

St Day and Carharrack Primary School: Pupil Premium Strategy Statement 2019 – 2020



1. Summary information					
School	St Day and Carharrack Primary School				
Academic Year	2019-2020	Total Pupil Premium budget	£40,080 (17-18) £45,550 (18-19) £68,820 (19-20)	Date of most recent Pupil Premium Review	September 2019
Total number of pupils	183 (17-18) 193 (18-19) 175 (19-20)	Number of pupils eligible for PP	29 15.8% (17-18) 47 24% (18-19) 55	Date for next internal review of this strategy	Jan+July 2020 * *Move to 3yr plan

Contextual Information: Based on the 2015 Index of Multiple Deprivation (IMD), **43.5% of our pupils live in the most deprived 0 – 30% of LSOAs in England compared to a LA average of 31.4%.**

2. Current attainment (individual tracking data for attainment and progress held for each child)			
Summer 2019 KS2	<i>Pupils eligible for PP - 5</i>	<i>Pupils not eligible - 19</i>	<i>All pupils (national)</i>
% achieving the expected standard in reading, writing and maths	40%	73.7%	67% (65%)
% achieving the expected standard in reading	60%	84.2%	79% (73%)
% achieving the expected standard in writing	40%	84.2%	75% (78%)
% achieving the expected standard in maths	80%	94.7%	92% (79%)
% achieving the expected standard GPS	80%	75%	92% (78%)
Summer 2019 KS1	<i>Pupils eligible for PP - 4</i>	<i>Pupils not eligible - 22</i>	<i>All pupils (national)</i>
% achieving the expected standard in reading, writing and maths	25%	68.1% (15)	61.5% (65%)
% achieving the expected standard in reading	50%	77.3% (17)	73% (74.9%)
% achieving the expected standard in writing	50%	72.7% (16)	65.4% (69.2%)
% achieving the expected standard in maths	25%	86.4% (19)	77% (75.6%)
Summer 2019 Yr 1 Phonics	<i>Pupils eligible for PP - 4</i>	<i>Pupils not eligible - 26</i>	<i>All pupils (national)</i>
% achieving pass	50% (2)	73%	70% (81.9%)
Summer 2019 EYFS	<i>Pupils eligible for PP- 9</i>	<i>Pupils not eligible - 15</i>	<i>All pupils (national)</i>
% achieving GLD	33.3% (3)	80% (12)	62%/75%* (71.8%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>		
A.	High quality training CPD needed - to upskill all staff as a high number of children join St Day and Carharrick in EYFS + mid-year across both key stages – with an increasing complexity of needs including SEMh + a specific transient group of children. Many of the PP pupils are also SEND.	
B.	To develop communication + speech and language needs (EYFS baseline data) + phonics data 10% below National	
C.	Behaviour for Learning - children to be learning ready. Independent skills need to be developed– to increase self-belief + gain resilience to remain engaged in challenging tasks and meet the high expectations of the school day. Limited Knowledge of the World due to limited experiences/ opportunities.	
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>		
D.	PP late arrivals after 9am+ attendance is not yet the same standard as other pupils- and especially for a specific transient group with cultural differences.	
E	Social difficulties experienced by families including housing, finance, family literacy, mental health and parental anxieties affects ‘dispositions for learning’	
F	Some pupils come from homes with limited experiences of higher education and may therefore have low aspirations for their futures Parental engagement + confidence with basic skills – reading, spellings and maths	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Quality first teaching CPD + EEF intervention strategies- increases staff confidence to meet the needs of all children through targeted support. Children make accelerated progress and achieve nationally expected standards at the end of each key stage including the EYFS. The needs of PP with SEND pupils are met within the classroom and these pupils make good progress	Staff confidence + variety of evidence based approaches used. Pupils make accelerated progress relative to their individual starting points and achieve expected standards at the end of each key stage. Early identification for pupils with SEND and high quality support ensures they make good progress from their starting points Improved results in all key stages
B.	Disadvantaged pupils make accelerated progress in communication enabling them to access their learning alongside their peers. Stimulating extended learning experiences help develop imagination and language.	Pupils eligible for PP make accelerated progress relative to their individual starting points in Communication and Language in the EYFS, in Phonics in Year 1, and in Reading across the school.

