



1. Summary information as Context to this PP Report

Academic Year	19/20	Total PP budget	£43,525	Date of most recent PP Review	July 19
Total number of pupils	203	Number of pupils eligible for PP	36	Date for next internal review of this strategy	Jan 20

2. Assessment and Progress

Maths 2018 - 2019							Reading 2018 - 2019						
Cohort	NPP	PP	NPP	PP	NPP	PP	Cohort	NPP	PP	NPP	PP	NPP	PP
	NARE	NARE	EP%+	EP%+	Additional Progress from Summer 2018			NARE	NARE	EP%+	EP%+	Additional Progress from Summer 2018	
Y6 (24) PP 11	54%	36%	46%	27%	↑4	↑2	Y6 (24) PP 11	62%	33%	46%	27%	↑19	↑5
Y5 (23) PP 2	71%	0%	62%	0%	-	-	Y5 (23) PP 2	50%	50%	48%	50%	↓10	↑50
Y4 (29) PP 2	52%	50%	89%	100%	↑4	-	Y4 (29) PP 2	63%	100%	81%	100%	↑1	-
Y3 (30) PP 9	66%	62%	74%	78%	↑2	↑1	Y3 (30) PP 9	75%	62%	75%	62%	↓1	↓13
Y2 (30) PP 3	78%	33%	81%	0%	↓7	-	Y2 (30) PP 3	89%	66%	74%	33%	↑15	↑1
Y1 (28) PP 4	50%	75%	79%	100%	↓15	-	Y1 (28) PP 4	79%	50%	75%	75%	↓11	↑16



Writing 2018 - 2019						
Cohort	NPP	PP	NPP	PP	NPP	PP
	NARE	NARE	EP%+	EP%+	Additional Progress from Summer 2018	
Y6 (24) PP 11	69%	55%	54%	36%	↑27	↑17
Y5 (23) PP 2	48%	0%	48%	0%	↓12	-
Y4 (29) PP 2	37%	50%	63%	50%	↓19	↓50
Y3 (30) PP 9	52%	22%	95%	88%	↓1	↓16
Y2 (30) PP 3	62%	66%	70%	66%	↓23	-
Y1 (28) PP 4	75%	50%	79%	100%	↓12	-

Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Emotional development - children with emotional developmental needs are not
B.	Individualised specific learning difficulties
C.	Lack of opportunities to enrich the curriculum
D.	Social and behavioural learning difficulties
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
E.	Financial difficulties faced by families – low income
F.	Limited public transport
G.	Low aspirations and expectations for future success



3. Evaluation of the previous year against intended outcomes

15 out of a possible 18 measures of progress show greater than expected progress for PP pupils compared to national. This was also the case for 8 of the possible 18 for non pupil premium meaning the overall impact of PP funding appears to be positive. It is not possible to be so definite given small numbers and the fluctuations in pupil cohort over the year but it appears some areas of focussed funding were more effective compared to the non pupil premium cohort. These include

- **Maths in year 1 and 2**
- **Reading in year 1 and year 3**
- **Writing in year 1, year 2 and year 5**

Deeper analysis showed that effectiveness is highly dependent on matching the right strategy to need. Hence if a strategy has been effective with some pupils there is an argument for maintaining it and researching why.

Considering sample sizes of over 5 pupils, only the year 6 and 3 would be significant. Of these only maths was effective in not widening the gap. Reading and Writing strategies enabled Yr 6 PP to continue progressing even if not as fast as their classmates but in year 3 the strategies appeared less successful on the surface. Looking a little deeper, a change in class teacher and an extra two PP children arriving mid year are not factors that can be discounted. The following decisions are based on analysis of such small numbers so must be considered with caution. We have allowed for teacher assessment of impact in terms of a child's confidence, enjoyment, engagement and sociability to be significant factors as their inclusions seems as valid if not more so than the small fluctuations in data over small cohorts.



