

# Pupil premium strategy statement at Penponds Primary School

1. Summary information					
School	Penponds Primary School				
Academic Year	2018/19	Total PP budget	£23,680	Date of most recent PP Review	Jan 19
Total number of pupils	115	Number of pupils eligible for PP	18	Date for next internal review of this strategy	Feb 19

2. Attainment and progress for Key Stage 2 2018			
Proportion of pupils in Y6 (2016 cohort) eligible for PP	25%	Pupils eligible for PP	Pupils not eligible for PP in school
% of pupils eligible for PP achieving ARE in 2018 Reading 100% Writing 100% Maths 100%			
% of pupils not eligible for PP achieving ARE in 2017 Reading 100% Writing 80% Maths 100%			
% achieving ARE in reading, writing and maths		100%	80%
Points progress in reading		4.52	3.5
Points progress in writing		3.22	0.7
Points progress in maths		5.87	4

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Speech, language, vocabulary and comprehension skills in Year 3 boys are lower for pupils eligible for PP than for other pupils
B.	Progress measures for pupils eligible for PP, especially boys, are not as accelerated as they could be in KS2
C.	Specific additional needs including those being supported as SEN to make good progress
D.	Social, emotional and behavioural problems affecting wellbeing and progress
External barriers (issues which also require action outside school, such as low attendance rates)	
C.	Circumstances in the home which have an impact on the pupil's emotional wellbeing in school. This is a barrier to progress. Some PP pupil families book holidays during term time as they work in the hospitality industry and are unable to take holidays during school holidays.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increase attainment and rates of progress for all PP chn, particularly PP boys in Year 3 and year 5	Pupils eligible for PP make rapid progress by the end of the year so all PP pupils meet ARE or exceed by the end of the academic year
<b>B.</b>	Trauma Informed Schools practitioners effectivity target PP children to support their mental health	Children with additional needs are supported effectively through the school's SEND practice, TIS practitioners with recognition of and support for any additional factors that PP children face. Referrals to outside agencies are made in a timely fashion and followed up.
<b>C.</b>	Ensure attendance of all chn, but particularly those eligible for PP, remains above average.	Whole school attendance remains above national average with pupils eligible for PP achieving above average attendance.

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?
Increase <b>attainment and rates of progress</b> for all PP chn so they are at ARE or above by the end of the academic year	<p>Staff CPD developing maths mastery with the maths hub and implementing the CPA approach.</p> <p>RWI relaunch of grammar and spelling with LA's updated training from CS.</p> <p>Programme of peer observations and pair coaching.</p> <p>Full time Learning assistant provided in each class</p> <p>Daily interventions by Learning assistants using distance marking sheets.</p>	<p>Evidence: In 2017/18 constant diagnostics and precise intervention were responsible for our above average KS2 results.</p> <p>This year we are part of a teacher research group to embed the Concrete, Pictorial then Abstract approach in maths to increase children's mastery of maths before they get to Year 6. This choice was selected in conjunction with our Maths Mastery Lead from the West Cornwall and Devon Maths Hub.</p> <p>Ref: Ofsted 'The Pupil Premium' How schools are spending the funding successfully to maximise achievement'</p> <p>National literacy trust research 2016 discussed the importance of reading for pleasure and its impact on Literacy attainment and progress.</p>	<p>Half termly timeline with agreed actions and milestones is prepared for each term.</p> <p>Monitoring programme ensures actions are completed.</p> <p>Provision map, termly pupil progress meetings, achievement team meetings are used to ensure planned interventions are having good impact on individual PP children.</p> <p>PP Governor meets termly with HT to ensure governors are maximising PP spend where it is most needed and transparency with staff and parents over the spending.</p> <p>Senior Leaders are held accountable by HT and report to Governors in the spring term on the impact of their work.</p>	<p>Maths Mastery teachers – LL and CM</p> <p>Literacy Lead teacher - CS</p>	March 2019

