

# Pupil premium strategy statement - Tintagel Primary School 2019-2020

| 1. Summary information |                         |                                  |                               |  |               |
|------------------------|-------------------------|----------------------------------|-------------------------------|--|---------------|
| School                 | Tintagel Primary School |                                  |                               |  |               |
| Academic Year          | 2019                    | Total PP budget                  | £27,040                       | Date of most recent PP Review                  | September     |
| Total number of pupils | 105                     | Number of pupils eligible for PP | X14 18.6%<br>(21.5% National) | Date for next internal review of this strategy | December 2019 |

| 2. Current attainment  |  |   |
|--|--|---|
|  | Y6 pupils eligible for PP (your academy) | Pupils not eligible for PP (national average) |
| % of Y6 pupils achieving ARE in reading, writing and maths                                 | X5 of those X3 60%                       | 65% other National                            |
| % of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: reading | X5 of those X5100%                       | 73% other National                            |
| % of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: writing | X5 of those X3 60%                       | 78% other National                            |
| % of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: maths   | X5 of those X4 80%                       | 79% other National                            |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) |  |
|---|--|
| <b>In-school barriers</b> ( <i>issues to be addressed in school</i> )                 |  |
| <b>A.</b>   | A significant proportion of pupils enter school with limited vocabulary and poor oral language skills. This means that the skills of blending and segmenting are impaired so that reading and writing progress is slow initially. In addition, they do not have the language to articulate thoughts and feelings. This can be a barrier to social and emotional development as children struggle to voice anxiety and manage relationships with peers. |
| <b>B.</b>   | 74% of pupils enter from home contexts which are in the 30% most economically deprived nationally (IMD data). This impacts on emotional wellbeing and resilience for learning. This also impacts on home learning/the practice and consolidation of fundamental skills - such as reading - in families who are struggling to support.  |
| <b>C.</b>   | A significant proportion of PP pupils do not yet have the capacity to own the learning process and be independent. This is a key area of development across all abilities and is a signifier of low self-image/self-esteem. (Results from our SHEU anonymous survey support this contextual factor with 44% of pupils identifying medium to low self-esteem)   |
| <b>External barriers</b> ( <i>issues which also require action outside school</i> )   |  |
| <b>D.</b>   | Attendance of some PP children is low, and many have to contend with high mobility through housing issues. For a small number, continuity of provision in one school is critical, following high levels of mobility from one educational setting to another.   |

| 4. Desired outcomes |  |  |
|---------------------|--|--|
|                     | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>  |
| <b>A.</b>           | <p>Increased momentum and quality of language acquisition in all classes – but particularly in Reception and Key Stage 1, so that progress in fundamental Reading and Writing skills is accelerated. Phonic Screening outcomes are at least in line with National and KS1 outcomes for Reading and Writing are consistently above 75%</p> <p>Vocabulary is enhanced in KS2</p> | <p>Children with barriers to learning in Reception receive quality first Wave 1 teaching which is enhanced through bespoke support to enhance oracy, boost phonic awareness and apply to Reading and Writing ELGs. The gap closes rapidly.</p> <p>As pupils transfer to KS1, the focus continues in order to ensure vulnerable children achieve Expected in line with their non – Pupil Premium peers. Read Write Inc provision is a significant factor in this.</p> <p>In KS2, Reading and Writing outcomes at EXS and GDS are consistently strong so that the gap between disadvantaged and non-disadvantaged children closes.</p>   |
| <b>B.</b>           | <p>All stakeholders recognise that pupil wellbeing is a fundamental pre-requisite for learning. Staff are well equipped to support pupils with complex needs and layers of vulnerability, so that they are ready to learn and have high levels of resilience.</p>  | <p>Challenging behaviour and incidences of dysregulation arising from pupils in crisis due to anxiety and mental health issues, decreases. Those who present with multiple vulnerabilities receive high quality, consistent provision which addresses their needs.</p> <p>Children with Adverse Childhood Experiences (ACEs) receive timely and bespoke Wave 2 and 3 Trauma Informed Schools provision which compliments the whole school culture of care and nurture. Where appropriate, they are supported by external agencies such as CLEAR, Dreadnought and Penhaligan’s Friends.</p> <p>As a result, highly vulnerable pupils access learning and achieve success.</p> |
| <b>C.</b>           | <p>Children are active learners with high aspirations. They own the language of learning skills (metacognition) and have a growth mindset. This enables them to drive their own progress against models of excellence. They achieve highly and are empowered.</p>  | <p>There is a shared language which frames 8 key dispositions for learning. Pupils understand the mistakes process and embrace challenge. A growth mindset increases resilience and risk taking in learning.</p> <p>High quality opportunities for focused feedback ensure that pupils have a clear grasp of progress against aspirational models and are able to demonstrate their understanding to teaching staff through ‘visible learning’ opportunities.</p>  |
| <b>D.</b>           | <p>Increased attendance rates for all learners – but particularly those with vulnerabilities - are recognised as an entitlement to learn and to build confidence through consistency of attendance.</p>  | <p>Attendance figures for all children – but with a particular focus on vulnerable learners, are greatly improved and are stabilised at 95%. Parents understand the impact of lateness and persistent absence. They support the school’s drive to ensure pupils achieve their entitlement. Pupils attend school and are safe.</p>  |