Starting Point	Goal (Intended Outcomes)	Actions and Strategies tried in order to meet intended outcomes.	Owner	Impact assessment / Review and notes. Will you continue with this strategy – why?	Cost
Improving quality of teaching for all					
<ul style="list-style-type: none"> In Maths in 2017/18. 25% of children were on or above their flight path for expected progress. In reading in 2017/18 13% of children were on or above their flight path for expected progress. In writing 25% of PP children were on or above their flight path for expected progress. 	<ul style="list-style-type: none"> At the end of KS2 PP children should progress in-line or better than their peers in reading, writing and maths (evidence to be based on CSI KPI data). PP plan in place for children to ensure all children are receiving targeted support (see other approaches for more detail). 	<ul style="list-style-type: none"> Precision Teaching training for all staff. (All staff) 	MH / TG / OJ	<p>September 2018</p> <p>Precision teaching training delivered to all staff and implemented immediately. MH has monitored and will continue to monitor the effectiveness of this approach on the SEND/PP children.</p>	£1000
		<ul style="list-style-type: none"> Precision Teaching implemented across the school and monitored to ensure accurate teaching and progress is consistent. (TG, MH) 		<p>February 2019</p> <p>New intervention afternoon timetable allowed PT to be focused on PP children from a range of classes.</p>	£2900
		<ul style="list-style-type: none"> MH (SENDCo) to monitored precision teaching and support in place for children. 		<p>May 2019</p> <p>Precision Teaching being monitored by MH and IEPs and class provision maps being used to show who requires PT.</p> <p>Precision teaching proved effective as shown by evaluation above and will be continued this year. Inclusion for SEND was also effective and will be continued.</p>	£2400



		<ul style="list-style-type: none"> • Author was intended to be used with year 6 to promote the love of reading and to encourage children to read for pleasure. • Class teacher release time with TAs (termly) was used to plan and assess interventions in place – OJ to teach classes. 	<p><i>Not arranged – this will be carried over to next year and £200 once again allocated</i></p> <p><i>March 2019 New timetable in place to allow class teachers and TAs release time once a half term to discuss and plan interventions. OJ teaches forest school to the class during this time – on a rotational basis.</i></p> <p><i>Positive responses to intervention and excellent progress particularly year 6 who made 26% progress over expected and so will be repeated next year</i></p>	<p>-</p> <p>£3531 (OJ)</p>
<ul style="list-style-type: none"> • PP children in Y6 currently only 38% of children at National expected standard in maths. 	<ul style="list-style-type: none"> • To increase % of children at National expected standard in maths. • To support PP children in their understanding of maths. • To focus on specific number skills and application of these when solving problems. 	<ul style="list-style-type: none"> • Purchase of Maths Whizz computer programme – targeted and individualised support (45 minutes a week for each child). + Continued subscription to MyMaths/Nessy to support learning. 	<p><i>Maths Wizz claims to achieve improvement and this was tested.</i></p> <p><i>February 2019 maths Whizz purchased and children using laptops within school on rota basis.</i></p> <p><i>March 2019 ICT in school is not adequate enough to support successful implementation of Maths Whizz. It is still being used (now can use on</i></p>	<ul style="list-style-type: none"> • £2004



		<ul style="list-style-type: none"> Headphones were needed to allow the children to fully access the programme. 		<p><i>iPads) but not as consistent across all classes for PP. ICT to be looked at by the SMART trust and steps in place to change this to ensure this can be utilised effectively.</i></p> <p><i>Although not as extensive as intended, evidence was positive and programme will be rolled over to next year but using mathematics and further investing in iPads for its use.</i></p> <p><i>March 2019</i> <i>Headphones purchased to allow all children to access Maths Whizz. This was a one off charge of £69.99</i></p>	
<ul style="list-style-type: none"> Lower than 25% extra-curricular participation numbers for PP children. See above barrier E. 	<ul style="list-style-type: none"> Increase % PP children (75%) attending an after school club during the year. 	<ul style="list-style-type: none"> Transport was provided in order to support PP children to attend after school clubs (TG, HR). 	TG / HR	<p><i>As present this hasn't been raised by parents and children who have wished to attend a school club have been able to do so. Attendance of PP pupils after school in sports activities increased but variable</i></p> <p><i>Having this decision in place was useful in enabling flexibility and will be retained next year but participation of PP students at free events will be recorded and monitored.</i></p>	



