

# Pupil premium strategy statement 2019-2020 (primary)

1. Summary information					
School	Lostwithiel Primary School				
Academic Year	2019-2020	Total PP budget	£24,040	Date of most recent PP Review	11.6.18
Total number of pupils	142	Number of pupils eligible for PP	20	Date for next internal review of this strategy	February Half Term

2. KS2 Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	67%	81% (national 65%)
% reading	100%	100% (national 73%)
% writing	67%	81% (national 78%)
% maths	100%	93% (national 79%)

## 2019 end of year data

EYFSP: 60% of Disadvantaged children achieved a Good level of development; this is above 2018 national EYFSP results for FSM children (57%),  
 Y1 Phonics: 100% of Disadvantaged children achieved the expected standard  
 Y2 Phonics: 100% of Disadvantaged children achieved the expected standard  
 KS1 RWM: 50% of Disadvantaged children achieved at least the Expected standard in all three subjects. This is an improvement on EYFSP results, where only 25% achieved at least Expected in reading and in writing.  
 KS2 RWM: 100% of Disadvantaged children achieved at least the Expected standard in reading and in maths; 67% achieved at least the Expected standard in writing and in combined RWM. This is above national KS2 results for All children in reading and in maths; above national results for Disadvantaged children in combined RWM; and in line with national results for Disadvantaged children in writing.  
 KS2 Progress scores for Disadvantaged children in reading (1.6) and in maths (3.4) are above national KS2 progress scores for All children; but writing (-0.8) is slightly below national (although higher than the school progress score for Non Disadvantaged).

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Disadvantaged children arrive at school with poor communication skills, already behind their more advantaged peers. Left unaddressed, this gap grows rather than diminishes. Children's spoken language skills are one of the strongest predictors of their future life chances.	
<b>B.</b>	There is a vocabulary gap in reading, understanding and using a wide range of vocabulary in writing	
<b>C.</b>	Mental health issues / attachment issues experienced by some PP children leading to lack of resilience and fixed mind set and inability to persevere and take risk	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Low attendance rates for some PP families	
<b>E.</b>	Family challenges and lack of family support for some pupils	
<b>F.</b>	Challenges of a remote location in Cornwall- Lack of access to wider activities and events within the local area, including home reading and online resources	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Higher rates of rapid progress across the school for disadvantaged children	Disadvantaged children are making same or better rate of progress as non disadvantaged nationally
<b>B.</b>	Development of resilience, growth mindset and increased mental health	Identified children able to fully access the curriculum and feel happy and safe in school so they can take risks
<b>C.</b>	More stable family backgrounds	Minimised effect from families needing CAF / CP support. Children make good or better progress in their learning
<b>D.</b>	High attendance rates for disadvantaged children	Reduce persistent absence
<b>E.</b>	Broaden horizons and higher aspirations for disadvantaged children -Children able to access all areas of the curriculum and supported by trained school staff and professionals, where needed.	Wide range of experiences and aspirations for future to include further education

## 5. Planned expenditure

Academic year 2019 2020

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?
A. Higher rates of rapid progress across the school for disadvantaged children	<p>Implementation of the Oracy Project and Oracy in school</p> <p>Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.</p>	<p><a href="https://voice21.org/oracy/">https://voice21.org/oracy/</a> Children's spoken language skills are one of the strongest predictors of their future life chances, yet too many disadvantaged children arrive at school with poor communication. The Oracy Project skills, already behind their more advantaged peers. Left unaddressed, this gap grows rather than diminishes.</p>	<p>AHT has attended oracy project training led by Plymouth Teaching School Alliance and the Kernow Teaching School Alliance are investing in the training across our trust.</p> <p>Our AHT has devised an action plan and has disseminated training and resources to all teaching staff.</p> <p>Senior leaders will monitor and evaluate this through regular learning walks, planning and work scrutiny and</p>	Kate Webber	Half termly
	<p>Continued investment in Read Write Inc and accelerated reader following the success of their impact with year on year improvements in reading since 2015.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p> <p><a href="https://www.ruthmiskin.com/media/filer_public/c5/55/c5551189-25bf-4cdb-99c5-284c0756dd3d/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence">https://www.ruthmiskin.com/media/filer_public/c5/55/c5551189-25bf-4cdb-99c5-284c0756dd3d/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence</a></p>	<p>Reading leader assesses RWI pupils to regroup pupils half termly</p> <p>External development days with RWI trainer x2 per year</p> <p>English lead to monitor growth reports - teachers to take ownership of weekly progress of class and ensure books in correct ZPD</p>	<p>Jo Naylor</p> <p>Kate Webber</p>	<p>Half termly</p> <p>AR weekly growth reports</p>

