

## Kernow Learning Pupil Premium strategy statement 2019 - 2020

1. Summary information					
<b>School</b>	Leedstown CP School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£10,560	<b>Date of most recent PP Review</b>	October 4 <sup>th</sup> 2019
<b>Total number of pupils</b>	60	<b>Number of pupils eligible for PP</b>	8	<b>Date for next internal review of this strategy</b>	December 2019

2. Current attainment (2019)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP your school (national average in brackets)</i>
<b>EYFS</b>		
% of pupils achieving GLD	N/A	50% (2/4 pupils). 2018 national average was 71.5%
<b>Y1 Phonics</b>		
% of pupils achieving the expected standard in phonics	N/A	62% (8/13 pupils). 2019 national average is 82%
<b>KS1 Attainment</b>		
% of pupils achieving the expected standard in Reading	100%	78% (7/9 pupils). 2019 national average is 75%
% of pupils achieving better than expected standard in Reading (GDS)	50%	44% (4/9 pupils). 2019 national average is 25%
% of pupils achieving the expected standard in Writing	100%	78% (7/9 pupils). 2019 national average is 69%
% of pupils achieving better than expected standard in Writing (GDS)	50%	22% (2/9 pupils). 2019 national average is 15%
% of pupils achieving the expected standard in Maths	100%	89% (8/9 pupils). 2019 national average is 76%
% of pupils achieving better than expected standard in Maths (GDS)	0	11% (1/9 pupils). 2019 national average is 22%
<b>KS2 Attainment</b>		
% of pupils achieving the expected standard in Reading	N/A	100% (8/8 pupils). 2019 national average is 73%
% of pupils achieving better than expected standard in Reading (GDS)	N/A	50% (4/8 pupils). 2019 national average is 27%
% of pupils achieving the expected standard in Writing	N/A	88% (7/8 pupils). 2019 national average is 78%
% of pupils achieving better than expected standard in Writing (GDS)	N/A	13% (1/8 pupils). 2019 national average is 20%

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% of pupils achieving the expected standard in Maths	N/A	63% (5/8 pupils; two just missed Expected with a scaled test score of 99). 2019 national average is 79%
% of pupils achieving better than expected standard in Maths (GDS)	N/A	38% (3/8 pupils). 2019 national average is 27%
% of pupils achieving the expected standard in Grammar, Punctuation and Spelling (GPaS)	N/A	88% (7/8 pupils). 2019 national average is 78%
% of pupils achieving better than expected standard in GPaS (GDS)	N/A	25% (2/8 pupils). 2019 national average is 36%

### 3. Barriers to future attainment

- A. For some of our pupils, reading at home and for pleasure does not happen very often. For some of our children there is not the love for reading and children are not motivated to read.
- B. For some of our disadvantaged pupils, parental engagement is very low. Increasing the involvement of parents in their children's learning would have a greater impact on pupils learning.
- C. For some of our pupils the narrowness of their experiences growing up as disadvantaged children in a rural community can result in a significant deficit in cultural capital. This has resulted in children attending our school who have not had many of the experiences that their more privileged peers take for granted ie; going to the beach visiting a museum and so on.
- D. Some of our pupils demonstrate low levels of self-esteem, confidence and poor social skills sometimes limit academic progress.

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4. Intent, implementation and impact of chosen strategies				
<b>Barrier A:</b> For some of our pupils, reading at home and for pleasure does not happen very often. For some of our children there is not the love for reading and children are not motivated to read independently.				
<b>Desired outcomes and how they will be measured</b>			<b>Success criteria</b>	
Children are motivated to read at home, as well as at school. Parents enjoy hearing their children read and develop a love of reading together.			For 100% of children to achieve the expected standard in reading and as a result, children's reading comprehensions skills are increased.	
<i>i. Quality of teaching for all</i>				
<i>Chosen action / strategy</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Mid- Year Review of impact (February 2020)</i>
High quality texts are selected and used within the Literacy lessons as well as the topic work covered.  Ensuring that the library area is inspirational to all pupils, have comfortable seating and inspirational displays.  Reading areas are evident in every classroom.	Pupils will develop an enjoyment for the range of genres and authors and will find something that they enjoy reading.  Pupils will see that reading is part of any topic/area of learning.  For children to understand the importance and relevance of reading.	The rolling programme to be completed with specific high quality reading texts associated with the topics.	Nicola Neale	

