

Tavistock Primary and Nursery School Pupil Premium Strategy Statement 2019-22

1. Summary information					
School	Tavistock Primary and Nursery School				
Academic Year	2020-21	Total PP budget	£119,215	Date of most recent external PP Review	23.5.18 (LA) 13.11.19 (Ofsted Inspection)
Total number of pupils	319 plus 52 Nursery Children Total = 371	Number of pupils eligible for PP	81 + 9 Nursery =TOTAL 90	Date for next internal review of this strategy	12 week review termly - Dec 2020 March 2021 July 2021
% FSM at Tavistock PNS			16%	YR estimated at: 13/58 22%	TOTAL % of pupils (not Nursery) eligible for Pupil Premium 25%
% FSM ever 6 at Tavistock PNS			19%		
% Service children at Tavistock PNS			5%		
% Looked After Children at Tavistock PNS			1% 2%	LAC LAC (family/special guardianship)	
2a. Current attainment – based on 2019 FS data					
				<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
Nursery 2 – good level of development				0%	27%
End of Reception - EYFS				40%	74%
2b. Current attainment – based on 2019 KS1 data					
				<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
Year 1 Phonics				88%	88% (2019 Nat 82%)
% achieving expected standard+ in reading				75%	75% (Nat 76%)
% achieving expected standard+ in writing				50%	78% (Nat 70%)
% achieving expected standard+ in maths				75%	75% (Nat 75%)

2c. Current attainment – based on 2019 KS2 data		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard+ in reading/progress	76%/+1.9	88%/+1.8 (2019 Nat All 73%)
% achieving expected standard+ in writing/progress	72%/-0.2	81%/+1.3 (2019 Nat All 78%)
% achieving expected standard+ in maths/progress	72%/-0.2	88%/-0.2 (2019 Nat All 79%)
% achieving expected standard+ in reading, writing and maths	60% (2019 Nat 51%)	78% (2019 Nat All 65%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

Academic barriers (issues to be addressed in school)

a.	On entry PP gender gap
b.	Emotional, social and SEND needs
c.	Speech, vocabulary acquisition and language knowledge skills on entry and throughout FS and KS1
d.	Limited vocabulary impacts particularly on progress and attainment in Writing in Key Stage 2
e.	Able readers are not motivated to read regularly and widely (the 'skill' but not the 'will')

Additional barriers

f.	Overall absence is 0.6% lower than non PP pupils in the school Sept 19 - March 20 (School FSM 2% higher than National FSM 2019)
g.	Reduced access to experiences and opportunities which increase general knowledge, vocabulary development and cultural capital
h.	Preparation for school (toileting, spoken language, reduced vocabulary, knowledge of stories and rhymes, not accustomed to regular routines and behavioural boundaries)
i.	Impact of Covid19 disruption on early years learning – Year R (2019-2020)

4. Planned expenditure

Academic year	2020-21
---------------	---------

Quality Teaching for All

Barrier Ref	Total Budget	Contribution from Pupil Premium	Action	What is the evidence and rationale for this choice?	Intended Outcomes	How will we measure impact?	Impact RAG rated
-------------	--------------	---------------------------------	--------	---	-------------------	-----------------------------	------------------

d	£18,235	% PP Pupils £4,559	Review assessment and effective feedback, responsive teaching using staff meeting time	Education Endowment Foundation summary - Effective feedback +8 months Staff development in this area	To provide effective feedback that moves learning forward.	Termly Class Progress Meetings to track pupils' progress and attainment KS1 and KS2 Outcomes Book Scrutinies	
c d e g	£7,000	% PP pupils £1,750	Review of curriculum planning, delivery and resources by class teachers supported by subject leaders	Evaluation of current practice to ensure that curriculum is engaging and motivating for all groups of pupils	All pupils are provided with a relevant curriculum that enthuses learning.	Family assemblies Social media feedback Pupil questionnaire Parental comment	
e	£3,000	% PP pupils £3,000	Increase the quantity and quality of texts available in classes and library	Reading Comprehension strategies – Education Endowment Foundation summary +6 months Vocabulary acquisition and cultural knowledge through reading	Pupils are motivated to read widely and regularly	Pupil interviews	
c d e	£990	% PP pupils £247	Identify key vocabulary in all areas of curriculum SL time Training/courses	Develop pupils' language capability – Education Endowment Foundation Research shows that reduced vocabulary acquisition affects attainment throughout schooling and limits capacity to absorb new learning	Pupils have the vocabulary required to access and benefit from the wider curriculum.	Lesson observations	
c d	£0	£0	Pupils are selected for public speaking	Internal data and observations show that pupils' attainment is positively impacted from public speaking	Pupils have the confidence to volunteer and are supported to speak in public.	Family Assemblies Public speaking – church, schl council, youth speaks, house captain etc	
d	£7,000	% PP pupils £1,750	Monitoring of pupils progress through 6 week review by senior leaders and class teachers.	Regular monitoring of progress for PP pupils ensures that any slowing of achievement is identified and challenged quickly.	Pupils make consistently good progress relative to their starting points.	Class progress meetings	
h	£16,543	100% PP pupils £16,543	Senior staff time spent with individual pupils and families to support preparation for school and inclusion.	Identified pupils require key personnel to support them in their daily school life – this includes social, behavioural and academic support.	Pupils are able to remain within their mainstream classroom environment and have improved progress and attainment.	Behavioural monitoring and data shared at class progress meetings.	

