

St Day and Carharrack Primary School: Pupil Premium Strategy Statement 2018 - 2019

1. Summary information					
School	St Day and Carharrack Primary School				
Academic Year	2018-2019	Total Pupil Premium budget	£40,080 (17-18) £45,550 (18-19)	Date of most recent Pupil Premium Review	November 2018
Total number of pupils	183 (17-18) 193 (18-19)	Number of pupils eligible for PP	29 15.8% (17-18) 47 24% (18-19)	Date for next internal review of this strategy	July 2019

2. Current attainment (individual tracking data for attainment and progress held for each child)				
Summer 2018 KS2	<i>Pupils eligible for PP (in school)</i>	<i>Pupils not eligible for PP (in school)</i>	<i>All pupils nationally</i>	
% achieving the expected standard in reading, writing and maths	43%	46%	64%	
% achieving the expected standard in reading	57%	58%	71%	
% achieving the expected standard in writing	43%	50%	78%	
% achieving the expected standard in maths	57%	50%	76%	
Summer 2018 KS1	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (in school)</i>	<i>All pupils nationally</i>	
% achieving the expected standard in reading, writing and maths	0%	50%	65%	
% achieving the expected standard in reading	0%	50%	75%	
% achieving the expected standard in writing	0%	50%	70%	
% achieving the expected standard in maths	14%	77%	76%	
Summer 2018 EYFS	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>All pupils nationally</i>	
% achieving GLD	75%	63%	71%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	High quality training CPD needed - to upskill all staff as a high number of children join St Day and Carharrick in EYFS + mid-year across both key stages – with an increasing complexity of needs including SEMH + a specific transient group of children. Many of the PP pupils are also SEND .	
B.	To develop communication + speech and language needs (EYFS baseline data).	
C.	Behaviour for Learning - children to be learning ready. Independent skills need to be developed– to increase self-belief + gain resilience to remain engaged in challenging tasks and meet the high expectations of the school day. Limited Knowledge of the World due to limited experiences/ opportunities.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	PP Late arrivals, attendance and pick-ups is not yet the same standard as other pupils- and especially for a specific transient group with cultural differences.	
E	Social difficulties experienced by families including housing, finance, family literacy, mental health and parental anxieties affects ‘dispositions for learning’	
F	Some pupils come from homes with limited experiences of higher education and may therefore have low aspirations for their futures Parental engagement + confidence with basic skills – reading, spellings and maths	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Quality first teaching CPD + EEF intervention strategies- increases staff confidence to meet the needs of all children through targeted support. Children make accelerated progress and achieve nationally expected standards at the end of each key stage including the EYFS. The needs of PP with SEND pupils are met within the classroom and these pupils make good progress	Staff confidence + variety of evidence based approaches used. Pupils make accelerated progress relative to their individual starting points and achieve expected standards at the end of each key stage Early identification for pupils with SEND and high quality support ensures they make good progress from their starting points Improved results in all key stages
B.	Disadvantaged pupils make accelerated progress in communication enabling them to access their learning alongside their peers. Stimulating extended learning experiences help develop imagination and language.	Pupils eligible for PP make accelerated progress relative to their individual starting points in Communication and Language in the EYFS, in Phonics in Year 1, and in Reading across the school.
C.	The school is able to address and meet children’s behavior, social and emotional needs and develop their self-esteem. TIS approach is embedded across the school. Children are ready to learn.	Children’s social and emotional needs are met through TIS – assessments show a greater resilience and children can meet the expectations of the school day – remaining engaged in