C.	<p>The school is able to address and meet children’s behavior, social and emotional needs and develop their self-esteem. TIS approach is embedded across the school. Children are ready to learn. Behaviour across the school is good and behaviour for learning of PP pupils leads to good progress and attainment of PP pupils in line with national figures.</p>	<p>Children’s social and emotional needs are met through TIS – assessments show a greater resilience and children can meet the expectations of the school day – remaining engaged in challenging tasks for longer. CPOMS shows a reduction in incidents over the year for PP pupils in comparison to the baseline at the start of the year. KS data shows progress for all PP pupils due to improved behaviour for learning.</p>
D.	<p>Increased attendance rates for pupils eligible for Pupil Premium in line with National expectations. Positive relationships with the community - additional EWO support link for specific transient group of DP, respect, understanding and tolerance.</p>	<p>Tracking of punctuality and attendance improves in line with ‘other’ pupils. Termly EWO support to target vulnerable families with a plan of support. Increased communication and home/school links. Respect, understanding and tolerance for all members of our school community.</p>
E.	<p>Children eligible for PP are able to access all opportunities alongside their peers including extra-curricular activities, music tuition, swimming, uniform, trips and residential. Children who are vulnerable are able to access support when they need it through a ‘£200 credit’ per child.</p>	<p>DP tracked for extra- curricular clubs participation, items purchased to support being in school + equity of experiences audit. Tracking of credit uptake per family</p>
F.	<p>PP pupils have high aspirations and self-confidence -audit experiences Parents engaged with their child’s learning – attending workshops and class activities- an increased confidence in key basic skills.</p>	<p>High aspirations and increased opportunities for achieving and participating in events. DP pupils are well represented in various pupil leadership opportunities across the school. Parents are engaged with school life eg. Attending ‘Rocket Readers’ – daily reading with their child. Parents attend school workshops and gain confidence in key basic skills.</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 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?	Cost	Staff lead	When will you review implementation?
Improved reading skills for all, including phonics knowledge and comprehension strategies – through developing a love of reading.	<p>Whole School RWI 9-9.40 to increase to full hour in KS1 (following Oct 2019 training) - Ruth Miskin RWI phonics training</p> <p>Catch-up targeted 1:1 interventions in Yr 3/4 including Freshstart in Yr5/6</p> <p>Target Yr 2 readers to make National ARE.</p> <p>Whole-class 'Read with DERIC' strategies in KS2.</p> <p>'Rocket Readers'</p> <p>Additional half termly support from English Hub.</p>	<p>EEF teaching and learning toolkit research +5months progress – teach reading comprehension strategies explicitly and consistently.</p> <p>To improve end of Key stage outcomes for PP– children can confidently tackle written answers to reading comprehension questions.</p> <p>Phonics outcomes to meet National.</p>	<p>-This forms part of our School Improvement Plan and it will be monitored as part of that process. This will include lesson observations and learning walks, book scrutiny, ongoing professional dialogue and moderation, half termly RWI data – by JP</p> <p>-Pupil progress review meetings</p> <p>-Appraisal Target for all staff- everyone a 'Reading Teacher'</p>	<p>(RWI – English hub £6,000)</p> <p>2 full INSET days TA cost £52.09x16x2 days =£1666.88</p> <p>JP release x 6 days = £787.48</p> <p>Additional RWI resources- matched books £5,000</p>	<p>JP BP All staff</p>	<p>Half-Termly RWI data</p> <p>Termly Mappix data BP</p> <p>English Hub Leader visit half-termly – focus on lowest 20%</p>