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There are regular and planned opportunities for older children to read to younger children.	Younger children have reading modelled to them. For older children to have the opportunity of an audience for reading.			
<b>ii. Targeted support</b>				
<i>Chosen action / strategy</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Mid -Year Review of impact (February 2020)</i>
<p>Targeted daily phonics and reading throughout the school in small groups.</p> <p>That the approach to reading is clearly timetabled and consistent.</p> <p>The use of Accelerated Reader is used and the scores of individual pupils displayed and celebrated, to motivate pupils.</p> <p>The purchase of Dyslexia resources specifically tailored to the needs of the children.</p>	<p>Children will make better progress being taught within small groups.</p> <p>There is a consistent teaching approach which will ensure all children have appropriate interventions and quick 'catch-up' opportunities.</p> <p>The children will become motivated to read at home and to change their books often, resulting in making progress and developing a love for reading.</p> <p>The scores that the children achieve being displayed will encourage and motivate</p>	<p>Regular monitoring of the timetable and ensuring that this is consistent. Being a teaching head will also ensure that this happens every-day.</p> <p>The reading scores and assessments will be printed off and shared with all staff on a regular basis. This will also indicate who is reading at home and who needs further encouragement.</p>	Nicola Neale	

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	children to want to read at home.			
<b>iii. Other approaches</b>				
<i>Chosen action / strategy</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Mid -Year Review of impact (February 2020)</i>
<p>Individual children to read daily to an adult with a specific focus on developing vocabulary.</p> <p>For all 8 children to be taken to the local library to have a new membership and to select and borrow books.</p>	<p>Children will progress and have the special one-to-one time with an adult; they will talk openly about their reading in this environment too.</p> <p>Children's interests will change in the reading materials and choices they make throughout the year. This will ensure that the children select and are exposed to high quality texts that continue to excite and motivate them.</p> <p>Some of the children would not have visited a library before and so will feel special having a new membership and being responsible for changing their books.</p>	<p>This will be timetabled into the diary each half term and the minibus blocked out for this.</p> <p>Governor reading visits focus on these children too.</p>	Nicola Neale	
Amount of PPG funding used for Barrier A: £63.99				

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<b>Barrier B:</b> For some of our disadvantaged pupils, parental engagement is very low. Increasing the involvement of parents in their children's learning would have a greater impact on pupils learning.				
<i>Desired outcomes for Barrier B and how they will be measured</i>			<i>Success criteria</i>	
That all of our parents feel inspired and empowered to help support their children at home with their learning.			Hold regular training and information events. Create a working party so that parents feel supported and confident to come into school. Information sessions to be at different times of the day, to enable working parents to attend.	
<b>i. Quality of teaching for all</b>				
<i>Chosen action / strategy</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Mid- Year Review of impact (February 2020)</i>
Headteacher presentation at the beginning of the year to express the importance of reading and how parents can help to support their children.  Accelerated Reader information session for parents to develop awareness of the importance of reading.  Parents coming into school for a range of experiences/craft afternoons	For all parents to understand the importance of reading for children and what their role is.  For parents to feel inspired and confident in helping their children to read.  To further engage with the parents within as many opportunities as possible.	To ensure that this is planned and takes place and that the evaluations from parents are taken into account.  To ensure that this takes place at least termly.	Nicola Neale	