	<ul style="list-style-type: none"> • Ensure 100% of PP children attend an educational visit. 	<ul style="list-style-type: none"> • All PP children received funding to cover the costs of the day trips. • All PP children received funding to attend enrichment activities and school trips if required (TG, HR). 		<p><i>As from September all PP children have received funding of £15 per trip to cover cost of education trip.</i></p> <p><i>All Y6 PP children received funding to enable them to go on the y6 residential trip to London (October 2018).</i></p> <p><i>All Y4 PP children receiving funding attended the trip to Camp Kernow (May 2019).</i></p> <p><i>The school has made huge strides in terms of the pupils working collectively as a community which is felt to be in no small measure, due to such trips enabling PP pupils to take a full and active role free of stigma. This funding will be continued</i></p>	<ul style="list-style-type: none"> - £1665 (37 x £45 per child per year) - £3000 (15 x £200 per year child for London residential) - £400 (2 x £200 per year 2 child for Camp Kernow residential)
<ul style="list-style-type: none"> • Some children in the school have low expectations and do not value all aspects of their learning. 	<ul style="list-style-type: none"> • Raise expectations for all children in line with the SDP. • All PP children to take pride in their work and be able to share this with adults and other children. 	<ul style="list-style-type: none"> • Purchased book covers for all children in school and implementation of Personal Best. 	All staff	<p><i>January 2019</i></p> <p><i>Book covers purchased and children are taking more care of their work and are proud to show off their hard work.</i></p> <p><i>This has proved a highly cost effective use of the funds and has been respected by pupils so will be repeated this year.</i></p>	£100



Targeted Support				
<ul style="list-style-type: none"> • 8 PP children currently on Thrive (transferring to TIS) • Progress is measured three times during the year, halfway through each term. 	<ul style="list-style-type: none"> • All PP Thrive children meet the 70% baseline in most areas, meet the under 50% baseline in fear, anxiety and rage. • Children with emotional developmental needs re-engage with learning. • All families with children on Thrive/TIS to be actively engaged with school/home learning. 	<ul style="list-style-type: none"> • Weekly whole class Thrive to develop stronger relationships between peers (SM, KC, LH, GB). 	<p><i>March 2019</i> Weekly whole class TIS sessions are taking place in classes and are now led by the class teacher following guidance and support from Thrive practitioners.</p>	<ul style="list-style-type: none"> • £9150 (3 Thrive TAs for 4 afternoons each week)
		<ul style="list-style-type: none"> • Assessment, planning and review time for Thrive practitioners and teachers (All staff). • Time for Lead Thrive Practitioner to plan and coordinate interventions with Thrive TAs (SM). • Transfer from Thrive to TIS (Trauma in Schools) (SM, GB). • TIS introduced to all teaching staff and training provided alongside professional development (SM, GB) 	<p><i>January 2019</i> Transferred from Thrive to TIS. All staff to be guided through the assessment process by SM/GB.</p> <p><i>March 2019</i> All staff completed first assessment and are now using this to inform the use of TIS in classes and with individual children.</p> <p><i>June 2019</i> SM led staff meeting and all staff have successfully completed the second assessment which allows individuals to be supported appropriately.</p>	<ul style="list-style-type: none"> • £2507 (TIS planning/assessment time for 2 TAs throughout the year) • £2405 (peers)
		<ul style="list-style-type: none"> • Family Thrive – engaging and meeting with parents to help with emotional, behavioural and social support at home. 	<p><i>June 2019</i> Weekly family Thrive sessions have started led by SM and GB</p>	<ul style="list-style-type: none"> • £1504 (3 terms)



