

Pupil premium strategy statement

School overview

Metric	Data
School name	Porthleven School
Pupils in school	221
Proportion of disadvantaged pupils	17%
Pupil premium allocation this academic year	£64,680
Academic year or years covered by statement	2019-22
Publish date	25 November 2020
Review date	01 November 2021
Statement authorised by	Mr D Clayden
Pupil premium lead	Mrs L Figgins
Governor lead	Mr N Gunnell

Disadvantaged pupil progress scores for last academic assessment Jul 2019¹

Measure	Score
Reading	-3.14
Writing	-4.54
Maths	-4.14

Strategy aims for disadvantaged pupils

Measure	Score July 2019
Meeting expected standard at KS2	37.5% July 2019
Achieving high standard at KS2	0%
Measure	Activity
To ensure reading to the expected standard	All staff to receive Read, Write, Inc paid for phonic training to deliver programme
To ensure maths to the expected standard	Work with maths hub and further embed Teaching for Mastery across all year groups
Barriers to learning these priorities address	Ensuring same day intervention for children in reading and maths
Projected spending	£64,680

¹ As a result of Covid 19 End of Key Stage Assessments were cancelled for 2020

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve Positive progress scores in KS2 Reading	July 2021
Progress in Writing	Achieve positive progress scores in KS2 Writing	July 2021
Progress in Mathematics	Achieve positive progress scores in KS2 Mathematics	July 2021
Phonics	Achieve national average expected standard in PSC	July 2021
Pupil wellbeing	To provide high quality internal and external counselling to the emotionally challenged disadvantaged pupils	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Improve quality first teaching	Intervention & monitoring from Maths Coordinator (Primary Teaching for Mastery Lead CODE maths hub) Intervention and monitoring from Phonics Coordinator and Literacy Lead
Same day intervention for phonics	Children identified for extra practise and or 1 to 1 tuition daily to consolidate sounds in Read, Write, Inc.
Intervention to improve key Instant Recall Facts (KIRFS) in mathematics	To ensure that identified children who have not achieved the age related expectations of KIRFS are provided with intervention to address the gaps in skills and knowledge.
In class support	Support pupils individual needs in spelling, phonics, writing and numeracy
Barriers to learning these priorities address	School will fund the shortfall in the staffing from the main budget as required
Projected spending	£44,680

Wider strategies for current academic year

Measure	Activity
School to develop the wider entitlement curriculum	Develop the curriculum intent to support the deficit for disadvantaged pupils in accessing wider experiences of learning. Part support pupils' costs for wider curriculum activities.

Emotional Literacy Support	Enable children to access emotional literacy support when they are emotionally challenged especially returning to school after lockdown. .
Barriers to learning these priorities address	Increase the skills of TAs in emotional support / counselling to address the growing number of children requiring emotional support.
Projected spending	£20,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring time for professional development and opportunities to observe best practice in the school or across the Trust.	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Available Staff Staff Training and Operating constraints due to bubble restrictions	Risk Assessment for staff working with children from another bubble: mask, face shield, increased cleaning. Prioritising Intervention
Wider strategies	Create opportunities for involvement even under the restrictions from Covid Pandemic	Provide after school activities that widen the experience of disadvantaged children, e.g. theatre, story-tellers, museum outreach etc

Review: 2018 – 2019 aims and outcomes

Aim	Outcome
Progress of disadvantaged in Reading, writing and maths.	Worsening progress results of disadvantaged.
Raise average scaled score for disadvantage in the core areas.	Improvement of average scaled score for disadvantaged in reading and maths
Raise percentage of disadvantaged children achieving the expected standard in writing.	25% increase in the children achieving the writing standard at KS2
Raise the percentage of disadvantage children passing the phonics-screening test.	School 67% disadvantaged compared to 84% nationally.