	Behaviour across the school is good and behaviour for learning of PP pupils leads to good progress and attainment of PP pupils in line with national figures.	challenging tasks for longer. CPOMS shows a reduction in incidents over the year for PP pupils in comparison to the baseline at the start of the year. KS data shows progress for all PP pupils due to improved behaviour for learning.
D.	Increased attendance rates for pupils eligible for Pupil Premium in line with National expectations. Positive relationships with the community - additional EWO support link for specific transient group of DP, respect, understanding and tolerance.	Tracking of punctuality and attendance improves in line with 'other' pupils. Termly EWO support to target vulnerable families with a plan of support. Increased communication and home/school links. Respect, understanding and tolerance for all members of our school community.
E.	Children eligible for PP are able to access all opportunities alongside their peers including extra-curricular activities, music tuition, swimming, uniform, trips and residential. Children who are vulnerable are able to access support when they need it through a '£200 credit' per child.	DP tracked for extra-curricular clubs participation, items purchased to support being in school + equity of experiences audit. Tracking of credit uptake per family
F.	PP pupils have high aspirations and self-confidence -audit experiences Parents engaged with their child's learning – attending workshops and class activities- an increased confidence in key basic skills.	High aspirations and increased opportunities for achieving and participating in events. DP pupils are well represented in various pupil leadership opportunities across the school. Parents are engaged with school life eg. Attending 'Rocket Readers' – daily reading with their child. Parents attend school workshops and gain confidence in key basic skills.

5. Planned expenditure					
Academic year	2018- 2019				
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?
Improved reading skills for all, including phonics knowledge and	Whole School 9-9.30 reading and phonics Whole-class 'Read	To improve end of Key stage outcomes – children can confidently tackle written answers to reading	This forms part of our School Improvement Plan and it will be monitored as part of that	BP, RB All staff	Half-Termly data

comprehension strategies – through developing a love of reading.	with DERIC' strategies in KS2. 'Rocket Readers' Seek support from newly formed English Hub.	comprehension questions. EEF teaching and learning toolkit research +5months progress – teach reading comprehension strategies explicitly and consistently.	process. This will include lesson observations and learning walks, book scrutiny, ongoing professional dialogue and moderation, termly data – by BP + pupil progress review meetings		
PP pupils improve outcomes in writing in KS1 and KS2	Staff training on consistent modelling of writing and the cursive script. 'Real project' with cross-curricular writing focus to ensure skills are applied. Learning environments consistently model high quality cursive script through book-making with T+L challenges. Feedback is prompt and next steps/support given.	KS2 results showed gap between reading & writing outcomes in KS1 for PP and non PP pupils. High quality book-making Ofsted action point from previous inspection	Half termly school monitoring of pupil progress data and progress review meetings. Joint staff planning Staff training Modelled lessons Coaching to improve the quality of teaching across the school Curriculum maps show engaging hooks involving educational trips/visitors	BP All staff	Termly review through progress meetings/monitoring and yearly detailed review.
PP pupils improve outcomes in Math	Raising the profile of Maths through high quality CPD with all staff. Support from Maths hub training – TAs + Lead – Mastery + Shanghai Maths training. Learning environments consistently model high quality Math learning areas. Ensuring a clear tracking system allows for intervention and targeted support.	KS results showed gap between Math outcomes for PP and non PP pupils. Use of manipulatives to aid understanding and link learning up. Math lessons are high quality across the school and use a range of hands on materials and link to real life learning.	Half termly school monitoring of pupil progress data and progress review meetings. Joint staff planning New maths calculation policy – C P A approach will be evident in book looks.	Math Lead	Termly review through progress meetings/monitoring and yearly detailed review.

<p>Stimulating extended learning experiences help develop imagination and language – speech and communication</p> <p>Increased range of vocabulary.</p> <p>EYFS training</p>	<p>The launch of an exciting and engaging new topic curriculum+ real life 21st century learning (Virtues).</p> <p>Regular offsite visits to enhance learning in topics. KS1 Drama + Music</p>	<p>Pupils will be able to develop their language through drama and discussions of different experiences and this will lead to improvement in vocabulary and ideas within their written work.</p> <p>Improvement in behavior of DP when given the opportunities to attend activities. Evidence shows an increase in positive dispositions</p>	<p>Joint staff planning Staff training Coaching to improve the quality of teaching across the school Curriculum maps show engaging hooks involving educational trips/visitors</p>	All staff	Termly
<p>The needs of PP with SEND pupils are met within the classroom and these pupils make good progress with a particular focus on reception, year 3 + transient group- where there are high SEN+PP in these year groups</p>	<p>Early identification of SEN needs in EYFS or ASAP following entry to school. Children assessed in EYFS on entry and baselined, so their gaps are identified and support put into place to close these gaps before they widen. SENDCo to support targeted children across the school close gaps in targeted areas. Emphasis on children who are PP, SEN and transient. Additional 1:1 support for vulnerable pupils deemed pupil premium and with specific cognitive / behaviour impairment.</p>	<p>Early intervention indicates that PP pupils receive the appropriate support required. EHCP have been completed due to early intervention.</p> <p>Transition is well planned</p> <p>Case studies have highlighted where these pupils receive interventions they make progress. This approach needs to continue through early identification of gaps.</p>	<p>Accurate identification of need and intervention/support.</p> <p>Rigorous monitoring of the provision and progress made by these pupils.</p> <p>Updated provision mapping that enables specific tracking of interventions.</p> <p>Staff training. TA support CPD (SEN).</p> <p>Available high quality differentiated resources</p>	Send Lead	Termly review through progress meetings/monitoring and yearly detailed review.

