as part of the SDP next year</p> <p>Lesson study – an action taken to improve teaching learning in school has proved successful as the children involved have made more progress than they did last year –these children were all selected as they were failing to thrive and the teachers were unsure what was the best means of supporting these children. Lesson Study will be used again next year. The lesson study evidence is in the form of case studies for each child. Our most able data demonstrates an improvement overall and an improvement in writing which was our focus. Thus demonstrating improvements made have worked.</p> <p>SPTO has been used to highlight children failing to progress and achieve an example of this and what was put in place is ITS – see 2.2 for more details. Another example was following the first terms data drop, we had concerns about writing across school. An action plan was drawn up; this has been evaluated and developed over the next 2 terms. The impact was that progress in writing improved across school and expected progress was made.</p> <p>ITS – please see 2.2 for evidence of the successful ITS intervention from the summer term.</p> <p>Boys progress and attainment overall is still an issue. Overall across all 3 subjects we have 14 boys who failed to make sufficient progress. One of the boys was Y6 and has left leaving 13, out of this 6 of the boys are Y5, one is Y4, 3 are Y3 and 3 are Y1. 7 of these boys are also below</p>
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ARE in at least one of the 3 subjects. Only one of the boys was involved in the ITS programme, which demonstrates the success of ITS and also evidences that these boys were not significantly below at Easter. Out of the 13 boys, only 4 of the also made slow progress last year and these boys are in Y3 and Y4. These boys will make up one of our FLE' groups' that we shall track 2017/18

The group we do have concerns about is our gender data. Our girls although making more progress, we have seen a significant drop in attainment in Maths by 10% since last year. This leaves an attainment gap between the boys and girls of 10%. Examination of the data demonstrates that 21 girls are below ARE. Out of this 21, one child was Y6 and has left leaving 20.

5 of those 20 – one quarter arrived this academic year, this accounts for the sudden drop. As we had 51 girls, each one 2%, this accounts for the 10% drop; however this will need addressing next year. These girls are in Y2 and Y6 which are the years groups which we have highlight attainment concerns in.

**ARE – Age Related Expectation - attainment**

	Reading	Writing	Maths
Girls (51)	70.6% 36/51	72.5% 37/51	58.8% 30/51
Boys (47)	63.8% 30/47	59.6% 28/47	68.1% 32/47

**Progress**

	Reading	Writing	Maths
Girls (51)	90.2% 46/51	88.2% 45/51	88.2% 45/51
Boys (47)	83.0% 39/47	78.7% 37/47	87.2% 41/47



						<p>Our most able reading are making good progress and the books in the classrooms are being used to extend their reading and improve progress.</p> <table border="1"> <tr> <td></td> <td><b>Reading</b></td> </tr> <tr> <td>Percentage of children in the school making expected progress or above.</td> <td>95.5% (90.5%) 21/22 The one child who didn't make the progress was a Y6 who did make the expected standard in the SAT test.</td> </tr> <tr> <td>Percentage of children in the school making at or above Age Related Expectation</td> <td>95.5% (90.5%) 21/22 The one child is Y6 and did make the expected standard in the SAT test.  68.2% 15/22 above or well above ARE</td> </tr> </table> <p>Overall our group data is good showing little difference between groups and in fact for our Free School meal children and our Pupil Premium Child progress is in fact in tracking points 0.1 above that of their peers in subjects combined. This bucks trends nationally. However the ARE for these groups is below that of their peers, which is the reason the funding is there. Our data demonstrates that we are able to say that the gap for these children over time at FLE is closing.</p> <p>We have used our social and emotionally tracker successful for 3 years now. However from September we will be putting a new tracker called motional in place and tracker our FLE 'groups' using this.</p>		<b>Reading</b>	Percentage of children in the school making expected progress or above.	95.5% (90.5%) 21/22 The one child who didn't make the progress was a Y6 who did make the expected standard in the SAT test.	Percentage of children in the school making at or above Age Related Expectation	95.5% (90.5%) 21/22 The one child is Y6 and did make the expected standard in the SAT test.  68.2% 15/22 above or well above ARE
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2.13 C Leaders engage with parents, carers and other	<ul style="list-style-type: none"> <li>School website up to date and in use. This includes FAQ, policies, and details of our</li> </ul>	RW	Sept – July	N/A N/A	Governors to monitor all by: Checking school website and	The schools website is kept up to date with newsletters, class pages, weekly updates, homework, half termly forecasts and films that evidence the children's access to a rich curriculum. Policies updated: Assessment Policy, SEN Policy, FLE Curriculum Policy, FLE school offer (SEN), SEN Information						

