



Pupil Premium Strategy Statement

Truro Learning Academy

1. Summary information					
School	Truro Learning Academy				
Academic Year	2020/21	Total PP budget	£87,390	Date of most recent PP Review	Ofsted 2019
Total number of pupils	177	Number of pupils eligible for PP	65 37%	Date for next internal review of this strategy	January 2021

2. Current attainment		
2019 SATs – based on 5 disadvantaged pupils in a cohort of 14	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% meeting standard or above in reading, writing and maths combined	20%	72%
% meeting standard or above in reading – KS2	60%	79%
% meeting standard or above in writing – KS2	60%	84%
% meeting standard or above in maths – KS2	40%	84%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils in key year groups have missed significant amounts of the core curriculum due to Covid-19 school closure (this was exacerbated by lack of access to technology/wifi at home during lockdown).
B.	Below expected literacy and oral language skills on entry in Reception.

C.	High attaining pupils need to continue to maintain and accelerate good progress to ensure that more PP pupils reach GDS.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Poor attendance historically of Pupil Premium children.	
E.	Parental experiences of school impact on their relationship with teachers and support staff. The vast majority of PP children are currently in receipt of FSM; this indicates high levels of current deprivation. Families have complex issues that are often difficult to understand and unpick. Children therefore have social and emotional needs.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Quality first teaching in all year groups across core curriculum areas.	Data shows pupils are making accelerated progress towards national expectations. Books show progress over time, and the curriculum is implemented successfully by all teachers.
B.	Diminish the difference between attendance of PP and non-disadvantaged peers, raising the percentage to national expectation (96%).	PP attendance in 2019-2020 was 92.4% as opposed to whole school attendance of 94.2%. PP attendance will rise to at least 94% this academic year.
C.	A rigorous and sequential approach to the reading curriculum in KS1 results in successful teaching of systematic synthetic phonics.	83% of PP children pass the phonics screening check in Y1. 100% of PP children pass by end of Y2.
D.	Ensure all Pupil Premium children's emotional needs have been supported through targeted interventions.	TLA is recognised as a Trauma Informed School. Children are able to access learning and achieve success by learning to self-regulate and show resilience.
E.	Pupil Premium children access life experiences that they would not otherwise (e.g. outdoor learning).	Uptake of wider curriculum and extra-curricular activities is increased for PP pupils. Cultural capital for all disadvantaged pupils is increased through these experiences.

5. Planned expenditure					
Academic year		2020/21			
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?
Improve quality of teaching for all pupils in Writing and Maths lessons	Incremental coaching for all teachers – focus of approach is viewing the classroom through the lens of pupil premium children.	EEF Pupil Premium guide – ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.’	Head of School to timetable coaching sessions – cover is planned for the drop in and feedback sessions to minimise impact on teacher workload. Training for all staff ahead of implementation Sept 2020. Training as needed to be implemented for coaches.	FH	Half termly – feedback sought in performance management reviews and SLT meetings with coaches.
	CPD sessions (x5) on Rosenshine’s principles of instruction	EEF focus on professional development – follow-on support approaches such as coaching provide ongoing support to help apply ideas and skills developed in initial training. See Leverage Leadership for implementation.	CPD sessions will feed into coaching and provide a shared narrative for discussions about what works with regards to teaching and learning in school.	BB	Review implementation of CPD sessions through impact on quality of teaching e.g. in learning walk, planning scrutiny, book looks, at least termly.
	Maths assessment surgeries half termly – teachers review pre and post teach data, using this to plan next steps in teaching for all pupils.	EEF tiered approach 2020-21 – explicit teaching, scaffolding and metacognitive strategies listed as components of high quality teaching.	Maths lead has regular leadership time to prepare for assessment surgeries, and to support teachers with planning delivery of curriculum.	SL	Maths assessments are reviewed half termly, and impact on quality of teaching of different content domains and aspects of mastery are reviewed in termly learning walks and book scrutinies.
	CPD and supported planning sessions in ‘loop of learning’ approach to planning writing. All writing units and genres mapped out for academic year.	EEF guidance report, Improving Mathematics in KS2, recommendation 1	English lead has planned time to complete progression maps for writing, and for sharing these with staff and modelling planning with Early Career teachers.		