## 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 First Wave 1 Teaching For All Children

| Desired outcome   | Chosen action / approach   | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?  | Staff lead   | Review/ implementation?                          |
|---|--|--|--|--|--|
| Improved phonics and oral language skills Reception and KS1   | <p>Drawing on a full audit of Phonics provision, the adoption of Read Write Inc phonics as a systematic, highly quality approach to phonics, blending and vocabulary development.</p> <p>Following the purchase of resources match funded by the English Hub, KS1 staff to attend Ruth Miskin Training then funding for release to disseminate best practice within school.</p>  | <p>Through observation, Senior Leadership identified inconsistencies in Phonic progression from EYFS to KS1 and beyond. This has been addressed and a new systematic approach resourced/ introduced. Staff training will be ongoing through 2019-2020 in liaison with the English Hub.</p> <p>Pupils are assessed and streamed to focus high quality phonic provision and target gaps. Groups are fluid to allow for rapid momentum of progress.</p> <p>High quality patterns of oracy introduced through quality texts, drama and purposeful play in Continuous Provision</p> | <p>Training provided by Ruth Miskin – KS1 teachers.</p> <p>High quality resources purchased from RWI.</p> <p>English Hub funded support will enable sustainable development through the release and incremental coaching of all teaching staff and TAs.</p>  | <p>Senior Head of School and Head of School</p> <p>English Lead</p>                                    | <p>January 2020<br/>March 2020<br/>July 2020</p> |
| <p>Accelerated progress in Reading and Writing for KS 1 pupils</p> <p>Increased proportions of pupils achieving Expected at end of each key stage</p> | <p>As above, the adoption of RWI following an audit of early Reading acquisition.</p> <p>A revision of Reading provision at KS1 with a focus on sound blending into accuracy and fluency. This supported by RWI phonic books and Book Bag books which are forensically matched to phonic phases.</p> <p>This provision also supported/balanced by high quality picture books to share and promote a love of reading.</p> | <p>Review of progress of lower achieving/vulnerable pupils in Reception/Yr 1 indicates that they are unable to apply basic skills phonics with confidence and consistency.</p> <p>This lack of automaticity impacts on early Reading progress and fundamental writing skills.</p> <p>SLT identified a need for absolute match of Reading books to phonic phases in order to track application of phonics and build accuracy and fluency with increased confidence/momentum.</p>  | <p>This is a whole school priority and is a Performance Management objective for all teaching staff. Intent is strong.</p> <p>Key members of staff will lead the implementation and ensure that there are milestones to be achieved at key intervals.</p> <p>A designated Reading Champion will ensure that pupils are assessed frequently and regrouped to maximise progress.</p> <p>The quality of provision will be monitored through lesson observation, pupil outcomes and pupil voice.</p> | <p>Senior Head of School and Head of School</p> <p>English Lead</p> <p>Designated Reading Champion</p> | <p>January 2020<br/>March 2020<br/>July 2020</p> |