<p>stakeholders and agencies to support all pupils</p>	<p>curriculum, half termly forecasts for each class, weekly updates for each class, weekly newsletter, all homework and information about parent's evenings and how to book them.</p> <ul style="list-style-type: none"> <li>• Text system for quick reminders and information</li> <li>• Termly parents evenings</li> <li>• Teachers wherever possible available on the gate at the end of the day.</li> <li>• Celebration assembly on a Friday</li> <li>• All staff adhere to the open door policy so that parents and carers can contact staff quickly.</li> <li>• Records and reports from meetings with other agencies need to demonstrate support for all children.</li> <li>• <b>FAST Programme – To promote parents' engagement with their children and school.</b></li> </ul>	<p>RN RN RN RN RN and HI RN</p>		<p>£30 per Dre adn oug ht sess ion  £2,800 is give n to the scho ol</p>	<p>meeting with RW. Asking parents about the text system, celebration assembly, parents evening, open door policy and impact of it – termly. Feedback from parents evenings, meet with SMT twice a year. Meetings between SENCo governor and SENCo to discuss case studies, records from meetings and reports.</p>	<p>Report, Handwriting Policy, Homework Policy, Feedback and Marking Policy, Positive Behaviour for Learning Policy and Teaching and Learning Policy. Frequently Asked Questions updated and on the website. The text system is in place and used for updates. Parents Evening is booked on the website. Teachers and TAs are available on the gates for parents daily. All children are greeted every morning and parents/carers access the staff on the gates to pass on messages. Parents evening was held in the Autumn Term to discuss how the children have settled into their classes and how we can work in partnership over the year to support progress. Attendance is discussed where this is an issue. Celebration Assemblies are held most Fridays to share successes both in school and out. Records and reports from meetings with other agencies demonstrate support for all children. For details on the FAST programme see 2.1 of our SDP. Engagement has improved for parents who have participated in the FAST project. Examples of this have been improvement in homework by this group, including reading; office staff noting an improvement in approach towards them and staff involved witnessing an improvement in attitude towards school. This project was part of a programme run by Middlesex University and as part of it was monitored by NFER using a series of questionnaires. When we have the results of these, they will be shared. 2<sup>nd</sup> October Natalie Perry held a reading training evening for FS parents and carers. 27<sup>th</sup> November Helen Illingworth and Natalie Perry held Phonics training for KS1/FS parents and carers</p> <p>During the Spring term all of the usual assemblies, newsletters etc have continued to be used to keep all parent informed about school life. A good example this term of working staff and governors working to support parents was the way in which</p>
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	<p><b>Training to begin September and Programme to begin October. Graduation if the programme is successful - Dec</b></p>					<p>everyone worked together to ensure that everyone was aware the school was closed due to the weather conditions. FLE was one of only 5 schools across Cornwall that had taken into account the weather forecast a made a decisive decision to close the school by 7am so that no one was put at risk. Due to the effective planning and communication (letters, texts, the website and PTA FB page) all parents and carers already had a plan and knew how to check before sending their children to school.