<p>PP pupils improve outcomes in writing in KS1 and KS2</p>	<p>Feedback is prompt and next steps/support given. Staff training on consistent modelling of writing and the cursive handwriting script.</p> <p>'Real project' with cross-curricular writing focus to ensure skills are applied. Learning environments consistently model high quality cursive script through book-making with T+L challenges.</p> <p>'Writers Block' KEAP workshops</p>	<p>EEF research shows maximum gains from timely feedback</p> <p>KS2 results showed gap between reading & writing outcomes for PP and non PP pupils.</p> <p>Ofsted action point from previous inspection</p> <p>Writers Block to target KS2 boys under performing</p>	<p>Half termly school monitoring of pupil progress data and progress review meetings.</p> <p>Joint staff planning</p> <p>Staff training</p> <p>Modelled lessons</p> <p>Coaching to improve the quality of teaching across the school in writing</p> <p>Curriculum maps show engaging hooks involving educational trips/visitors</p>	<p>TA INSET £52.09 per day x 15 =£781.35</p> <p>P/Progress cover £202.00x3 =£606.00</p> <p>No cost – Belling Funding-(£20,000) – IWB writing resources</p>	<p>BP All staff</p>	<p>Termly review through pupil progress meetings/monitoring</p> <p>Joint L/obs + planning scrutiny for progression of skills BP, HT</p>
<p>PP pupils improve outcomes in Math</p>	<p>Continue raising the profile of Maths through high quality CPD with all staff. Support from Maths hub training – TAs + Lead – Mastery + Shanghai Maths training. Learning environments consistently model high quality Math learning areas.</p> <p>Ensuring a clear tracking system allows for intervention and targeted support.</p>	<p>1:1 interventions for target PP children (EEF research)</p> <p>Math lessons are high quality across the school and use a range of hands on materials and link to real life learning.</p> <p>KS results showed gap between Math outcomes for PP and non PP pupils.</p> <p>Use of manipulatives to aid understanding and link learning up.</p>	<p>Half termly school monitoring of pupil progress data and progress review meetings.</p> <p>Joint staff planning</p> <p>Calculation policy followed by all</p> <p>C P A approach will be evident in book looks.</p>	<p>TA x 15 x £9.47 over time x2hrs =£284 x3 (day per term) Total: £852.30</p> <p>CPA training with Power Maths lead =£350.00</p> <p>Power maths online resources; =£1,152.00</p>	<p>Maths Lead</p>	<p>Half-termly Maths Hub leader L/obs</p> <p>Termly review through progress meetings/ monitoring and yearly detailed review.</p>

<p>Stimulating extended learning experiences help develop imagination and language – speech and communication + increased range of vocabulary.</p> <p>EYFS training</p>	<p>Half-termly cultural capital offsite visits to enhance topic learning + increase vocabulary for writing</p> <p>Weekly entitlement to Forest Schools outdoor skills development</p> <p>CASCADE community drama project for Spring/Summer</p> <p>Theatre productions</p>	<p>Pupils will be able to develop their language through cultural experiences, drama and discussions of different experiences - to improve vocabulary choices and ideas within their written work.</p> <p>Outdoor learning environment boosts mental well-being + social interaction and communication – increased confidence and self-esteem</p> <p>Improvement in behavior of DP when given the opportunities to attend activities.</p> <p>Evidence shows an increase in positive dispositions</p>	<p>Joint staff planning</p> <p>Staff training</p> <p>Coaching to improve the quality of writing teaching across the school</p> <p>Curriculum maps show engaging hooks involving educational trips/visitors</p>	<p>Books £200 per class x7 + library (£2,000 fundraising)</p> <p>Drama Specialist =£1,260.00 (Arts Funding)</p> <p>Music Therapy =£1,412.40 + £540 additional</p> <p>Theatre productions x3 £723, £738, £550 =£2011.00</p>	<p>All staff</p>	<p>Termly</p>
<p>The needs of PP with SEND pupils are met within the classroom and these pupils make good progress with a particular focus on reception, year 4 + transient group- where there are high SEN+PP in these year groups</p>	<p>1:1 additional support</p> <p>Early identification of SEND needs in EYFS following entry to school. Children assessed in EYFS on entry and baselined, so their gaps are identified and support put into place to close these gaps before they widen.</p> <p>SENDCo to support targeted children across the school close gaps in targeted areas.</p> <p>Emphasis on children who are PP, SEN and transient.</p> <p>Additional 1:1 support for vulnerable pupils with specific cognitive / behaviour impairment</p>	<p>Early intervention indicates that PP pupils receive the appropriate support required. EHCP have been completed due to early intervention.</p> <p>Transition is well planned</p> <p>Case studies have highlighted where these pupils receive interventions they make progress. This approach needs to continue through early identification of gaps.</p>	<p>Accurate identification of need and intervention/support.</p> <p>Rigorous monitoring of the provision and progress made by these pupils.</p> <p>Updated provision mapping that enables specific tracking of interventions.</p> <p>Staff training. TA support CPD (SEN).</p> <p>Available high quality differentiated resources</p>	<p>CPD – Precision teaching TA 2 hr CPD– 30hours x£9.47 =£284.10 per term Total: £882.30</p> <p>EYFS release x3days =£606.</p> <p>Lego therapy 10hours per week x£9.47x30weeks over year =£2, 841</p>	<p>Send Lead</p>	<p>SENDCo quality checks IEPs</p> <p>Subject leads half termly data checks for interventions impact</p> <p>Termly review through pupil progress meetings/monitoring and yearly detailed review.</p>