	Further investment in the RWI book bag books to consolidate learning and engage parents with sound blending	<a href="#">_xbviibh.pdf</a> The EEF Phonics Evidence Summary notes that 'The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). These book			
E) Broaden horizons and higher aspirations for disadvantaged children -Children able to access all areas of the curriculum and supported by trained school staff and professionals, where	Increased range of professional support including play therapy, Yoga and Forest School.	<a href="https://www.lboro.ac.uk/mediacentre/pres-releases/2017/october/study-revealsforest-school-benefits/">https://www.lboro.ac.uk/mediacentre/pres-releases/2017/october/study-revealsforest-school-benefits/</a>	Regular HT monitoring  Parental feedback sought during annual questionnaire and parents steering group  Pupil questionnaire and pupil conferencing.	Natalie Simmonds	Termly
<b>Total budgeted cost</b>					£8000
<b>ii. Targeted support</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>
A. Higher rates of rapid progress across the school for disadvantaged children	Priority marking for disadvantaged pupils followed by rapid response intervention by teacher or TA  Afternoon intervention groups in both KS1 and KS2 for individual learning targets for PP vulnerable readers and	By addressing misconceptions at the point they happen we hope to increase pace of learning and minimise the gaps in learning	Rapid response and afternoon intervention monitored by senior leaders  Marking and quality of feedback monitored by SLT  External PP review booked for Summer Term 2020	Senior leadership Team  Class teachers to direct the daily intervention	Half termly

<p>B. Development of resilience and increased mental health</p> <p>C. More stable family backgrounds</p>	<p>Nurture groups and pairs for PP children</p> <p>Sendco time to assess using TiS motional tool and activities based on the evidence gathered</p> <p>PP Forest School group led by HLTA FS leader to promote resilience, growth mindset and risk taking)</p> <p>Emotion Coaching training delivered to all TA staff</p>	<p>Nurture TA will</p> <ul style="list-style-type: none"> <li>• Provide a safe space</li> <li>• Build resilience through growth mind-set activities</li> <li>• Work with families who are facing challenges or struggling to deliver good parenting and signpost or refer to appropriate support</li> <li>• Provide strong social and emotional support needed</li> </ul> <p>Children supported in a nurture group provision to allow them to access the main school curriculum in smaller bursts while having regular adult support to regulate and maintain appropriate and safe behaviour in a school environment.</p>	<p>Regular HT monitoring Individual behaviour plans for all children accessing provision Regular meetings between Nurture group staff, class teachers, HT and Parents</p> <p>External PP review booked for Summer Term 2020</p>		<p>Every 6 weeks</p> <p>Termly LGB visits</p> <p>Review through pupil conferencing with PP pupils termly, work and planning scrutiny</p>
<b>Total budgeted cost</b>					£8000
<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>
<p>A. Higher rates of rapid progress across the school for PP children</p> <p>B. Development of resilience and increased mental health</p> <p>E. Broaden horizons and higher aspirations for disadvantaged children</p>	<p>Additional experiences such as an outdoor/ adventurous residential are subsidised to ensure that PP children can access them. A trip to London develops the citizenship of PP children.</p> <p>Additional activities such as swimming, extra curricular sports and music after school clubs</p>	<p><a href="https://www.unicef-irc.org/article/1900-participation-in-sport-can-improve-childrens-learning-and-skills-development.html">https://www.unicef-irc.org/article/1900-participation-in-sport-can-improve-childrens-learning-and-skills-development.html</a></p> <p>Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment.</p>	<p>Review internally using monitoring and evaluation procedures.</p> <p>Pupil conferencing</p> <p>External PP review booked for Summer Term 2020</p>	<p>NS KF</p> <p>Admin team</p>	<p>Termly pupil progress meetings</p> <p>Review through pupil conferencing with PP pupils</p>