</p> <p>A whole school parents evening was held on the 7<sup>th</sup> March. This was an opportunity for parents to look at their children’s books with the teachers and discuss progress. Although every parent was not able to attend on the day, as usual we ensured that ALL parents/carers were spoken to and updated.</p> <p>The FAST report has been completed and FAST works – which will see the parent group continue and develop, will meet from the Summer Term.</p> <p>FAST has continued to develop throughout the summer term and the group have held meetings within the holidays. They have held a family bingo in the school have that was very well attended and they have continued to raise money for a music room. While some families are no longer involved they have recruited new families. Through discussions with staff, governors (see governor minutes) and parents without data it was clear that the programme had been successful from an improved engagement by the families with the school. The data below is approximate due to the incomings (children for who we didn’t have last year’s data) and other minor fluctuations. However, it demonstrates that overall the impact of FAST has been that the children involved are now making progress on average with that</p>
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						<p>of children within the rest of school.</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>16/17</td> <td>2.6</td> <td>2.8</td> <td>2.6</td> </tr> <tr> <td>17/18</td> <td>3.2 (3.2)</td> <td>2.9 (3.0)</td> <td>3.3 (3.2)</td> </tr> </tbody> </table> <p>FAST will continue in the Autumn Term meeting on a Tuesday once a month.</p> <p>Annual reports were sent out in July which met all the 2018 assessment and reporting arrangements. An opportunity was given for parents to see the teachers about the reports this was taken up in approximately 6 cases. Reports from meeting demonstrate support from school. This includes 2 teachers attending a child protection conference in August.</p> <p>All usual communication has continued. The only change for next year is that parents and carers will be asked to speak to staff with respect and if this is not the case the parent/carers will be asked to return when they have calmed down. Prize giving was held on the last day of the school year and was very well attended. All Y6 parents were extremely supportive and all gave very positive feedback on FLE and the impact on their children.</p>		Reading	Writing	Maths	16/17	2.6	2.8	2.6	17/18	3.2 (3.2)	2.9 (3.0)	3.3 (3.2)
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<p>2.14 B Leaders effectively use additional funding, including the pupil premium, and measure its impact on outcomes for pupils. Governors</p>	<ul style="list-style-type: none"> <li>All data is inputted onto the SPT regularly by teachers.</li> <li>Governors to use SPTO to hold leaders to account for their use of pupil premium money</li> <li>SMT monitor the progress made by all groups of children</li> </ul>	<p>RN C of G RN and FF HI</p>	<p>Sept – July Oct – July Sept – July</p>	<p>N/A</p>	<p>To be monitored by pupil premium governor. Who will need to meet with HT and discuss the progress the children are making and the impact of the</p>	<p>Progress and attainment of children in receipt of pupil premium is monitored termly and reported to the governing body. Please see the governor report 13/12/17 on the impact of Pupil Premium for 2016/17 on the school website. Annual updated report to parents on the spending is available on the school website.</p> <p>Data from the Autumn Term is given to the governors in January for the FGM as part of the HT report to the governing body.</p> <p>Pupil Progress meetings termly identify children in receipt of pupil premium and the progress they are making. Most of the</p>												