<p>Variety of Feedback (peer assessment/ verbal/written/ whole class) used to help raise standards in English and Maths and increase confidence and independence. Non-negotiables in all lessons including WAGOLL/LI/ S2S</p>	<p>Feedback marking to close the gap- example/ reminder/scaffold prompts – children use ‘purple polishing’ to improve. Develop Pupil Conferencing and growth mindset + metacognition to give pupils ownership of their learning and enable them to recognise their own strengths and “next steps”.</p>	<p>The EEF Teaching and Learning Toolkit identifies feedback as being of moderate or high impact and low cost. To close the gap and enable all children to achieve LI. Feedback Policy reflects latest Research- including different types of effective feedback.</p>	<p>This forms part of our School Improvement Plan and it will be monitored as part of that process. Training for all staff. Upskilling TAs- Raised expectations to give timely feedback. Use of ipad visualisers.</p>	<p>In School – no cost – staff training</p>	<p>HT, English/ Maths leaders</p>	<p>Book scrutiny 1/2 termly Subject leader monitoring with governors</p>
<p>Learning is accelerated in English and Maths across both key stages. Upskill TAs and teachers.</p>	<p>1:1 interventions across both KS using precision teaching by all staff for targeted children. RWI interventions EYFS/KS1 Deployment of additional TA support to PP heavy classes</p>	<p>EEF research for 1:1 and verbal interventions Research based 1:1 support – greatest impact on achievement. Progress across the school shows that Pupil Premium children made at least expected progress in Reading, Writing and Maths.</p>	<p>Ongoing review of pupils’ needs and progress. Regular assessment and moderation. Pupil progress meetings, pupil conferencing</p>	<p>1:1 Precision Teaching training cost Additional TA hours =£16,260 CPD staff</p>	<p>Key Stage teacher responsibility</p>	<p>Ongoing review; formal review with ½ termly data progress meetings.</p>
<p>Children’s specific social and emotional mental health needs and behaviours are identified and</p>	<p>TIS 1: 1interventions Forest Schools Music Therapy Lego Therapy Behaviour support specialist - Application of</p>	<p>To use TIS strategies to support children to regulate their own emotions and develop self-confidence through play based activities and stories We consider addressing</p>	<p>Entry and exit points tracked Use of CPOMS Rolling programme of TIS. Appropriate assessments and programmes are in place and monitored. Improved behaviours</p>	<p>EP SLA +£476 per day = £2,856 CPOMS = £774 Forest School x 5 afternoons skilled</p>	<p>DHT CH</p>	<p>Motional Reports half-termly show impact EP + SENDCo review half-termly Parent survey Pupil voice</p>