A rigorous and sequential approach to the teaching of systematic synthetic phonics	Full hour of RWI is implemented, with fidelity to the programme monitored. Training for all teaching staff in programme and approach is provided.	In school and screening check data shows that PP children do not achieve in line with their peers. EEF guidance report, Improving Literacy in KS1, recommendation 3.	Make best use of English hub days by releasing staff to work with consultant. Use funding to pay for RWI development and training days at regular intervals throughout year – this package also provides access to online learning that staff can access at any time. Buy new resources to support with effective implementation of the programme e.g. reading books match sounds taught. Weekly coaching and masterclasses are supportive for development of reading teachers – reading lead released to complete this work.	AG/SL/CL	Half termly when assessing and regrouping the children. Weekly through coaching drop ins and masterclasses.
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£ XXXX

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?
Children across KS2 catch up quickly with maths curriculum for their year group.	Maths intervention – same day intervention where possible (or following morning). Maths assessment surgeries half termly – teachers review pre and post teach data, using this to plan next steps in interventions (including pre-teach).	Evidence shows that speedy identification of and filling of gaps in learning enables pupils to access new learning with greater confidence and success.	Leadership time for Maths Lead to support with facilitating sessions. Staff training in maths interventions, eg times tables. Involvement in CODE Maths Hub Programme 2020-21	BB	At end of each unit of learning via formal and informal assessment. Book looks, planning scrutinies, learning walks.

Improved reading, writing and maths skills in all year groups for a range of children (including disadvantaged).	Weekly focused teacher-led group interventions informed by gap analysis using outcomes from PPM, School Data Tracking and book scrutinies	Small groups teacher-led tuition has been shown to have moderate impact for moderate cost intervention (EEF T & L Toolkit +4)	Teachers deliver small group sessions within larger class lessons, focusing on filling gaps in prior learning.	All classteachers	PPMs termly. Half termly PM check ins
Children arriving at school with lower than expected levels of oracy make accelerated progress and catch up with their peers.	NELI – Nuffield Early Language intervention – a 20 week programme to help young children overcome language difficulties	EEF recommended Catch-Up intervention – Early Years Interventions average +5 in terms of catch-up	Trained TAs deliver 1:1 and small group interventions	Reception Teacher/ TA	At beginning and end of the project, and termly by reviewing progress against ELGs of key children.
Improved outcomes for higher attaining disadvantaged pupils	Provide opportunities to stretch high attaining pupils both within and outside the classroom – ensure feedback to these pupils is impactful and meaningful	EEF Teaching & Learning Toolkit recognises feedback as high impact for very low cost intervention (+8)	PP Lead deployed to work in class directly with Y6 disadvantaged pupils in writing. Feedback Policy has been updated and shared, with training for Early Career Teachers provided.	All teachers	Monitoring of books and pupil progress termly
Total budgeted cost					
iii. Other approaches					
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?

Reducing the impact of SEMH issues on attainment and learning in the classroom	Individual and small group interventions to support pupils at risk of failing to achieve potential due to SEMH difficulties	Evidence of the positive impact that an Emotionally Available Adult can have in supporting vulnerable pupils to achieve their full potential	Through Motional Assessments develop a clear programme of support for key pupils across the school	AB	PPMs. Motional assessments termly
Increased attendance of PP pupils across school, and ensuring that persistent absence for this group is at a minimum.	Weekly analysis by Attendance Lead, following Aspire's Attendance Policy	Increased levels of attendance have a positive impact on attainment and progress.	Attendance Lead to track data weekly and work alongside EWO to support families to ensure attendance is in line with national expectations.	AB	Half termly
PP pupils have access to a wide range of activities beyond the curriculum	Where possible (Covid restrictions dependant)pupils will engage with extra-curricular activities eg sailing	We believe it is important that all pupils have access to similar life experiences beyond the family. EEF evidence suggests collaborative learning = + 5 months	Termly review of which pupils are accessing additional activities	AB & RLDL	Termly
Total budgeted cost					£ XXX