effectively hold them to account for this.	<p>termly.</p> <ul style="list-style-type: none"> <li>• Effective interventions are put in place as necessary to prevent children from falling behind – these are recorded on SPTO</li> <li>• HT reports on what is in place for pupil premium children in her termly reports to the governing body.</li> <li>• Pupil Premium governor monitors progress of pupil premium children termly and the impact of any interventions and reports on it to the governing body.</li> </ul>	RN  RW	Oct - July		<p>inventions, this will be reported to the governing body in termly head teacher report.</p> <p>The chair of governors will monitor and ensure that the pupil premium governor has met with the HT and reported back to governors.</p>	<p>children identified for lesson study are in receipt of pupil premium.</p> <p><b>Spring Term DATA:</b></p> <ul style="list-style-type: none"> <li>• <b>Boys writing – still below in attainment and progress</b></li> <li>• <b>Boys progress in reading, writing and maths – 0.1 below in subjects combined – this has dropped since the Autumn Term as it was inline then</b></li> <li>• <b>Most able writing progress – 81.3% 3 children not making at least expected progress. 2 Y5s and a Y6 - curriculum</b></li> <li>• <b>Progress of SEN children – in line with whole school in subjects combined.</b></li> </ul> <p>See 2.12 for more details and evidence of group data and end of year data summary.</p> <p>Overall our group data is good showing little difference between groups and in fact for our Free School meal children and our Pupil Premium Child progress is in fact in tracking points 0.1 above that of their peers in subjects combined. This bucks trends nationally. However the ARE for these groups is below that of their peers, which is the reason the funding is there. Our data demonstrates that we are able to say that the gap for these children over time at FLE is closing.</p> <p>PP spending was £43,440 – please see Pupil Premium expenditure and allocation reports for more details</p>
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3.2 F Teachers and other staff	<ul style="list-style-type: none"> <li>• Completing assessments – use of</li> </ul>	RN and FF	Sept – July	PPA time	HT to report on the actions in	Use of SPTO is firmly embedded within daily practise at FLE. This can be demonstrated by the log which
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<p>have consistently high expectations of what each pupil can achieve</p>	<p>pupil tracker weekly to track progress.</p> <ul style="list-style-type: none"> <li>Lesson observations at least <b>3</b> per year which demonstrate high expectations of ALL children from ALL staff.</li> <li>Planning scrutiny termly – planning must evidence high expectations of all groups – Use Strand 4 – High Expectations and Challenge termly</li> <li>Marking/response scrutiny– high expectations of all groups. Use Strand 1 – Marking and Feedback termly.</li> </ul> <p>July 2017 - baseline  <b>Strand 1 – Marking and Feedback</b>  <b>Strand 1:1 Across school – all securely good with at least secure outstanding elements per class.</b>  <b>Strand 1:2 All classes securely good. Classes Cremyll , Plym and Lynher have between 3-4</b></p>	<p>RN</p> <p>RN</p> <p>RN</p> <p>FF</p>		<p>and staff meeting time</p>	<p>termly HT report to the governing body. Governors to challenge as appropriate. HT to monitor Strands progress, interventions and progress through PM of teachers and progress meetings.</p>	<p>monitors all individuals’ usage. Lesson study based on individuals who fail to thrive demonstrate the teachers high expectations of these children. The lesson study process identifies what is working well for these children and what teachers need to do more of to support progress – thus aiding meeting the high expectations. Data and pupil progress meeting demonstrate that children are achieving the high expectation set. Day to day monitoring demonstrates that all staff support the high expectations set. TA PM supports high expectations and evidence is collected throughout the year to support this. Interventions in place following pupil progress meetings to support high expectations. Evidence in the pupil progress meeting notes.</p> <p>Marking and feedback policy updated October 2017  <b>Strand 1 – Marking and Feedback</b>  <b>1.1 Is marking and feedback up to date and in line with an effective school policy?</b>  Strand 1:1 Across school – all securely good. Plym and Cremyll have 2 secure elements of outstanding; Lynher have 4 secure elements of outstanding and Tamar have one with 2 hatched.</p> <p><b>Strand 1:2 Are responses to pupils’ learning helping them to make progress by identifying at least one key area for improvement?</b>  Everyone is securely good. Lynher have 4 elements secure and Tamar have 2 secure and 2 hatched. Cremyll and Plym are 3 secure and 1 hatched.</p> <p><b>Strand 1:3 – Are barriers to learning being identified and then used to plan for future learning?</b>  Securely good across school, Plym and Cremyll classes</p>