<p>addressed to help the child to be ready to learn</p>	<p>Golden Rules – rewards and sanctions for those children beyond the whole school approach</p> <p>Additional EP support for targeted support for children, families and staff</p>	<p>children’s social and emotional needs to be fundamental to our work. The EEF Teaching and Learning Toolkit recognises that Social and Emotional interventions have an identifiable impact on attitudes to learning and, in many cases, attainment (five months additional progress on average).</p> <p>Behaviour strategies modelled with TAs in the classroom To support positive relationships and address specific needs</p>	<p>Increased resilience and self-regulation Parent surveys.</p>	<p>practioner =£5,000</p> <p>TIS – 20hours 1:1 =£6,000</p> <p>TIS room resources Restorative Justice Training x4=£3,000</p>		
<p>PP pupils are punctual, focused, engaged and ready for their learning. with high aspirations and self-confidence.</p> <p>Whole school attendance improved through a collective approach. Positive relationships and equality in the community.</p>	<p>To provide breakfast club. Subsidised fruit for Pupil Premium (KS2) and Free Milk.</p> <p>Growth Mindset + metacognition training for all staff to support pupils.</p> <p>Communicating with parents – daily meet and great, discussing if punctuality or attendance is an issue. Combined class attendance Award. Doors open from 8.45am. Community projects and support – joint Art project booked.</p>	<p>Evidence indicates that pupils who have eaten will be able to concentrate in their learning.</p> <p>Metacognitive strategies increases confidence, independence and closes the gap between DP and non DP</p> <p>Targeting families for breakfast club– has led to improved attendance</p> <p>PP pupils are tracked on behaviour analysis, attendance and participation in clubs</p>	<p>Observations show that pupils are engaged in their learning.</p> <p>Pupil voice.</p> <p>Reduction in late arrivals and pickups for PP pupils.</p>	<p>EWO SLA £180 per session £180x3 =£540</p> <p>Additional Breakfast Provision- 10hours =£3,556.80 ('Free Clubs' £5,335.20- Sports premium)</p>	<p>EWO, HT</p>	<p>Termly review through progress meetings/monitoring and yearly detailed review.</p> <p>Termly EWO meetings</p>
<p>Children are able to take part in the</p>	<p>£200 incentive/credit for every PP family</p>	<p>Equality of opportunity. We want all children to access</p>	<p>School office hold records to ensure PP money is used for</p>	<p>55 children x £200 =£11,000</p>	<p>HT Office</p>	<p>Termly reviews Pupil voice re</p>

cultural opportunities available and access additional targeted provision eg. Music/surfing – without cost or specialist equipment being a barrier.	Subsidised cost of Key Stage 2 camps and trips.	all the opportunities available to them and to take part in a wide range of cultural enrichment activities.	this purpose. If PP children do not opt to go to camp- liaise with parents to ensure that the reasons for this are not financial.	Music Provision 1:1 lessons =£2,000 Minibus to access trips eg. Minack =£500.00		interests
Total budgeted cost						£ 70,695.51

Review of expenditure IMPACT and evaluation				
Previous Academic Year : £45,550		2018 -2019		
Desired outcome	Chosen action / approach	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)	Total Cost: £49,961.08
<p>A. Quality first teaching CPD + EEF intervention strategies- increases staff confidence to meet the needs of all children.</p> <p>Achieve nationally expected standards at the end of each key stage including the EYFS.</p> <p>The needs of PP with SEND pupils are met within the classroom and these pupils</p>	<p>Weekly staff training</p> <p>CPD – for ALL including TAs– see extensive training list- Teaching Schools +CAPH membership</p> <p>Peer observations – what non-negotiables look like</p> <p>Whole School 9-9.30 reading and phonics</p> <p>Whole-class ‘Read with DERIC’ strategies to be</p>	<p>Staff confidence + variety of evidence based approaches used.</p> <p>All staff – including TAs attending weekly briefing to ensure consistency of approach</p> <p>Non-negotiables document – supported teachers with a tick list of what needs to be in every lesson to support.</p> <p>Staff ‘grab file’ – all knowledgeable about PP children with specifically targeted support linked to gaps in learning.</p> <p>Pupils made good progress relative to their individual starting points with improved end of KS results – 50%</p>	<p>Opportunities/additional time planned in to share outcomes of CPD.</p> <p>Reading strategies to be made a priority to increase confidence and stamina.</p> <p>High staff illness – affected some children receiving their entitlement. COVER needed.</p> <p>To ensure TAs receive update training and disseminated information from class teachers. Ensuring that the impact of TAs on children’s learning is maximised will be an ongoing focus area.</p> <p>To refine and continue. To ensure PP in Yr</p>	