e	£700	Available to all PP pupils £175	Homework resources provided and weekly support at after school club.	Education Endowment Foundation summary – Homework +5 months Resources are provided from school minimising the need for additional support. Weekly club is open to all.	Pupils develop independent strategies for home learning.	Quantity and quality of homework monitored weekly by class teachers.	
g	£100	100% PP pupils £100	Access to wide range of sports, competitive sports, representing school in selected team is ensured through provision of appropriate kit.	Education Endowment Foundation summary – Sports participation +3 months Chief Medical Officer guidelines – 60 minutes physical activity per day.	Greater participation in sports and physical activities within school. Increased access to after school and other local clubs.	Quantity of sporting events monitored. Increase in the % of PP pupils representing school in selected teams.	
g	£300	100% PP pupils £300	Extra Curricular Clubs - -promoting wide range of interests -identification of talent and skill -provision of appropriate kit	Education Endowment Foundation summary – Arts participation +2 month Enhance broad and balanced curriculum through range of activities and provide additional cultural experiences.	Pupils have increased awareness of link between physical and mental wellbeing.	Monitoring of attendance at school clubs and other local clubs	
b d g	£2,000	25% PP pupils £500	Garden Days for class groups – 1 per half term	Education Endowment Foundation summary – Outdoor Adventure learning +3 months	All pupils are provided with a relevant curriculum that enthuses learning.	Pupil feedback Parental feedback Teacher evaluation	

Targeted Support

i	£34,140	%PP pupils £4,097	KS1 - pure year group and small classes maintained for academic year	Provision of continuous provision (FS curriculum) for the Autumn term and personalised response to individual children	Accelerated progress to access Y1 and Y2 curriculum	Y1 and Y2 curriculum accessed and children working securely at Y1 and Y2 expectations.	
a b c	£15,000	% PP pupils (Fdn) £3,750	Early Years intervention- Regulating behaviour and emotional/social needs	Education Endowment Foundation summary – Early intervention +5 months/Meta cognition and self regulating strategies +8 months Research (including that of Jean Gross) indicates that the higher a child's self efficacy, the greater their ability to progress in their learning.	Increased independence in self regulation.	Increased access to mainstream class teaching and learning, increased independence during continuous provision and reduced incidences of disruptive behaviour.	
a b c	£0	100% PP pupils £0 Nursery	Early Years intervention – Speech and language and vocabulary acquisition through increasing the number of adults available to interact with pupils.	Education Endowment Foundation summary – Oral language interventions +5 months Early intervention +5 months Jean Gross 'time to talk' research shows there is a strong link between number of words known by a young child and prediction of future academic attainment. Factors include the amount of language spoken to a child and the quality of interactions between child and adults.	Identified pupils with poor speech patterns improved to age related by the end of Foundation Stage. All pupils to have increased oral interactions.	Speech Link program analysis and results	
h	£3500	% PP pupils £875	Early Years intervention – visitors to parent/toddler group	Education Endowment Foundation summary – Early intervention +5 months	Parents and families are more confident to discuss issues with professionals and able to support pupils' learning.	Feedback from parents at parent/toddler group	
c d e	£3,000	25% PP pupils £750	Whole staff training in vocabulary development.	EEF summary -Oral language interventions +5 months Identified barriers at this school include vocabulary development and the negative impact on pupils' progress and attainment.	All staff members are skilled in developing pupils' oral language.	Phonics attainment. Reading attainment at Key Stage 1. Reading attainment at Key Stage 2.	

c d	£500	100% PP pupils £500	Talk boxes resources and staffing in KS1 and KS2 activities during playtime which require pupils and adults to orally interact.	Jean Gross 'time to talk' research factors include the opportunities for interaction with other children and adults trained to 'serve and return' in conversations.	Individual pupils are targeted to join these activities.	Observations in the playground. Feedback from teaching assistants at annual review.	
c	£24,180	100% PP pupils £24,180	KS1 (Yrs 1 and 2) Phonics interventions Reading interventions Maths interventions	Targeted support to identify low attaining children - barriers and transference of phonics knowledge to reading achievement. Gaps and low retention of maths knowledge.	No pupil leaves KS1 without being able to read. All pupils know and understand core key concepts in maths.	Key Stage 1 assessment data	
d e	£24,180	100% PP pupils £24,180	KS2 (Yrs 3 – 6) Daily support and preteaching within English and Maths by class teachers and teaching assistants.	Targeted support to ensure progress of pupils in reading, writing and maths.	Pupils make good progress from KS1 attainment to KS2 attainment	Termly class progress meetings of pupils' progress and attainment	
e	£3,500	% PP pupils £2,200	1:1 Conferencing HLTA release of class teachers for individual work.	Education Endowment Foundation summary – Effective feedback +9 months/1:1 tutoring +5 months Class teachers work directly with individuals to improve vocabulary and writing.	Pupils make accelerated progress from Key Stage1 in writing (WTS - Expected)	Teacher assessment in writing	
b g	£9,000 £2,880	100% PP pupils £9,000 100% PP pupils £2,880	Play Therapy Funfit	Education Endowment Foundation summary – Meta cognition and self regulating strategies +7 months Internal and external provision is purchased to work in school with individuals to overcome trauma, separation, bereavement, build social skills and self esteem and foster positive attitudes to learning.	To boost self esteem and confidence, improve attention span and listening skills, develop creativity and encourage team building	End of year in school data in maths and English. Monitor targeted pupils for inclusion and behaviour records	
b	£5,886	100% PP pupils £5,886	Attachment Based Mentoring sessions carried out by specialist practitioners	Development from our previous work in Thrive – training course provided by educational psychologists	Increase understanding of what issues are being communicated through behaviour and increase inclusion in class.	Monitor behavioural incidents through good to be green scheme. Monitor targeted pupils inclusion in class.	