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	<p>secures elements in the outstanding criteria. Class Tamar are working towards this and currently have 2 areas hatched in the outstanding criteria.</p> <p>Strand 1:3 Securely good across school with 3 elements of outstanding achieved in Classes Plym, Cremyll and Lynher.</p> <p>Strand 4 –High Expectations and Challenge</p> <p>Strand 4:1 All securely good and all working in outstanding across school. Class Lynher have 3 element of outstanding secure and one hatched. Class Tamar have 1 secure and 3 hatched; Class Cremyll have 2 secure and one hatched and Plym have 3 hatched.</p> <p>Strand 4:2 All good across the school. Lyhner, and Cremyll have 2 secure elements and the rest hatched. Tamar have 3 secure and the rest hatched. Plym have 3 secure and one hatched (out of 6).</p> <p>4:3 Securely good and working within outstanding across school. Class Lynher and Cremyll have 2 elements of outstanding secure; Class Plym</p>	<p>FF, RW, EC, HI and NP</p> <p>RN and FF</p> <p>FF, RW, EC, HI and NP</p>				<p>have 3 areas of outstanding secured and the other 2 areas hatched. Tamar have outstanding all hatched and Lynher have secure with one hatched.</p> <p><b>Strand 4 –High Expectations and Challenge</b></p> <p><b>Strand 4:1 Is the work completed/planned linked directly to year group expectations?</b> All outstanding across school</p> <p><b>Strand 4:2 Is there evidence of high expectations and learning being challenged enough?</b> All good across the school with elements of outstanding. Lyhner, have 4 secure elements of outstanding and the rest hatched. Tamar have 3 secure and the rest hatched. Cremyll 2 elements of outstanding secure and 2 hatched Plym have 3 secure and 2 hatched (out of 6).</p> <p><b>Strand 4:3 Is there, through feedback, marking and type of learning provided, evidence of a culture and ethos of scholastic excellence being promoted?</b> Securely good and working within outstanding across school. All classes have one element secure and the rest hatched. In 2016/17 Classes Lynher and Cremyll had 2 secure and Plym had 3 secure – all with the rest hatched.</p> <p><b>Autumn Term DATA:</b></p> <ul style="list-style-type: none"> <li>Boys writing – <b>still below in attainment and progress</b></li> <li>Boys progress in reading, writing and maths –<b>in line with girls -just</b></li> <li>Most able writing progress – <b>87.5% (just 2 children not making as much progress) compared to 88.9% for LA/AA group (4 boys with significant issues – one now in a specialist setting)</b></li> <li>Progress of SEN children – <b>0.2 points higher than rest</b></li> </ul> <p>See 2.9 for details</p>
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	<p>has 3 elements secure and Class Tamar have one secure. All the rest are hatched in all classes.</p> <ul style="list-style-type: none"> <li>• Interventions in place to ensure those having difficult keep up and rapid graspers stretch and deepen their learning.</li> <li>• <b>TA PM to support high expectations.</b></li> <li>• <b>Progress in boys writing to improve – to be at least in line with girls progress.</b></li> </ul>					<p><b>Strand 1 – Marking and Feedback</b> All classes have improved since the Autumn across all aspects of this Strand.</p> <p><b>1.1 Is marking and feedback up to date and in line with an effective school policy?</b>  Strand 1:1 Across school – all securely good. Class Lynher have 4 elements of outstanding secure and the rest hatched. The rest of the classes have all 3 secure and 2 hatched. The contentious element is ‘Written feedback provides excellent information regarding the level the learners are working at’- this goes against our policy which is about reducing the workload. The teachers are not expected to annotate every child’s book to provide a narrative to demonstrate this. A thorough assessment is expected and submitted on SPTO (our assessment system). It is hatched Y5/6 as the children write through SA’s and have teacher’s responses to these.</p> <p><b>Strand 1:2 Are responses to pupils’ learning helping them to make progress by identifying at least one key area for improvement?</b>  Everyone is securely good. Lynher have 5 elements secure and just one left hatched. Tamar have 4 secure and 2 hatched. Cremyll and Plym are 3 secure and 4 hatched.</p> <p><b>Strand 1:3 – Are barriers to learning being identified and then used to plan for future learning?</b>  Securely outstanding in Plym, Cremyll and Lynher. Tamar have 2 elements of Outstanding secure and 2 hatched.</p>
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					<p><b>Strand 4 –High Expectations and Challenge</b> - All classes have improved within this Strand since the Autumn Term.</p> <p><b>Strand 4:1 Is the work completed/planned linked directly to year group expectations?</b> All outstanding across school</p> <p><b>Strand 4:2 Is there evidence of high expectations and learning being challenged enough?</b> All good across the school with elements of outstanding. Lyhner, have 4 secure elements of outstanding and the rest hatched. Tamar have 3 secure and the rest hatched. Cremyll 3 elements of outstanding secure and 2 hatched Plym have 3 secure and 2 hatched (out of 6).</p> <p><b>Strand 4:3 Is there, thorough feedback, marking and type of learning provided, evidence of a culture and ethos of scholastic excellence being promoted?</b> Securely good and working within outstanding across school. Classes Lynher, Tamar and Cremyll have 2 elements of outstand now secure and the rest hatched. Class Plym has 3 elements of outstanding secured and the rest hatched.</p> <p>The new system of lesson study instead of observations proved successful – see evidence in the SIP report. These children were all selected as they were they children who the staff felt could all make more progress than they were making the end of year data demonstrated: Average tracking points score for the lesson study group – in brackets is the whole school average data to</p>
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compare.