Variety of Feedback (peer assessment/ verbal/written/ whole class) used to help raise standards in English and Maths and increase confidence and independence. Non-negotiables in all lessons including WAGOLL/LI/ S2S	Feedback marking to close the gap- example/ reminder/scaffold prompts – children use ‘purple polishing’ to improve. Develop Pupil Conferencing and growth mindset to give pupils ownership of their learning and enable them to recognise their own strengths and “next steps”.	The EEF Teaching and Learning Toolkit identifies feedback as being of moderate or high impact and low cost. To close the gap and enable all children to achieve LI. New Feedback Policy reflects latest Research- including different types of effective feedback.	This forms part of our School Improvement Plan and it will be monitored as part of that process. Training for all staff. Upskilling TAs- Raised expectations to give timely feedback. Use of ipad visualisers.	HT, English/Maths leaders	Book scrutiny 1/2 termly Subject leader monitoring with governors
Learning is accelerated in English and Maths across both key stages. Upskill TAs and teachers.	1:1 interventions across both KS using precision teaching by all staff for targeted children. RWI interventions EYFS/KS1 Deployment of additional TA support to PP heavy classes	EEF research for 1:1 and verbal interventions Research based 1:1 support – greatest impact on achievement. Progress across the school shows that Pupil Premium children made at least expected progress in Reading, Writing and Maths.	Ongoing review of pupils’ needs and progress. Regular assessment and moderation. Pupil progress meetings, pupil conferencing	Key Stage teacher responsibility	Ongoing review; formal review with ½ termly data progress meetings.
Children’s specific learning and emotional needs are identified and addressed to help the child be ready to learn	Additional Ed Psych time bought in so that targeted support and advice can be given to staff and families of Pupil Premium children. TIS training Learning Mentor	For some children, the support provided by the Ed Psych is invaluable. This support has enabled parents and staff to work together even more effectively to support individual children’s specific learning and emotional needs.	Ed Psych visits are timetabled in advance to ensure maximum effectiveness for the visit	SENDCo GW	Visits are reviewed on each occasion by the SENDCo and the Ed Psych (approx. half-termly).

	sessions Circle-time				
PP pupils are punctual, focused, engaged and ready for their learning. with high aspirations and self-confidence. Whole school attendance improved through a collective approach. Positive relationships and equality in the community.	<p>Growth Mindset training for all staff to instil this value in pupils.</p> <p>To provide breakfast club. Subsidised fruit for Pupil Premium (KS2) and Free Milk.</p> <p>Communicating with parents – daily meet and great, discussing if punctuality or attendance is an issue. Combined class attendance Award. Doors open from 8.45am. Community projects and support – joint Art project booked.</p>	<p>G/M increases confidence, independence and closes the gap between DP and non DP. Evidence indicates that pupils who have eaten will be able to concentrate in their learning. Targetting families for breakfast club– has led to improved attendance</p> <p>PP pupils are tracked on behaviour analysis, attendance and participation in clubs</p>	<p>Observations show that pupils are engaged in their learning.</p> <p>Pupil voice.</p> <p>Reduction in late arrivals and pickups for PP pupils.</p>	EWO, HT	<p>Termly review through progress meetings/monitoring and yearly detailed review.</p> <p>Termly EWO meetings</p>
Children are able to take part in the opportunities available and access additional targeted provision eg. Music/surfing – without cost or specialist equipment being a barrier.	<p>£200 incentive/credit for every PP family</p> <p>Subsidised cost of Key Stage 2 camps and trips.</p>	<p>Equality of opportunity. We want all children to access all the opportunities available to them and to take part in a wide range of enrichment activities.</p>	<p>School office hold records to ensure PP money is used for this purpose. If PP children do not opt to go to camp- liaise with parents to ensure that the reasons for this are not financial.</p>	HT Office	Termly
Social and emotional support is provided for those children who need it.	<p>TIS Learning Mentor</p> <p>Forest Schools</p> <p>Music Therapy</p> <p>Lego Therapy</p>	<p>We consider addressing children's social and emotional needs to be fundamental to our work. Through this support, children become more self-assured and ready to engage with life and learning. The EEF</p>	<p>Rolling programme of TIS. Appropriate assessments and programmes are in place and monitored.</p>	LV, CH	Half-termly reviews.