b	£1,650	100% PP pupils £1650	Educational Psychologist Behaviour Support Team	Education Endowment Foundation summary – Social and Emotional learning +4 months Behaviour interventions +3 months Early intervention for complex problems, advice and guidance given to professionals. Interventions have a significant impact on learning behaviours.	Increase understanding of what issues are being communicated through behaviour and increase inclusion in class.	Monitor behavioural incidents through good to be green scheme. Monitor targeted pupils inclusion in class.	
h	£5,911	100% PP pupils £5,911	SENDCo support for parents	We have identified parents and families who require regular support to manage their child's needs including behaviour, boundaries at home, anxiety about sleep etc.	Parents feel well supported and confident to manage their child's needs.	SENDCo keeps detailed notes of meetings and supports parents to access referrals to other agencies.	
b	£5,911	100% PP £5,911	SENDCo support in Nursery and YR for early assessment. SENDCo time across Years 1-6	Education Endowment Foundation summary – Early intervention +5 months Early identification of needs and response to barriers implemented effectively and efficiently in order to accelerate to age related attainment.	Pupils new to the school meet the Early Learning Goals for a good level of development. To improve the overall attainment of children with specific learning needs such as dyslexia and those who show general signs of low retention.	% of pupils achieving good level of development in foundation stage. Progress and attainment of pupils with identified barriers.	
Other Approaches							
a	£2,000	100% PP pupils £2,000	Subsidised Breakfast Clubs	Research findings show that breakfast positively affects learning. Supports good attendance and positive diet choices at the beginning of the day.	Pupils start the school day ready to learn and fuelled by slow release carbohydrate.	Attendance Morning learning walks	
h	£500	25% PP pupils £125	Participate in NHS teeth cleaning scheme. Dental visitors and publicity to children and parents	During 2018-19 increased number of children nationally and locally had teeth removed under anaesthetic due to poor dental hygiene.	Pupils have established healthy dental routines and are in less pain and distress.	Monitor attendance for medical appointments, absence due to dental pain, reduction of dental emergencies.	

b g	NIL	NIL	After School Club	Education Endowment Foundation summary After School Programmes +2 months, Extended School Time +2 months. Research indicates that participating in after school programmes improves performance on measures of academic achievement.	Improved self-esteem, engagement and motivation. Improved relationships across the school.	Attendance Parent/pupil feedback In-school data	
b	£480	100% PP pupils £480	Year 5 and 6 mentoring scheme	EEF summary -Social and emotional learning +4 months	Pupils feel well supported and have positive role model	Pupil feedback	
g	£6,000 £760	100% PP pupils £6,000 100% PP pupils £760	Residential subsidised by 50% Admin support for savings plans	Education Endowment Foundation summary: Outdoor adventure learning +3 months. Studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence.	Equal opportunities for all pupils. Increased self-efficacy. Team building activities result in improved relationships (teacher/pupil and pupil/pupil)	Collate parent/pupil voice feedback	
g	£3,300	25% PP pupils £825	Visits and visitors to enhance and broaden cultural experiences	Pupils experience a wider range of cultural events which provide good stimulus for increasing general knowledge and vocabulary acquisition.	Pupils are able to share experiences which inspire, motivate and enthuse learning.	Evaluate written and verbal feedback from pupils and families	
g	£840	25% PP pupils £210	Children's University membership and attendance at graduation	Pupils experience and commit to a wide range of activities. Support is given to families to attend graduation ceremonies.	Pupils develop good learning habits of regular attendance, commit to clubs and activities and are recognised for their efforts.	Children's University monitoring of take up and participation	
f	£2,100	100% PP pupils £2,100	Attendance – personalised approach to absence management Praise and sanctions	Good attendance is vital for pupils to benefit from the range of educational opportunities.	Attendance for disadvantaged pupils is, at least, in line with non disadvantaged	Attendance monitoring with Education Welfare Officer– half termly	
	Planned additional support from SBS = £13,879	Actual Spend = £133,094					

5. Review of expenditure – Last year's review available separately on website