	Reading	Writing	Maths
16/17	2.8	2.8	2.8
17/18	2.9 (3.2)	3.1 (3.0)	3.0 (3.2)

Improvement is demonstrated and these children now need to build on this next year.

Progress this year in tracking points

	Reading	Writing	Maths
16/17	3.4	3.0	3.1
17/18	3.2	3.0	3.2

The progress is slightly less in reading and slightly more in maths. Expected progress per year is 3 points. On average progress is sustained across school.

For further details on progress and attainment, please see 17/18 Data Summary

Performance Management has been reviewed for all teachers and TAs.

**Strand 1 – Marking and Feedback** All classes have improved since the Autumn across all aspects of this Strand. We have removed one element of the outstanding strand in 1.1 –this is ‘written feedback provides excellent information regarding the level the learners are working at’ as we felt this did not match our marking/feedback policy which ensures marking is to help move children forward and make progress. A thorough assessment is expected and submitted on SPTO (our assessment system). It is hatched Y5/6 as the children write through SA’s and have teacher’s responses to these.

**1.1 Is marking and feedback up to date and in line with an effective school policy?**

					<p>Strand 1:1 Across school – all securely good. Classes Lynher, Cremyll and Plym have 4 elements of outstanding secure and the rest hatched. Tamar have all 3 secure and 2 hatched.</p> <p><b>Strand 1:2 Are responses to pupils’ learning helping them to make progress by identifying at least one key area for improvement?</b> Everyone is securely good. Lynher have 5 elements secure and just one left hatched. Tamar have 4 secure and 2 hatched. Cremyll and Plym are 3 secure and 4 hatched.</p> <p><b>Strand 1:3 – Are barriers to learning being identified and then used to plan for future learning?</b> Securely outstanding in Plym, Cremyll and Lynher. Tamar have 2 elements of outstanding secure and 2 hatched.</p> <p><b>Strand 4 –High Expectations and Challenge - All classes have improved within this Strand since the Autumn Term.</b></p> <p><b>Strand 4:1 Is the work completed/planned linked directly to year group expectations?</b> All outstanding across school</p> <p><b>Strand 4:2 Is there evidence of high expectations and learning being challenged enough?</b> All good across the school with elements of outstanding. Lyhner, Cremyll and Plym have 4 secure elements of outstanding and the rest hatched. Tamar have 3 secure and the rest hatched.</p> <p><b>Strand 4:3 Is there, thorough feedback, marking and</b></p>
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						<p><b>type of learning provided, evidence of a culture and ethos of scholastic excellence being promoted?</b></p> <p>Securely good and working within outstanding across school.</p> <p>Classes Lynher and Tamar have 2 elements of outstanding secure and the rest hatched. Class Plym and Cremyll have 3 elements of outstanding secured and the rest hatched.</p>
<p>4.1 D Overall absence is reducing and persistent absence rates for all pupils, and for different groups in relation to national figures for all pupils.</p>	<p>Attendance is monitored half termly and attendance letters sent out as necessary (where attendance has dropped or is below 90%).</p> <p>Outside agencies to be used to support good attendance – Together for families.</p> <p>Attendance clinics are held termly with the headteacher and the EWO and written agreements are drawn up at the meeting to help improve attendance and these are then reviewed at the next meeting.</p> <p>A letter at the beginning of the year to be sent to all parents and put on the school website reminding parents/carers or the laws surrounding school holidays.</p>	<p>RN</p> <p>RN</p> <p>RN</p> <p>RN</p> <p>RN</p>	<p>Sept – July</p> <p>Sept – July</p> <p>Nov – July</p> <p>Sept – Oct</p>	<p>Outside agencies – Together for Families (no cost)</p> <p>Dreadnought (£30 per child per session) and Brighter Futures (cost dependent on usage – money taken from PP as applicable for particular children).</p>	<p>Attendance Governor to monitor attendance termly and ensure all actions are completed. All governors to receive attendance information in the HT report to the governing body termly.</p>	<p>Attendance letters went out on the last day of the school year.</p> <p><u>Autumn Term Attendance Data</u></p> <p>Attendance 94.11%</p> <p>Authorised: 5.03%</p> <p>Unauthorised: 0.86%</p> <p>Pupil Premium attendance 94.5%</p> <p>Not Pupil Premium attendance 93.99%</p> <p>FSM attendance 94.2%</p> <p>Not FSM attendance 94.08%</p> <p>EHCP attendance (<b>1 child</b>) 42.25%</p> <p>SEN support 93.17%</p> <p>See governor attendance report from 15<sup>th</sup> Dec for details of all of the actions</p> <p><u>Attendance Data</u></p> <p>Attendance 95.33%</p> <p>Authorised: 3.82%</p> <p>Unauthorised: 0.85%</p> <p>Pupil Premium attendance 95.40%</p> <p>Not Pupil Premium attendance 95.29%</p> <p>FSM attendance 95.07%</p> <p>Not FSM attendance 95.42%</p> <p>EHCP attendance (<b>1 child</b>) 64.52%</p> <p>SEN support 93.28%</p>