				<p><i>TIS assessments and staff understanding is now a key element of school practice with staff having seen the impact. Anecdotal evidence from teachers that they feel more able to focus the benefits of the training on those who need it most. Next year this needs to be built on and embedded.</i></p>	
<ul style="list-style-type: none"> • In 2017/18 Year 2 Nare+ for PP students was 33% in maths. • Year 3 25% in writing the year before 	<ul style="list-style-type: none"> • Year 2 maths to be in line or above peers (56%) • Year 3 writing to be in line or above peers (50%) 	<ul style="list-style-type: none"> • Class Profiles were used by the class teachers to identify the gaps and intervention needed for PP children. 	NT / TH / KG	<p>January 2019 Class profiles have been used to identify gaps in understanding and where intervention is needed. Discussed with writing co-ordinator and maths co-ordinator. Will be an on-going process.</p> <p>June 2019 Class profiles continue to be used to monitor and identify gaps; these will be used to transition between year groups.</p> <p><i>Individualised intervention was generally most effective in maths. In Yr2 the outcomes were stable at 33% despite a drop for non-PP. In Yr3 writing PP pupils improved then returned to approximately 25% - hence PP once again stabilised rather than enhanced.</i></p>	<p>£2400</p> <p>NT/ MH release time</p>



		<ul style="list-style-type: none"> • NT/MH to meet with class teachers and discuss different approaches and resources which can be utilised/purchased to support individual learning. 		<p><i>On-going discussion when needed and resources identified if appropriate (non to date – May 2019).</i></p> <p>Good methodology that will be repeated. Once again a budget will be set aside in case required for release time even though this was not required this year.</p>	
<p>Other Approaches including Whole School Strategies and MAT Collaboration Strategies</p>					
Currently there is no set written format for recording interventions for PP children.	100% PP children to have an individual intervention plan by summer 2019.	<ul style="list-style-type: none"> • Discussion and meeting across SMART in order to develop an effective PP intervention plan. • Feedback time during staff meetings to discuss effective intervention resources to support teaching staff. • Training for staff on how to develop and use the intervention plan effectively – to be delivered by NT and staff from across SMART (if appropriate). 	TG / NT	<p><i>March 2019</i></p> <p><i>Research by NT into different areas which would need to be included on a PP plan.</i></p> <p><i>May 2019</i></p> <p><i>Discussion with SENDco and TG about the use of the current SEND plans/IEPs and how these are not as effective. Discussion as to whether another format would be more effective or if this wouldn't work at the moment in our school. NT to look at different possibilities.</i></p> <p>Further cross MAT intervention though SMART day will take place next year. Further meetings</p>	



<p>Low aspirations and low self-confidence.</p>	<ul style="list-style-type: none"> • To develop resilience and boldness in all PP children which enables them to approach challenges confidently. • 100% of PP children able to engage in new challenges confidently (measure based on participation in end of year activities, e.g. sports day) 	<ul style="list-style-type: none"> • Provide additional learning opportunities which focus on developing resilience and being bold, e.g. trips to others schools, sports events. • Purchase of chickens for the school grounds to enable PP children to become more independent learners and to take responsibility. 	<p>TG / NT</p>	<p><i>arranged where needed.</i></p>	
				<ul style="list-style-type: none"> • The introduction of chickens into a primary school has already proven to be a positive step as these were introduced in the previous school where TG taught. The children were given responsibility for the animals as well as taught how to care for them – an experience many children will not have had. <p><i>June 2019</i> <i>Research taking place regarding shelters and animals and how this could work at Dobwalls school and how best to engage and involve PP children.</i></p> <p><i>This is a positive investment that has added to the whole community and given PP pupils needed status. Their role in the care of the chickens will continue next year. Ongoing cost of £5 per week to feed = £300 budget</i></p>	<ul style="list-style-type: none"> • £645