	<p>are subsidised by PP funding for our disadvantaged children.</p> <p>Breakfast club provision and after school club provision is fully funded by PP funding for our disadvantaged children.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/</a></p>			
D. Higher attendance rates for PP children	<p>Additional hours and training for our attendance officer</p> <p>Attendance clinics for pupil premium PA families</p> <p>Comprehensive Service level agreement with Education welfare Officer</p> <p>Provide transport where this is a barrier</p> <p>Free breakfast club</p>	<p>Children cannot learn if they are not in school. Children with low attendance are encouraged to join the walking bus through incentives.</p> <p>HT and attendance officer to meet with persistent absence PP pupils and families termly to offer support in getting pupils to school on time and ready to learn.</p> <p>Follow attendance policy to both support and challenge low attendance</p>	<p>Half termly Education Welfare visits</p> <p>LGB headteacher reports</p> <p>Attendance logs for persistent absence</p>	<p>Senior Leadership Team</p> <p>Pupil Premium governor</p>	Ongoing / Termly
<b>Total budgeted cost</b>					£8000

6. Review of expenditure				
Previous Academic Year		2018-2019		
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
Higher rates of progress and attainment for disadvantaged pupils	<p>Continued investment in RWI - Language and Literacy programme and update of RWI phonics materials.</p> <p>Continued investment in Accelerated Reader.</p>	<p>Reading attainment results at Lostwithiel school over the last three years have been in the top 20% of the country. 100% of disadvantaged learners achieved the expected standard in 2019.</p> <p>Disadvantaged pupils performed well in the phonics screening check with 100% of disadvantaged learners passing the PSC.</p>	<p>Accelerated reader will be invested in again this year and continued. Teachers must manage the use of this in class and continue to target PP pupils through targeted reading time.</p> <p>RWI phonics training and implementation continues to be successful for pupils early reading and the phonics screening check. We will continue to invest in the training and development of our staff as reading leads and in resources for book bag books.</p> <p>Language and literacy works as a genre framework but has not had the impact hoped for ensuring all children =, including disadvantaged pupils, can write well for audience and purpose. Therefore, the English Lead and teaching staff are developing the Intent for writing to ensure the needs of all learners are met and the vocabulary gap is addressed in planning and implementation</p>	

Higher rates of progress and attainment for disadvantaged pupils	<p>Staff training in maths subject knowledge with key stage 2 teachers completing mastery training with the Truro maths hub</p> <p>Investment in maths resources to support learning with the mastery approach</p>	<p>100% of disadvantaged learners achieved the expected standard in maths in 2019.</p> <p>Monitoring shows outstanding practice of maths teaching in KS2.</p>	Maths lead and KS2 teacher to disseminate training and good practice to KS1 supported by second part of the Truro maths hub programme	<p>£5000 allocated to Training and investment in resources for English</p> <p>£5000 allocated to training and resources for maths</p> <p>£10,000 in total</p>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Higher rates of progress and attainment for disadvantaged pupils	<p>Daily rapid response intervention at point of need and priority marking for disadvantaged learners.</p> <p>Daily Fresh Start intervention for pupils in Year 5</p>	<p>Fresh start alongside language and literacy did not have the impact needed with the cohort and pupils identified.</p> <p>Daily rapid response intervention has been successful and monitoring shows immediate impact in books and learning.</p>	Skilled class teacher devised personalised learning plans for the pupils in question - release time used and Fresh Start materials not required. This had a more significant impact on the learning.	£4000 Staff Costs, resources and release time

Development of resilience and mental health.	<b>THRIVE</b> implementation	Although had positive impact did have some limitations as a tool. Cornwall Headstart provided funding to move to Trauma informed schools.	As a trust, we have implemented the use of TiS assessments using the motional tool. We will continue to use TiS and motional to support learners	£2000 For training, resources and release time
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Higher attendance rates for PP children	Walking bus staffed by 2 X TA Pupil Premium Key worker Attendance clinics for pupil premium PA families Service level agreement with Education welfare Officer	PP attendance has improved over time but is still an area for improvement (as Identified on this years School Improvement Plan)	It is vital we continue with the approach and we have now taken very firm action against non-attendance. senior leaders take a firm line on attendance overall. We will continue to offer support first and foremost to disadvantaged families and remove barriers, such as transport.  Walking bus will not continue. Was not well attended, therefore, did not have the impact required.	£4000  EWO SLA Staffing costs Daily Transport
Higher pupil take up further curriculum enrichment.	Extra-curricular activities, trips and wraparound care provided for children and	All PP children had access to Forest school/PE kit/music lessons, subsidised residential and educational day trips. Wraparound care paid for by school for disadvantaged to help support families	More disadvantaged learners accessed enrichment activities than in previous years. Pupil conferencing shows very positive outcomes.	£8000