	<p>Unauthorised holidays are G coded and letters go out to families explaining the consequences. Where necessary penalty notices are issued.</p> <p>Letters to go out in Sept setting targets where attendance last year was below 90%. To be monitored closely and when drops again call attendance meeting.</p>	RN	<p>Sept – July</p> <p>Sept</p>			<p>See governor attendance report from 16<sup>th</sup> March for details of all of the actions</p> <p><u>Attendance Data</u>  Attendance 95.66%  Authorised: 3.39%  Unauthorised: 0.95%  Pupil Premium attendance 95.45%  Not Pupil Premium attendance 95.77%  FSM attendance 95.05%  Not FSM attendance 95.88%  EHCP attendance (<b>1 child</b>) 75.40%  SEN support 94.32%  No SEN 96.05%</p>
<p>4.2 D Low attenders are improving their attendance over time and whether attendance is consistently low (in the lowest 10%).</p>	<p>Low attendance is tracked and EWO is and other agencies are involved to improve attendance.</p>	RN	<p>Sept - July</p>	<p>Attendance Governor to monitor attendance termly and ensure all actions are completed.</p> <p>Outside agencies – Together for Families (no cost)  Dreadnought and Brighter Futures (cost dependent on usage – money taken</p>	<p>Attendance Governor to monitor attendance termly and ensure all actions are completed.</p>	<p>See governor attendance report from 15<sup>th</sup> Dec for details of all of the actions See governor attendance report from 16<sup>th</sup> March for details of all of the actions</p> <p>See governor end of year July attendance report</p>