<p><b>Care, guidance and support</b> is improved for PP chn and specific additional needs are supported effectively.</p>	<p>TIS practitioners work 1-1 on Wednesday afternoons as 'emotionally available adults' with identified pupils to develop mental health and emotional resilience.</p> <p>Whole school assemblies focusing on values and kindness</p> <p>School Value cards. Playground Leaders</p> <p>Pupil voice to include Learning Ambassadors, E-cadets and School Council.</p> <p>Year 6 prefects acting as peer mentors and reading buddies</p> <p>Growth mind set to develop confidence, curiosity and creativity.</p>	<p>Pupil progress meetings have highlighted some pupils for whom poor emotional resilience are preventing accelerated progress (e.g. children lack independence, resilience or are easily distracted).</p>	<p>Termly monitoring of behaviour records</p> <p>Termly pupil conferences</p> <p>Half termly MAT timeline Lesson visits and drop ins</p> <p>Governor visits to observe behaviours.</p>	<p>TIS practitioners. KT and AD.</p>	<p>March 2019</p>
<p><b>Total budgeted cost</b></p>					<p><b>£12,400</b></p>

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?
Increase <b>attainment and rates of progress</b> for all PP chn in Literacy	Daily reading using Accelerated Reader to quiz and weekly targets set. Explicit reading skills taught in UKS2. Headteacher's reading book tea party – once a term Accelerated Reader vocabulary quizzes 'Reading Assemblies' RWI phonics intervention Termly Spelling Bee competition Reading buddies scheme Speech and Language therapy Learning Assistant support Guided reading parent volunteers SPAG.com	These interventions are structured into the school week and have historically had a good impact on attainment and progress.  Good practice has been researched in other schools through visits, learning walks, MAT network meetings.  New research from Literacy Shed training and spelling update formed the basis of spelling interventions	Agreed classroom expectations.  Organise timetable to ensure staff have sufficient preparation and delivery time.  Impact of interventions are reviewed regularly and altered accordingly depending on success and individual chn's needs – see half termly timeline.  Training is updated as required throughout the year.  Careful half termly-tracking of individual PP chn linked to pupil progress review meetings and achievement team meetings.  Pupil Premium Governor being a key part of all decisions	Literacy subject Leader	March 2019
Increase <b>attainment and rates of progress</b> for all PP chn in Maths	Clear feedback and next steps given daily Challenge evident in every lesson through Learning Ladder approach. Daily Fast Maths Weekly maths investigations using NRICH planning recorded in Floor books Dyscalculia toolkit with HLTA Y6 MA group attend NEXUS CPA approach embedded. Provision of IT to enhance homework provision and expectation Learning Assistant daily intervention with consistent manipulatives as recommended by the maths hub.	We want to provide extra support to rapidly improve maths progress and attainment.  Evidence for this approach was gathered from our own internal tracking data, half termly assessments, pupil conferencing and day to day teaching.  Through the Cornwall and West Devon maths hub, staff have become part of a Teacher Research group to analyse teaching strategies used in Singapore and how they can be adapted to our school. We are working closely with a Maths Mastery specialist to improve our teaching practise and update our calculation policy to the CPA approach.  Small group intervention with high quality staff, targeted planning and resources have been shown to be effective.	Agreed classroom expectations.  Half termly timeline with agreed actions and milestones is prepared for each term. Monitoring programme ensures actions are completed.  Lesson visits and book looks  Provision map, pupil progress meetings, achievement team meetings are used to ensure planned interventions are having good impact on individual PP children.	Maths Subject Leader assisted by Maths Mastery specialist.	March 2019

<b>Care, guidance and support</b> is improved for PP chn and specific additional needs are supported effectively.	SEN TA provision to provide 1:1 support for ASD chn. TIS provision to boost emotional wellbeing for identified pupils. Breakfast and extended school provision. Targeted support with residential visits and extra-curricular clubs, e.g. surfing to boost self-esteem and confidence 1-1 Music tuition	To build on the success from last year and to overcome the multiple barriers faced by identified children.  Close relationships built with TIS 'emotionally available adult' to provide a solid foundation for progress and attainment to improve TIS children.  To ensure that all children eligible for PP have the same opportunities that non PP children do regardless of cost.	Monitoring and evaluation timeline.  Careful tracking of these children through book looks, pupil conferencing, RAP board and pupil progress meetings.	Headteacher SENCO/  TIS lead	Half termly
<b>Total budgeted cost</b>					<b>£17,400</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Ensure attendance of all chn, but particularly those eligible for PP, remains above average.	Liaison with parents/carers by SENCO/HT Whole school approach to developing communication with parents and carers through social media, newsletters and texting. Challenging holiday requests with attendance evidence. Use EWO for attendance clinics as required. Close monitoring of PP attendance Strong parent relationships with much time spent on gate duty and talking to parents at drop off and pick up.	These strategies continue to work well the overall attendance above national, absence rate below national and 0.05% PA (6 pupils) compared to 9% nationally.  Parent survey was overwhelming positive with 100% of parents recommending the school.	Termly attendance letters Attendance clinics with PA pupils and parents as required. Rewards and badges for good attendance	Headteacher	Half termly Parent survey – July 2019
<b>Total budgeted cost</b>					<b>£1,280</b>