6. Review of expenditure				
Previous Academic Year		2019 /20		
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
<i>Improved language skills in Reception.</i>	<i>Continued focus on speaking and listening skills and comprehension.</i>		Will continue with area as a focus, using NELI – see above	£
<i>Pupils achieve in line with national levels in Y1 Phonics screening</i>	<i>Focused, accurately pitched daily differentiated phonics sessions across KS1</i>	<i>Unable to run Phonics Screening as a result of COVID-19</i>	Prior to Covid-19 this approach was showing positive results. It will be continued in 20-21 and be a major school-wide focus.	
<i>Gap between PP and non-PP pupils in Y4,5,6 is reduced in R,W,M</i>	<i>Focused support in lessons. Pre-teaching sessions for targeted pupils. 1:1 reading support for focus pupils</i>	<i>Unable to run Phonics Screening as a result of COVID-19</i>	Covid 19 prevented testing. Phonics will continue to be a focus in 20-21	
<i>Improved quality of teaching in all classes</i>	<i>Incremental coaching</i>	<i>Some members of the teaching team benefitted from Incremental Coaching in Term 1 of 19-20. It will be rolled out across the school in 20-21</i>	Incremental Coaching will continue to be a focus in 20-21	
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

<i>Families with low attendance are supported to improve attendance of their children</i>	Relationship built between home and school	<i>Difficult to assess due to Lockdown from March-July</i>	<i>High daily visibility by key staff on the way into school, engaging in daily conversations is having a significant impact on attendance. This will continue in 20-21</i>	
<i>All families who are entitled to PP funding are supported to claim it.</i>	Key staff work alongside families to ensure maximum take up of Pupil Premium grant.	<i>Greater uptake in EYFS and KS1 than before.</i>	<i>Direct conversations with individual parents by EYFS teacher was the most impactful way of ensuring sign-up.</i>	
<i>PP pupils who are not making required progress are identified quickly, and interventions put in place to support learning – pre-teaching, filling gaps in learning, TIS strategies used to support</i>	Pupils are identified in Pupil Progress meetings, and are discussed at length, with strategies agreed to support learning moving forward.	<i>Hard to assess due to Covid 19 and the implementation of the national lockdown.</i>	<i>This strategy will continue in 20-21</i>	
<i>PP children to be facilitated in experiencing a wider range of sports and arts alongside opportunities to experience different cultures / beliefs to broaden understanding and knowledge of the wider world.</i> <i>To ensure that we provide opportunities that would not have been experienced otherwise.</i>	Increase the variety of cultural experiences available to children and track their engagement in additional opportunities. Ensure that there are no barriers to this e.g. cost. Sports Coach employed to deliver coaching for PP children and open up opportunities to represent the academy. Ensure that pupils (specifically those in care) are able to access extracurricular activities	<i>50% of PP pupils accessed additional sport activities beyond classroom curriculum last year. We will look to increase that figure this year.</i>	<i>A continued focus for 20-21</i>	

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
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<p><i>The mental health and wellbeing of PP pupils' needs are met and supported through challenging periods of their lives.</i></p>	<p><i>TIS support for those who need it in school</i></p>	<p><i>Hard to assess, due to the additional strain that Lockdown and prolonged closure of schools had on pupils in 2020</i></p>	<p><i>We will continue to support in this way</i></p>	
<p><i>Learning opportunities are designed to meet the individual SEND and SEMH needs of pupils in classes</i></p>	<p><i>All teachers are Trauma Informed and this informs all class planning and delivery of the curriculum.</i></p>	<p><i>All staff take a TI approach, ensuring ALL pupils feel safe in school and ready to learn.</i></p>	<p><i>This will be a continuing approach</i></p>	
<p><i>PP children to be facilitated in experiencing a wider range of sports and arts alongside opportunities to experience different cultures / beliefs to broaden understanding and knowledge of the wider world.</i></p> <p><i>To ensure that we provide opportunities that would not have been experienced otherwise.</i></p>	<p><i>50% of PP pupil accessed activities beyond the classroom curriculum</i></p>	<p><i>High, but we would like a higher number of pupils to access wider activities this year. At present this is difficult due to continuing Covid restrictions.</i></p>	<p><i>We will endeavour to achieve 70% of PP pupils accessing activities beyond the classroom curriculum this year</i></p>	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

See SEF & SIDP for Summary of whole school priorities.