

## Pupil Premium Strategy Statement 2018 - 2019 - Padstow School

1. Summary information					
School	Padstow				
Academic Year	18-19	Total PP budget	£51400	Date of most recent PP Review	10/18
Total number of pupils	165	Number of pupils eligible for PP	34	Date for next internal review of this strategy	04/19

2. Current attainment		
2018 SATs	Y6 pupils eligible for PP (5)	Pupils not eligible for PP (10)
% meeting standard or above in reading, writing and maths	40%	60%
% meeting standard or above in reading	40%	90%
% meeting standard or above in writing	60%	80%
% meeting standard or above in maths	80%	80%
% attaining greater depth in reading, writing and maths	7%	0%
% attaining greater depth in reading	7%	30%
% attaining greater depth in writing	7%	30%
% attaining greater depth in maths	7%	10%
3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Over two thirds of the PP children in the school have social, emotional and mental health issues impacting on academic performance and behaviour for learning. Those needs need to be met before they can fully engage in learning.	
B.	Due to staff mobility and absence, as identified by external moderation, the quality of teaching, learning and assessment in some areas needs further development as it impacts on outcomes for pupils.	

C.	Poor language and communication. Disadvantaged pupils come from low starting points on entry into Early Years. A significant number of pupils enter the EYFS below ARE, particularly in speech, language and communication.	
D.	Co-existing needs. 41% of PP pupils also have co-existing SEN needs.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
E.	Attendance rates for all eligible PP pupils last school year (17-18) was 92.2%	
F.	Disengagement of some parents and low aspirations towards their child's attainment.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
A.	SEMH – Reduce levels of anxiety and increase levels of engagement using specially trained staff and a whole school TIS approach.	Increase in resilience Reduced anxiety resulting in pupils' learning engagement and progress, as well as increased well-being.
B.	All pupils access Quality first teaching and progress is accelerated Quality assurance of QFT will be through CPD and a robust, rigorous Monitoring and Evaluation timetable.	Increased learning engagement and accelerated progress. This will be evidenced by ongoing assessment, termly and end of year data.
C.	Further develop strategies and approaches to support improved language and communication in disadvantaged pupils. Robust approach to earlier identification of need in this area so that intervention can be targeted. Quality Wave One teaching that allows pupils to develop early language skills. Communication between home and school to enable shared approaches regarding the importance of positive language development and parental engagement in the learning of their children. Parents to become an integral part of their child's progress.	Improved speaking and listening skills in the Early Years so that pupils are able to better express their needs by the end of the academic year so that all pupils make good progress from their unique starting point.
D.	Clear identification process which supports early identification of additional needs to further develop our programme of intervention and individualised pupil support through Assess, Plan, Do, Review process, so that all interventions are accurate and reviewed robustly. Continue to develop links between the EYFS teacher and the pre-school.	Regular Pupil PM meetings will ensure that intervention is focussed and targeted leading to careful grouping and support. Teaching staff adhere to the Aspire SEND flow chart for

		escalation and de-escalation of the Plan, Do, Assess, Review process. Interventions are regularly quality assured by the SENDCo, Pupil Premium Champion, SLT and Pastoral Lead, alongside external monitoring.
E.	Improved attendance for all pupils, including those PP pupils with frequent or prolonged absences, to at least the national average. Parents will be contacted by the class teacher on the second day of absence to encourage communication and relationship building between parent, pupil and teacher.	Half termly monitoring will show an improvement over time.
F.	Individual meetings or phone calls provide a welcoming environment to ensure parents feel able to contact the school regarding any aspects of their child's needs. Open afternoons with an aspirational focus. Workshops after school provided in core subjects to support parents with how and what the children learn. Individual support given to parents as needed.	Increased parental engagement and participation in all aspects of school life.

5. Planned expenditure					
• <b>Academic year</b>		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					
<b>i. Quality of teaching for all</b>					
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?