make good progress.	<p>trialled in KS2.</p> <p>1:1 interventions across both KS – led by skilled staff</p>	<p>increase in KS1 reading and writing + 25% in maths.</p> <p>Early identification for pupils with SEND - targeted support.</p> <p>Improved results in all key stages (see data document)</p>	6 reach ARE combined measure	
B. Disadvantaged pupils make accelerated progress in communication enabling them to access their learning alongside their peers.	<p>DRAMA sessions weekly</p> <p>Music Therapy</p> <p>Lego therapy</p> <p>Outdoor Learning and vocabulary development</p> <p>Theatre productions</p> <p>Rotary Speech Competition</p>	<p>Pupils made progress relative to their individual starting points in Communication and Language in the EYFS, in Phonics and in Reading across the school.</p> <p>Stimulating extended learning experiences helped develop imagination and language.</p>	<p>Drama to resume in Spring and Summer Terms – CASCADE Community Project- to catch up children now in KS2 + continue to focus on new Reception.</p> <p>Need for consistency in RWI - training to be embedded and used as precision teaching.</p>	
C. The school is able to address and meet children's behavior, social and emotional needs and develop their self-esteem. Children are ready to learn. Behaviour across the school improves.	<p>TIS approach is embedded across the school.</p> <p>Golden Rules, Circle Time and Golden Tickets.</p>	<p>Children's social and emotional needs are met through TIS – assessments show a greater resilience and children can meet the expectations of the school day – remaining engaged in challenging tasks for longer.</p> <p>CPOMS shows a reduction in incidents over the year for PP pupils in comparison to the baseline at the start of the year.</p> <p>KS data shows progress for all PP pupils due to improved behaviour for learning.</p>	<p>TIS strategies and approaches to be taken on by all members of staff rather than just 4 key people.</p> <p>To fully embed across the whole school – additional training to enable more staff to lead TIS interventions.</p> <p>To continue</p>	
D. Increased attendance rates for pupils eligible for Pupil Premium in line with National expectations. Positive relationships with	<p>Meet and greet daily</p> <p>Free Breakfast Club</p> <p>Following policy – explaining to families ahead of any fines</p>	<p>Tracking of punctuality and attendance improves in line with 'other' pupils. Termly EWO support to target vulnerable families with a plan of support.</p> <p>Increased communication and home/school links. Respect,</p>	<p>Improved attendance for target families.</p> <p>To continue with strategies.</p> <p>To revise attendance policy and inform parents of penalty notices to reduce authorized and unauthorized absence - via</p>	

<p>the community - additional EWO support link for specific transient group of DP, respect, understanding and tolerance.</p>	<p>Home visits Inclusion EWO support</p>	<p>understanding and tolerance for all members of our school community.</p>	<p>letter from HT + GB.</p>	
<p>E.Children eligible for PP are able to access all opportunities alongside their peers including extra-curricular activities, music tuition, swimming, uniform, trips and residential.</p>	<p>Access support when needed - through a '£200 credit' per child. Additional cultural opportunities arranged according to pupil voice eg. Theatre, Minack workshops, surf school</p>	<p>DP tracked for extra- curricular clubs participation, items purchased to support being in school + equity of experiences audit. Tracking of credit uptake per family</p>	<p>To continue – positive impact – giving parents the exact support they need. Uniform purchases – high uptake Pupil voice – lots of 'firsts' experiences.</p>	
<p>F.PP pupils have high aspirations and self-confidence -audit experiences Parents engaged with their child's learning – attending workshops and class activities- an increased confidence in key basic skills.</p>	<p>Range of opportunities Included – Lego therapy Music therapy Trips</p>	<p>PP participating in events. PP pupils are well represented in various pupil leadership opportunities across the school eg. Sports Leaders Parents are engaged with school life eg. Attending 'Rocket Readers' – daily reading with their child. Parents attend school workshops and gain confidence in key basic skills.</p>	<p>Subject Leaders to plan key events throughout the year to support parental engagement – to build on this last year. To continue.</p>	