		<ul style="list-style-type: none"> • Buy a school camera to enable photos to be taken of children experiencing new challenges – these can then be celebrated across the MAT. 	<p>May 2019 Camera purchased and being used to celebrate achievements.</p> <p><i>We are proud of the number of articles generally posted by the school. Monitoring will look at the impact on status next year.</i></p>	<ul style="list-style-type: none"> • £140
		<ul style="list-style-type: none"> • £50 annually for each child to purchase school uniform. 	<p>Continuing to happen in school through the school office.</p> <p><i>This will be continued as a core service assisting a rural locality with increased role of food banks over the past year.</i></p>	<ul style="list-style-type: none"> • £1850
		<ul style="list-style-type: none"> • Re-introduction and implementation of Building Learning Power in all classes by teaching staff – linking LH to lessons. 	<p>March 2019 Re-introduced through BLP science day and bring used in classes to develop confidence and self-esteem as well as successful learning habits.</p> <p><i>This has been changed to accommodate SECRET skills which have the option of setting meaningful goals for young people. This will become a key driver for next year.</i></p>	<ul style="list-style-type: none"> • £200



<p>There are children in the school whom staff believe should be receiving PP funding but aren't yet.</p>	<p>Allocate funding so these children can be fully supported in their learning as well as focusing on social, emotional and behavioural needs.</p>	<ul style="list-style-type: none"> Funding for educational visits and residential trips. Purchase of breakfast food to ensure all children are provided for and ready to learn and then the implementation of a weekly breakfast club for Y6 children run by 1xTA. 	<p>TG / NT / HR</p>	<p><i>May 2019</i> <i>Funding to support children through breakfast club during y6 SATs.</i></p> <p>26% improvements over year 6 over and above expected progress, hence a repetition of this for next year.</p>	<p>5 pupils – trips £225</p> <p>Residential - £1000</p> <p>Staffing - £500 pa</p> <p>Food - £15 per day (£2925 pa)</p> <p>Initial purchase of crockery/cutlery £300</p>
---	--	--	---------------------	--	---

In brief

- Continuation and further support for individualised support, staff 1:1 strategies, TIS and precision teaching.
- Continuation for funding streams that directly reduce lack of access to clubs, trips and uniform
- Experimentation with different ICT solutions
- Continuation of support for pupil responsibility through the chickens and student led initiatives
- Time for staff to formulate and share ideas



4. Strategies for Closing the Gap this Year. See SDP for further information on NEW Developments

Starting Point	Goal (Intended Outcomes)	Actions and Strategies being implemented this year.	Owner	Review and Notes including the evidence base for why we believe this will be effective.	Est. Cost
<i>Improving quality of teaching for all</i>					
<ul style="list-style-type: none"> - Teachers report lack of equipment as a barrier to faster understanding - Expected progress occurs up to year 4 for PP currently and concepts have proved a barrier 	<ul style="list-style-type: none"> - Improved conceptual understanding in Maths - 100% of PP pupils and low prior attaining pupils in year 5 and 6 make expected progress. 	<ul style="list-style-type: none"> - Purchase of ‘concrete’ manipulatives in maths and where appropriate in other subjects - Training of all staff in the use of manipulatives as a method for investigating misconception in Maths 	TH	<ul style="list-style-type: none"> - <i>The Maths MAT team provided a day of training for Maths primary leads in November in Liskeard school to explore complex use of manipulatives.</i> 	<ul style="list-style-type: none"> - £800 - £1050 - (£150 x 7 for all teachers and TAs released for half a day to work with Maths lead)
<ul style="list-style-type: none"> - Precision teaching was involved in the majority of cases in which 	<ul style="list-style-type: none"> - Impact evidence extends beyond demonstrating that specific barriers to learning have been removed. Data is 	<ul style="list-style-type: none"> - Use of excess staffing to enable precision teaching to address ‘gap lists’ and prevent pupils falling further behind. 	MH / TG / OJ	<ul style="list-style-type: none"> - <i>Given that a greater number of PP pupils are operating below expectation, this universal policy is very likely to benefit PP pupils disproportionately</i> 	<ul style="list-style-type: none"> - Budget of £10,425 to be used for regular precision