All pupils access Quality First Teaching.	Appropriate training to be accessed by teachers and teaching assistants.	Large body of research evidences that QFT has a major impact on pupil's progress and has the greatest impact on the most disadvantaged pupils.	Rigorous and robust Monitoring and Evaluation timetable.  External monitoring and pupil progress meetings.	Head of School SLT Pastoral Lead	Ongoing.
Teachers have clear data and the responsibility for tracking and improving the progress of all PP Pupils.	Use both summative and formative assessments, alongside focussed moderation to track progress of children with all teachers being aware of the data of PP pupils.	End of year data gives us data analysis of PP and non-PP within the same cohort and we will monitor this alongside national figures.	Rigorous and robust Monitoring and Evaluation timetable.  External monitoring and pupil progress meetings.  Termly Hub Monitoring and HMI visits.  Hub council reporting.	Head of School SLT Pastoral Lead All Teachers	Ongoing
<b>Total budgeted cost</b>					£5000
<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>
PP pupils to have additional support.	Classes have additional support in the form of teaching assistants.	We understand from research that PP pupils do not always reach full potential. TAs support pupils through intervention and in lessons. Interventions planned by class teachers using formative	The progress of interventions will be monitored by baseline and end of intervention assessments. Class teachers to ensure intervention learning is applied in the classroom.	Head of School SLT Pastoral Lead All Teachers	Ongoing

		assessments to ensure barriers to learning are addressed.			
Improved focus on the progress of PP pupils.	Pupil Progress meetings to include a specific focus on PP pupils.  Parent Pupil Premium progress meetings	We understand from research that PP pupils do not always reach full potential. An overall school focus on these pupils will ensure they make progress from their unique starting points.	Staff meetings: teachers to share evidence and examples of what is working well and ideas on how to support if change is needed.  Extra parent teacher meetings to discuss pupil's individual barriers and to increase parental engagement.	Head of School SLT Pastoral Lead All Teachers	Ongoing
<b>Total budgeted cost</b>					£31410

### 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?
Improved focus on providing children with an understanding of their next steps enabling them to	Each PP pupil to have fortnightly 1:1 meetings with their class teacher.	We understand from research that PP pupils do not always reach full potential. A regular, individual, focused meeting will ensure that these pupils begun to take ownership of their own	A timetable of meetings to be established with cover provided to ensure the meetings take place.	Head of School  Pastoral Lead	Pupil progress meetings  Teacher meetings with a PP focus.

become more active learners.		learning and how they may improve.		Class Teachers	
<b>Total budgeted cost</b>					£14990.
<b>6. Review of expenditure</b> - taken from previous strategy.					
<b>Previous Academic Year</b>		<b>2017/18</b>			
<b>Identified Barrier to Learning</b>	<b>School Action</b>	<b>Cost</b>	<b>Identified pupils</b>	<b>Evaluation 2018</b>	<b>New to 2017-18 or Continued from previous strategy</b>
Regular reading at home with an adult.	Volunteer readers directed to hear PPM pupils on a regular/ daily basis.	£150 (training and support)	All year groups	1 volunteer has been coming into school on a regular basis, working with Y5 initially and more recently with Y3.	New
Keeping up with pace of learning in class.	Pre-teach sessions in small groups.	£18,551	KS2 pupils	Each class has been able to have the support of a teaching assistant.	Continued
Some disadvantaged pupils with poor development starting points compared to peers, as well as emotional issues causing them to be unable to	Thrive Practitioner Support in small groups and individual sessions	£3,000 (training) £12,500 (staffing) £1,500 (resourcing)	All pupils	Thrive Practitioner undertook work across the school but her role changed to supporting one particular class with a group of challenging boys in. This work aimed to limit the impact of their behaviour on	Continued

engage fully with learning.				the rest of the class and to enable them to be in a calmer frame of mind to participate more in their learning. These boys transitioned well into the next class.	
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7. **Additional detail**

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

**Mid-year review of impact of PP funding:**