6. Review of expenditure				
Previous Academic Year		2017-2018    Total Pupil Premium 18,940		
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 (and whether you will continue with this approach)	Cost
Increase attainment and rates of progress for all PP chn.	Staff CPD developing maths mastery, grammar and spelling. DERIC reading skills explicitly taught. Programme of peer observations and pair coaching. Full time Learning assistant provided in each class	Yes. All PP chn made positive progress and were ARE or GD for ARE at the end of the year.  Children who were not eligible for PP also make good progress and achieved ARE with 53% achieving Greater Depth.  3 year 6 boys did not make ARE in writing and made negative progress compared to their KS1 starting points.	Yes – we will continue this approach. 16 boys have been identified across the school to focus on and ensure they practice their writing skills daily.  Lesson learned: diagnostic and precise intervention worked well and it is very important to ensure that learning assistants and teachers continue to ‘gap fill’ with pupils throughout the day to ensure no children are left behind.	£7200
Care, guidance and support is improved for PP chn and specific additional needs are supported effectively.	Whole school assemblies on learning behaviours. School Value cards. Playground Leaders Pupil voice to include Learning Ambassadors, E-cadets and School Council. Year 6 prefects acting as peer mentors and reading buddies Growth mind set to develop confidence, curiosity and creativity.	Pupil voice groups achieved much especially an active school council who were awarded recognition from the council.  School values continues to be a strength. Year 6 prefect system works well especially with buddies in reception.	Yes – we will continue to ensure all children are ‘ a boss of their own learning’ and ‘move their cutting edge of learning into the challenge zone’.	£2000

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
Increase attainment and rates of progress for all PP chn in Literacy and maths	Daily reading using AR to quiz. DERIC reading skills with whole class approach Accelerated Reader vocabulary quizzes 'Reading Assemblies' RWI phonics intervention Termly Spelling Bee competition Reading buddies scheme Speech and Language therapy Learning Assistant support Guided reading volunteers SPAG.com Clear feedback and next steps Challenge evident in every lesson Daily Fast Maths Maths Ladders approach Weekly maths investigations using NRICH planning Dyscalculia toolkit with HLTA Y6 MA group attend NEXUS Weekly small group 'Maths Leader' interventions with HT Weekly small group 'Maths Leader' interventions with HT using White Rose resource Learning Assistant Support Provision of IT to enhance homework provision	Yes – we me the success criteria and PP pupils made good progress and attainment, in some cases outperforming those pupils not eligible for PP.  1 Year 6 MABLE girl did not achieved her predicted scaled score of 110 instead scored 108.	Mighty writer did not work as an intervention and will be tried with SEN children from Sept 18.  Explicit reading skills were taught without using DERIC.	<b>£1280</b>



iii. Other approaches				
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
Ensure attendance of all chn, but particularly those eligible for PP, remains above average.	Liaison with parents/carers by SENCO/HT Whole school approach to developing communication with parents and carers through social media, newsletters and texting. Challenging holiday requests with attendance evidence. Using EWO for attendance clinics as required. Close monitoring of PP attendance Termly parent meetings and class dojo.	Yes. Attendance remains above the national average. Absence % remains below the national average. Persistent Absenteeism remains well below the Cornwall average.	Yes, we will continue this approach.	

7. Additional detail
<p>In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above.</p> <p>Our full strategy document can be found online at: <a href="http://www.penponds.cornwall.sch.uk">www.penponds.cornwall.sch.uk</a></p>