<p>progress was achieved.</p> <p>Interventions of this kind in year 6 led to in-year increases in the order of 26% for non pupil premium and up to 17% for PP.</p>	<p>re-taken a year later to look at the impact. The aim is that 100% of precision teaching interventions result in conceptual understanding rather than retrieval.</p>	<p>Long term monitoring of the impact of precision teaching to return to pupils a term after an intervention to check understanding</p> <p>Use of staff training time for feeding back precision teaching interventions that worked and the evidence this is long term</p>			<p>intervention across a range of classes</p>
<p>Numerous STAR project interventions and planned activities included in this plan were devised through release time</p>	<p>Survey of pupils shows repeated positive impact on wellbeing and enjoyment of Forest School</p> <p>Volume, diversity and quality of interventions planned by TAs is repeated as this year</p>	<p>Class teacher release time with TAs (termly) to plan and assess interventions in place – OJ to teach classes.</p> <p>Continuation of Forest School as an alternative mode of learning and outdoor exploration</p>	<p>MH / TG / OJ</p>	<p><i>Continuation of successful strategy from this year in which Oli has been able to use this time to provide forest school experiences for the pupils</i></p> <p><i>New timetable in place to allow class teachers and TAs release time once a half term to discuss and plan interventions. OJ teaches forest school to the class during this time – on a rotational basis.</i></p>	<p>£3531 (OJ)</p>



<p>- Writing does not keep up to pace with reading in the school</p> <p>- Reading progress at under -2 and reading at almost -1</p>	<p>- Close the gap between writing proficiency and Reading</p> <p>- Positive progress scores for both reading and writing and a narrowing of the PP gap</p>	<p>- Invitation of authors to the school to inspire children and extend their own writing</p>		<p>- <i>Jan 2020 – bookings are now in place</i></p>	<p>- £200</p>
<p>- Last year this project had a notable impact on the pride in work and the care with which books were maintained</p>	<ul style="list-style-type: none"> • Raise expectations for all children in line with the SDP. • All PP children to take pride in their work and be able to share this with adults and other children. 	<p>- Purchase book covers for all children in school and implementation of Personal Best.</p>	<p>- All staff</p>	<p>- <i>This has proved a highly cost effective use of the funds and has been respected by pupils so will be repeated this year.</i></p>	<p>- £100</p>
<p>Targeted Support</p>					
<p>- Work is needed to re-establish reading for pleasure as a core expectation of all pupils</p>	<p>- 50% of leaders had formerly made less than expected progress in reading. This project enables 100% of these to achieve expected progress.</p>	<p>- Establishing the Library as a student led facility as the Rainbow Room is currently and provide student librarians with a budget for new books voted for by students.</p>	<p>- KP</p>	<p>- Wider benefit to the whole school in having a more age appropriate and interest led library.</p>	<p>- £2000 paced over the year</p>



<p>- Pupils have demonstrated the ability to run the rainbow room and clubs</p>		<p>- Utilising the student leadership activities as a way of raising the aspiration, status and confidence of PP pupils disproportionately</p>			
<p>- A delay in fitting the new network capped the impact of a promising set of interventions</p>	<p>- The proportion of pupils making expected progress is increased through use of this strategy</p>	<p>- Active promotion of iPad based activities for practicing fluency in Maths and Reading for pupils not making expected progress. For example Mathletics</p> <p>- Investigation of programmes for more subjects which engage pupils</p>	<p>- TH</p>	<p>- <i>iPads and applications have been found to be more adaptable</i></p>	<p>£2000 (iPads, apps and set up)</p>
<p>- Open policy of funding clubs enabled more to engage even though funding was rarely called on</p>	<p>- Increase % PP children (75%) attending an after school club during the year.</p>	<p>- Transport, kit and equipment costs employed to support PP children to attend after school clubs and related events (TG, HR).</p> <p>- Recording all attendance centrally of paid or unpaid after school clubs and related events between</p>	<p>- TG, HR</p>	<p>- <i>All clubs for this year are about to restart after the Christmas period</i></p>	<p>- TBA based on demand and need</p>