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| <p>The deeper refinement of our Enquiry-Led, knowledge enhanced curriculum which is tailored to the needs of our pupils.</p>      | <p>Through carefully sequenced, meaningful learning opportunities which are embedded in context, children will be engaged in deep and rich experiences. These will enable them to transfer knowledge to long term memory increasingly effectively so that core knowledge and understanding of themselves and the world they live in is embedded over time.</p> <p>All learning will be driven by aspirational language and vocabulary development will be at the core of each lesson.</p> | <p>Through ongoing observation, SLT and teaching staff have identified a decline in fundamental vocabulary as children transfer into school.</p> <p>The school recognises the impact of the ‘vocabulary gap’ as a cap on the potential of all children, but most especially those who may be experiencing social disadvantage.</p> <p>Vocabulary is not only linked to cultural capital, but also cognitive ability. Children need words in order to shape thoughts and meaning about the world and themselves in it. We recognise language acquisition as a tool for emotional wellbeing, and a fundamental pre-requisite for forming effective relationships. This will drive our full spectrum Curriculum.</p> | <p>This is a whole school priority and is a Performance Management objective for all teaching staff. Intent is strong.</p> <p>Key members of staff will lead the implementation and ensure that there are milestones to be achieved at key intervals.</p> <p>There will be a focus on the lowest achieving 20% of pupils in all monitoring scenarios – this to ensure equity for disadvantaged/SEN pupils and all children with barriers to learning/vulnerabilities.</p> | <p>Senior Head of School and Head of School</p> <p>Subject leads</p> <p>All teachers.</p> <p>All TAs</p> | <p>January 2020<br/>March 2020<br/>July 2020</p>  |
| <p>To ensure our children have aspirational and inspirational opportunities to develop and apply language skills. affiliation</p> | <p>Through ongoing affiliation with the Royal Shakespeare Company schools project in liaison with Treviglas College.</p> <p>Our school continues to adopt ‘ensemble’ approaches to collaborative learning through performance.</p> <p>Pupils of all abilities but with a focus on high achieving PP children, perform on stage at Falmouth university</p>   | <p>SLT recognise that higher achieving PP children need inspirational opportunities linked to higher education and wider national initiatives as a catalyst to build confidence and motivate them to achieve highly.</p> <p>There is ongoing evidence from past projects that ensemble work builds capacity to collaborate effectively and engage as a learner, regardless of starting points.</p>  | <p>Through trained lead teachers, children will be prepared for the performance project at Falmouth.</p> <p>Through the dissemination of best practice, drama, vocabulary development techniques and ensemble work, will be cascaded to all teaching staff.</p> <p>There will be a focus on acquisition of high quality language and ensemble work during lesson observations/work scrutinies.</p>  | <p>SHoS</p> <p>HoS</p> <p>English Lead</p> <p>Nia Thorpe as designated RSC teacher</p>                   | <p>Through triangulation of lesson observation/ work scrutiny and pupil voice outcomes – ongoing throughout the year and across the curriculum.</p> <p>Performance outcomes both external and</p> |
| <b>Total budgeted cost</b>  |   |   |   |  | £1500   |
| <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</b>   |

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| Improved oral language skills transferring to Reading and Writing<br><br>Increased proportions of pupils achieving expected at end of each key stage | Bespoke packages of support across Wave 2 and 3 (small group and 1:1) delivered by experienced teachers/HLTA.<br><br>Outcomes for SATs at KS1 and KS2 are consistently above national. Progress is at least 0 points.   | Targeted support delivered to close the gap to ARE (Achieve Intervention) and boost confidence with highly individualised support during SATs.<br><br>Targeted support delivered to high achieving pupils (Mastery Intervention) in order to raise scaled scores and secure high-quality outcomes.   | Timetables are orchestrated so that small group/1:1 interventions enhance Quality First teaching rather than detract from it. They are run in parallel or are deployed as pre-teach/Golden Ticket (reparative work or consolidation) or refining opportunities for Writing. Where possible 'follow back' opportunities check that skills are applied in independent whole class work  | Senior Head of School and Head of School<br><br>Class teachers in Year 2 and 6 | Ongoing and reviewed X6 yearly through pupil progress meetings |
| Increased proportions of pupils achieving expected at end of each key stage  | Consolidation of Learning Toolkit and Growth Mindset work to increase resilience and support a focus on pupil effort and accountability.<br><br>Whole staff action research around effective feedback (Clarke and Hattie) to engage pupils and give them ownership of learning process.<br><br>The role of questioning as a driver for pupil to pupil and pupil to teacher feedback, is developed through teaching and learning pedagogy. | See high impact/low cost studies from EEF linked to metacognition for learning and effective peer to teacher/peer to peer feedback.<br><br>See also recent high-quality research from Shirley Clarke and John Hattie (Visible Learning Feedback) and Zoe Elder 'Full on Learning'<br><br>A number of pupils remain passive and lack independent learning strategies. They do not respond to marking feedback. The SLT are driving significant change in approaches to how we shape lessons and deploy marking/feedback through lesson study around effective feedback. | SLT will ensure that this strand of development of Teaching and Learning is central to the School Improvement Plan and a core element of teaching and learning pedagogy for all staff – including TAs.<br><br>Termly training focuses linked to action research in cohort teams will drip feed each element with milestones for review. It will be monitored through peer to peer lesson study and whole staff monitoring such as learning walks, book looks and pupil voice captures.<br>Staff will be released for peer to peer observations and lesson design. | SLT<br>All teachers in cohort groups.  | Ongoing linked to milestones throughout the year               |
| <b>Total budgeted cost</b>   |   |  |   |  | £8,000   |
| <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>                    |
| All stakeholders recognise that pupil  | All staff to receive ongoing TISUK training which builds on previous  | 74% of pupils enter from home contexts which are in the 30% most deprived  | Key members of staff are trained as lead practitioners (SENDco and lead   | SLT<br>SENDco  | Termly through the Care and                                    |