	<p><b>Staff training for Operation Encompass</b></p>		<p>Jul Oct</p>		<p>Agencies the school has worked with this Spring Term to support children and families: Dreadnought, CLEAR, Brighter Futures, Speech and Language, the school nurse, the Educational Psychologist, CAHMs, the EWO, the disability team, the physiotherapist, the lead of social, emotional and mental health in Cornwall, the short stay school in Liskeard and a variety of social workers and family support workers.</p> <p>Strategies to support children such as Thrive and Emotional First Aid are part of everyday practise and records are kept of when they are used as part of our safeguarding. The emotional termly audit is in place as evidence in the staff meeting minutes.</p> <p>Behaviour in school continues to be good with no major incidents and all issues recorded with any action taken.</p> <p>As previous, the school continues to work with families and agencies: Dreadnought, CLEAR, Brighter Futures, Speech and Language, the school nurse, the Educational Psychologist, CAHMs, the EWO, the disability team, the physiotherapist, the lead of social, emotional and mental health in Cornwall, the short stay school in Liskeard and a variety of social workers and family support workers.</p> <p>Strategies to support children such as Thrive and Emotional First Aid are part of everyday practise and records are kept of when they are used as part of our safeguarding. As part of our transition work we prepare for our new foundation stage children by working closely with the Pre-School and families. In one case we have already support</p>
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						the family in challenging the support by the LA given, the impact of this has been that 15 more hours have been provided for this child. The emotional termly audit is in place as evidence in the staff meeting minutes – this will be replaced in the Autumn Term by a new up to date system called ‘Motional’.
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<p>4.7 E Children are kept safe – the school’s culture promotes all aspects of pupils’ welfare. This includes online safety.</p>	<p>Pupil voice assembly every available Monday –recorded in Assembly book and pupil voice book.</p>	RN	Sept – July	<p>Digital Citizenship and e-safety SLA £750</p>	<p>Governors receive a termly report in the HT report to the governing body. S175 to cover online safety</p>	<p>Pupil voice assembly continues to reflect the view of the children and is led by the school council every Monday. Planned lessons deal with issues that arise for an example quite a bit of work has been done on loss and bereavement as we have had a few children who have experienced this in the Autumn Term. We are also very fortunate to have a TA (Karen Soames) who is a specialist in this field and works for Jerimiah’s Journey. She also give group and one to one sessions to children in all classes.</p> <p>Internet safety updates have gone out with newsletters and at Christmas links were sent out advising parents to support their choice of presents.</p> <p>We did not cover internet training awareness in the Autumn Term however we are going to invite parents to an interactive E-Safety Quiz we have made called ‘keep safe online and think before you click’ this will be hosted by children and make up part of our health and well-being fortnight this term. 2 further training sessions will be planned in before the end of July.</p>
	<p>Planned lessons to deal with issues that arise.</p>	All staff	Sept – July			
	<p>RSE to take place in the summer term</p>	RW and RN	May – July			
	<p>Age appropriate internet safety (covering use of social media, games and websites) lessons to be delivered in all classes.</p>	RW	Sept – July			
	<p><b>SWGfL 360 audit - ongoing use of to aid continuous improvement</b></p>	RN	Sept – Mar			
<p>Internet safety newsletter is posted on the board in the staff room.</p>	RN	Sept –				



	<p>Where the schools monthly internet safety newsletter includes information for parents, this is passed on through the school newsletter.</p> <p><b>Termly Internet safety awareness training for parents led by the children.</b></p>	All staff	<p>July</p> <p>Sept – July</p> <p>Nov, Mar and July</p>			<p>As Autumn Term. For safer Internet day the children held a quiz 6<sup>th</sup> February and instead of Celebration Assembly each class presented training to parents. The school is trialling a new PSHE scheme of work – see 2.18 for details.</p> <p>For a details analysis and evaluation of everything covered in safeguarding our children the full details are in our S175. The feedback from it was: Feedback on S175</p> <p>Strengths</p> <p>There is clear and very detailed information throughout the self-assessment. It is evident that there has been considered responses to the questions that reflect a culture of safeguarding in the school. The school has used the self-assessment to inform their action plan. There are several illustrations of the school following up safeguarding concerns including 2.3 where the schools perseverance and appropriate use of the resolution of professional difference policy ensured a child was effectively safeguarded. Useful information was given about the Healthy Schools Resource on their website.</p> <p>Areas for Development</p> <p>We were asked to feedback a point I made on Operation Encompass To Liz Careny Haworth We had been asked to demonstrate how the school complies with local authority recording and information sharing guidance and procedures (in line with HM Gov. Information Sharing Advice for Practitioners March 2015). –We were informed that this has now been updates and sent the link.</p>
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						<p>We were told that from August we no longer had to take disqualification by association checks – I knew this from my July training update.</p> <p>06/07/18 – Safeguarding Tier 3 refresher linked to KCSiE updates – Rebecca Norton – <i>Impact – Important updates regarding changes to legislation</i></p> <p>The evidence above demonstrates that safeguarding is effective in school and monitored closely.</p> <p>Add S175 action plan to next year’s SDP</p>
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