		Christmas and the end of the year and actively encourage parents of PP pupils			
- 100% of PP children attended visits in 2018/19	- Ensure 100% of PP children attend an educational visit.	- All PP children receive funding to cover the costs of the day trips and residential.	- TG	- <i>This is a continuation of a successful project last year in which all PP pupils benefitted over the year.</i>	- £1665 (37 x £45 per child per year) - £3000 (15 x £200 per year child for London residential) - £400 (2 x £200 per year 2 child for Camp Kernow residential)
- Improvements in behaviour and anecdotal evidence of the positive impact cited by pupils and staff - Considerable support for the	- All staff trained - All staff regularly use the methods to target support - Fewer cases of poor choices for behaviour based on pupil stress or mental health challenges - Monthly family TIS sessions led by SM	- All staff are able to use TIS assessment to focus support more effectively and in more targeted ways to those who need it. - Continuation of TIS parent support			- £2507 (TIS planning/ assessment time for 2 TAs throughout the year) - £9150 (3 Thrive TAs for 4 afternoons each week) - £1504 for family



continuation of this strategy	and GB				TIS session funding throughout the year
- This approach led by staff supported through their class profiles appears to have been the most effective strategy in 2018/19	- Staff are trained through this process to put together proposals which are properly linked to class profile data and able to be evaluated - Impact assessments show improvements in outcomes	- NT/MH to meet with class teachers and discuss different approaches and resources which can be utilised/purchased to support individual learning. - NT/MH follow through with successful proposals from staff to help them evaluate impact including the use of subjective information	- NT / TH / KG	- <i>Class profiles are used as a core to the discussion to identify interventions, strategies and possible resource purchases.</i>	£2400 - NT/ MH release time
- Largest improvements and impact on PP pupils last year was in year 6 during the second half of the spring term	- All PP pupils in year 6 to benefit - Experimentation with conditions to find a position for non PP funding to make the project more sustainable for more year groups	- Purchase of breakfast food to ensure all children are provided for and ready to learn and then the implementation of a weekly breakfast club for Y6 children run by 1xTA.	- TG / NT / HR	- <i>During May last year all pupils were supported through a breakfast club in Yr6 to support the SATs</i>	Staffing - £500 pa Food - £15 per day (£2925 pa)



- Established practice that is well received and recognised as having social impact in line with the ethos of PP funding	- Funding is utilised by all those who need it	- £50 annually for each child to purchase school uniform.	- TG / NT / HR	<i>Continuing to happen in school through the school office.</i>	£1850
- Introduction of the chickens was extremely popular and enabled PP pupils to engage with a project that delivered status and responsibility.	- Correlation of an attitudinal survey and progress measures is used to show the impact on pupils leading this project.	- School Chickens are managed and cared for by pupil leadership group that provides a PP status opportunity.	- TG / NT / HR	<i>Existing strategy from last year. Estimated costs is just in terms of £5 per week feeding charge.</i>	£250
Other Approaches including Whole School Strategies and MAT Collaboration Strategies					
- Positive reports of impact from staff who worked together collectively across the	- A group focussed on PP sharing of strategies is established across the Trust and meets with an annual set of objectives	- Good ideas that have been evaluated elsewhere in the Trust are implemented at Dobwalls	- TG	-	£450 (Termly cover)



Trust.		- Greater capacity for research and ideas forming e.g. from EEF.			
				<i>Total Funding allows for budget of £43,525 plus just under £3,000 of our current £12,000 contingency/underspend.</i>	£46,457

5. Further Notes

The data above shows last year’s data and the PP children changed throughout the year due to movement either leaving or joining the school.

6. Status and Use of the Document

Status for 2019/2020 – We will have a standard version in use by all following the trials and discussions of 2018/19

Primary and Secondary difference – the data points in the summary section are the only intended differences, These are intended for context of the school only so need not be as detailed as the ‘starting points’ described against each strategy.

Governors – This document will be RAG rated and notes added each term as part of the SDP review each term,