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| <p>wellbeing is a fundamental pre-requisite for learning. Staff are well equipped to support pupils with complex needs and layers of vulnerability, so that they are ready to learn and have high levels of resilience.</p> <p>A specialist TIS practitioner delivers highly skilled bespoke social and emotional support to identified groups/individual children.</p> | <p>training linked to brain development and Thrive approaches which support pupils with poor wellbeing/low resilience/challenging behaviour as a result of contextual issues/emotional and social needs.</p> <p>A proportion of the SENDco/Lead ISs practitioner's salary will be set against PP Funding in order to secure high quality Intent/Vision for wellbeing across the school. The outcome of this role will be to link Relationships Education for all to TIS provision.</p> <p>A further trained practitioner to be deployed weekly in order to provide targeted, layered provision for small groups/individuals who require reparative support.</p> | <p>nationally (IMD data). This impacts on emotional wellbeing and resilience for learning. This also impacts on home learning/the practice and consolidation of fundamental skills - such as reading - in families who are struggling to support.</p> <p>There is significant research into the impact of trauma on brain development in formative years which suggests that new templates for learning and wellbeing need to be laid down by highly trained practitioners in order to redirect behaviour responses.</p> <p>In order for high quality provision to be sustainable, it must be tied into the whole school context so that pupils have meaningful, 'safe' opportunities to develop their skills and build their resilience in multiple opportunities.</p> | <p>TA) A proportion of each salary to be set against PP Funding to support emotional wellbeing provision.</p> <p>Key practitioners conduct Motional Baseline assessments alongside parents which profile the whole child and enable staff to strategically deploy reparative intervention sessions.</p> <p>Innovative ways into behaviour change are designed i.e. Wild Tribe club, Art and Dance Therapy groups</p> <p>External agencies are used for specific cases i.e. Dreadnought, CLEAR and Penhaligan's Friends</p>  | <p>Lead TA</p>   | <p>Guidance team meetings</p> <p>Through short term assessments linked to bespoke provision.</p> <p>Motional screening assessments conducted whole school X2 annually but more regularly following targeted intervention</p> |
| <p>Increased attendance rates for pupils eligible for PP</p>  | <p>A variety of approaches linked to supporting increased attendance and decreasing persistent absence for at risk pupils.</p> <p>The intent of the new spier policy is shared, and this linked to entitlement through the UN Rights of the Child</p> <p>Care and Guidance Team actively engage wider staff</p> <p>Monitoring cycles every two weeks for at risk pupils and actions on flow chart</p> <p>Direct engagement/awareness of pupils and home</p> <p>Regular monitoring with EWO</p>  | <p>Research from NFER indicates that in order to close the gap for disadvantaged/vulnerable pupils, we must first ensure that they maximise attendance. Attendance below 95% has an inverse impact on progress, behaviour, confidence and self-image as a learner</p> <p>Many PP children are victims of persistent absence through changing family contexts and hard to engage families.</p> <p>The SLT understand that there is a need to engage with these families from the outset and build good habits of attendance.</p> <p>Attendance for 2018-2019 was lower than National at 92% with persistent absence</p>  | <p>As part of her role on the Care and Guidance team, the SENDco will work alongside other members of the SLT (including the Attendance Officer) and ensure that matters of attendance are communicated well with parents, and that patterns are closely monitored. All staff will work to ensure that the school builds a trust account with parents, that parent's views are harnessed and that these are used to inform opportunities to support and engage parents in their child's learning though:</p> <p>Workshops, school experiences and Open Classroom Sessions as well as signposting to multi agency support.</p> <p>As part of this dialogue, parents will be informed regularly about their child's</p> | <p>SLT<br/>SENDco<br/>Care and<br/>Guidance<br/>Team</p> | <p>As above</p> <p>Termly through the Care and Guidance team meetings</p> <p>Hub Councillors and EWO X3 yearly</p>   |