		Teaching and Learning Toolkit recognises that Social and Emotional interventions have an identifiable impact on attitudes to learning and, in many cases, attainment (five months additional progress on average).			
Total budgeted cost					£ 45, 550

6. Review of expenditure IMPACT and evaluation				
Previous Academic Year : £ 40,080		2017- 2018		
Desired outcome	Chosen action / approach	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: £42,837
A. Improved reading skills for all, including phonics knowledge and comprehension strategies – through developing a love of reading.	Whole School 9-9.30 reading and phonics Whole-class 'Read with DERIC' strategies to be trialled in KS2. 1:1 interventions across both KS 'Rocket Readers'	Partly met. MAPPIX data shows increased outcomes. Amber children moving to secure. Number of year 1 children achieving phonics increased.	1:1 necessary for new children joining mid-year. Interventions focus needed KS1. Reading strategies to be made a priority to increase confidence and stamina. High staff illness – affected some children receiving their entitlement. To refine and continue.	£4,000
B. Feedback is used to help raise standards in English and Maths.	Feedback marking to close the gap- example/reminder/scaffold prompts – children use 'purple polishing' to improve. Develop growth mindset to give pupils ownership of their learning and enable them to recognise their own strengths and "next steps".	On going. Books show children taking ownership for their learning. Improved Presentation, Productivity and Progress. Increased confidence and higher expectations.	Consistency of approach across the school required to fully embed. Additional TA sessions required – increased expectations of TAs to give feedback. To refine approach and continue.	£600
A and B Accelerate progress for Pupil Premium children in the EYFS- especially communication needs- skill-up TAs- training.	Children are baselined on entry and interventions immediately put into place to address specific areas for development. EYFS training.	GLD increased. Detailed interventions and targeted support ensured progress.	Further ongoing training for EYFS team to support increasing complex needs and increased NOR of a specific transient group of children.	£10, 687
C Children's specific learning and emotional needs are identified and	Additional Ed Psych time bought in so that targeted support and advice can be given to staff and families of	TIS has been established to respond to children (both in receipt of PP and not) who need additional support to manage their emotional well-being and self-regulate. High numbers gaining	Moving to dedicated TIS time – additional TA hours required across the afternoon – to protect this time. TIS assessments evidence gains. Anecdotal feedback from staff and children	£5,000

addressed to help the child be ready to learn	Pupil Premium children. TIS training Learning Mentor sessions	TIS intervention with a dedicated practitioner. Motional reports show significant impact and decrease in cpoms incidents.. Whole school benefit – through circle time and assemblies.	To use cpoms data reports.	
To provide a social start to the day and improve attendance with opportunities for interaction with staff and their peers through a Breakfast	To provide breakfast in school which is free for Pupil Premium pupils. Where attendance or punctuality is an issue, parents are directly approached.	High impact on improving attendance	Additional support staff needed. Opportunity to encourage pre-learning. To continue – parents can choose to use virtual credit.	£16,750
Children are able to take part in the opportunities available and access additional targeted provision eg. Music/surfing – without cost or specialist equipment being a barrier.	Half the cost of Key Stage 2 camps and trips - funded for PP children so that they can access all the opportunities available to them. £200 incentive/credit for every PP family	Increased uptake in PP, increased funding to support individuals.	Communicating incentives to parents at least half-termly. To discuss £200 incentive V additional directed 1:1 support.	£5,800