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|                            | Teacher monitoring and involvement as part of culture of shared dialogue around the child | running high at 18%. This is data that needs to be swiftly reversed in order to uphold each child's basic entitlement to an education. | attendance and will be held to account for upholding the school policy as part of the Home School Agreement. |  |         |
| <b>Total budgeted cost</b> |   |  |  |  | £17,000 |

| 6. Review of expenditure  |  |   |  |              |
|---|--|---|--|--------------|
| Previous Academic Year  |  | £21,120 allocated   |  |              |
| 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         |
| <p>Improved oral language skills Reception and KS1 Accelerated progress in Reading and Writing for KS 1 pupils</p> <p>Increased proportions of pupils achieving Expected at end of each key stage</p> | <p>Bespoke packages of support across Wave 2 and 3 (small group and 1:1) delivered by experienced Intervention Teacher</p> | <p>Averaged across the school, this year Pupil Premium children have made slightly more progress than Non Pupil Premium children in reading, but have made less progress in writing and in maths.</p> <p>Of the two PP children in Year 4, one has complex SEN needs but they did, however, make the expected 6 points of progress in Writing and Maths. Progress in Reading is slow and a targeted area. The other pupil achieved EXS across all three subjects having made at least 6 points of progress in each.</p> <p>Of the five PP children in Year 5 (this year's Year 6 cohort) 4 are targeted to achieve EXS at end of year, two of which are showing potential to achieve GDS in Reading. One child remains a concern and is working towards/below in all areas.</p> | <p>Reading progress for this group remains a concern and has demonstrated that targeted intervention for oracy, phonics and early fundamental skills for Reading and Writing need to be further deployed in reception and KS1 in order to prevent the gap from widening.</p> <p>That said, the deployment of an Intervention Teacher solely for the purpose of closing the gap, has enabled us to target pockets of underachievement – PP and non PP children - across the school. This has not reached all children.</p> <p>This approach will be continued but deployment will be targeted to younger children and all staff will be involved in RWI training for early acquisition of phonics and reading.</p> <p>The approach moving forward to 2019-2020 will be to use funding for training of all Teachers so that Quality First Teaching impacts significantly on vulnerable learners and is then supported by bespoke intervention.</p> | <p>£3000</p> |
| 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         |



|  |  |   |   |                    |
|--|--|---|---|--------------------|
| <p>Improved oral language skills transferring to Reading and Writing</p> <p>Increased proportions of pupils achieving expected at end of each key stage</p> <p>Increased proportions of pupils achieving expected at end of each key stage</p> | <p>Consolidation of Learning Toolkit and Growth Mindset work to increase resilience and support a focus on pupil effort and accountability.</p> <p>Whole staff action research around effective feedback (Clarke and Hattie) to engage pupils and give them ownership of learning process.</p> | <p>This element of school improvement has had a significant impact on pupils and staff and has led to a culture shift in terms of staff resilience and approaches to both low level and challenging behaviour.</p> <p>Elements of best practice have been shared with parents through workshops and have paved the way for a deeper dialogue around pupil readiness to learn and accountabilities.</p> <p>Alongside this, staff have deployed the Learning Toolkit – a set of 8 key dispositions for learning – which have been introduced to the children as part of the everyday language around the ownership of learning.</p> | <p>This work has paved the way for the next stage of development in readiness to learn.</p> <p>The strategy for 2019-2020 will be to develop effective feedback for learning. See planned expenditure above. This approach will be continued.</p> | <p>£10000</p>      |
| <p><b>iii. Other approaches</b></p>  |  |   |   |                    |
| <p><b>Desired outcome</b></p>  | <p><b>Chosen action/approach</b></p>   | <p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>  | <p><b>Lessons learned</b><br/>(and whether you will continue with this approach)</p>  | <p><b>Cost</b></p> |

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| <p>All stakeholders recognise that pupil wellbeing is a fundamental pre-requisite for learning. Staff are well equipped to support pupils with complex needs and layers of vulnerability, so that they are ready to learn and have high levels of resilience.</p> | <p>All staff to receive TISUK training which builds on previous training linked to brain development and Thrive approaches which support pupils with poor wellbeing/low resilience/challenging behaviour as a result of contextual issues/emotional and social needs.</p> | <p>70% of pupils enter from home contexts which are in the 30% most deprived nationally (IMD data). This has increased to 74% for 2019-2020. This impacts on emotional wellbeing and resilience for learning across the school. This also impacts on home learning/the practise and consolidation of fundamental skills - such as reading - in families who are struggling to support.</p> <p>The provision of a trained TIS leader and supporting practitioner has impacted positively on whole school culture as well as on high needs pupils. Several children with high risk behaviours and at risk of exclusion have been allocated bespoke packages of provision and behaviour is managed/changed over time.</p> | <p>SLT have reflected with staff and we are in no doubt that this provision is key to the entitlement and enablement for all children – as well as those who are most acutely at risk.</p> <p>We will continue to develop this provision and provide integrated designated expertise at whole class, small group and individual levels through the coming year.</p> | <p>£8000</p> |
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