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to develop a positive link to the children's learning.				
<b>ii. Targeted support</b>				
<i>Chosen action / strategy</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Mid -Year Review of impact (February 2020)</i>
Specific meetings with parents on a one-to-one basis to talk through ways of supporting pupils. This will include supporting the parents with helping with homework tasks.	Parents are able to talk openly and discuss the learning of their child in a positive environment. Through the activities mentioned above, parents feel confident to come into school.	That the planned meetings take place, without exception.  Regular evaluations and feedback of how the parents are feeling and what their feedback is, so that we can plan improved and specific meetings together.	Nicola Neale	
<b>iii. Other approaches</b>				
<i>Chosen action / strategy</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Mid -Year Review of impact (February 2020)</i>
Amount of PPG funding used for Barrier B: £				
<b>Barrier C</b>				
For some of our pupils the narrowness of their experiences growing up as disadvantaged children in a rural community can result in a significant deficit in cultural capital. This has resulted in children attending our school who have not had many of the experiences that their more privileged peers take for granted ie; going to the beach visiting a museum and so on.				
<b>Desired outcomes and how they will be measured</b>			<b>Success criteria</b>	
Children will have the opportunity to experience a range of cultural experiences.			Planned and appropriate cultural experiences booked for all pupils. Engaging in a range of visits and trips for pupils to draw upon when making links in other subject areas.	

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<b>i. Quality of teaching for all</b>				
<i>Chosen action / strategy</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Mid -Year Review of impact (February 2020)</i>
Each class has learning experiences enhanced by visitors and trips. Camp	For children to visit museums and historical sites to widen their experiences.  Opportunities for children to try new things that they wouldn't necessarily do; having a financial impact on parents.	Ensuring that every class has a planned and purposeful visit every term, that is closely linked to learning.  That children are able to talk about their experiences and that this reflects in their work and survey results.	Nicola Neale	
<b>ii. Targeted support</b>				
<i>Chosen action / strategy</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Mid -Year Review of impact (February 2020)</i>
To arrange for all children to attend a singing and dance after school club, paying for the PP children.	Many of the children do not take part in such clubs out of school hours, although show a large interest in them. This would enable them to perhaps progress further with these interests out of school.	Through talking to the children about what they enjoy doing, which of the arts is their favourite, which of these are on offer near where they live.	Nicola Neale	
<b>iii. Other approaches</b>				
<i>Chosen action / strategy</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Mid -Year Review of impact (February 2020)</i>
<i>Amount of PPG funding used for Barrier C:</i>				<b>£9,160.90</b>



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<b>Barrier D</b>				
Some of our pupils demonstrate low levels of self-esteem, confidence and poor social skills sometimes limit academic progress.				
<b>Desired outcomes and how they will be measured</b>			<b>Success criteria</b>	
That all pupils feel able to access all learning opportunities and feel able to speak to a designated adult if they do not feel confident.			Pupils feel ready to start the day and ready to learn. Pupils feel confident about their learning and that this has a direct impact and positive result in their social skills.	
<b>i. Quality of teaching for all</b>				
<i>Chosen action / strategy</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Mid -Year Review of impact (February 2020)</i>
To purchase 'Rock Stars' to boost children's confidence within maths.	For children to develop greater fluency in their timetables to give them confidence when tackling problems.	Maths lead and class teacher to monitor its impact on a regular basis.	Sue Jones	
<b>ii. Targeted support</b>				
<i>Chosen action / strategy</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Mid- Year Review of impact (February 2020)</i>
The older children to all be nominated with a sports or house captain responsibility.  To pay for the PP children's attendance of school camp.  To pay for the children to receive music lessons throughout the school year.	For children to feel responsible and valued. For children to develop confidence in leadership.  For children to experience a wide range of physical and social activities.	By ensuring that all children with responsibility have the opportunity to share their experiences and what the feedback has been from their peers.  Through the choice of the school camp and the associated skills.	Nicola Neale	

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	For children to experience some independence from parents.  Allow children to see the progress they make with the music and as a result, the increased confidence.	Asking the children which musical instrument they would like to learn and arranging this.		
<b>iii. Other approaches</b>				
<i>Chosen action / strategy</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Mid- Year Review of impact (February 2020)</i>
To subsidise breakfast club for the Pupil Premium children.	This will ensure that the children are in school in plenty of time each time, and will be ready to learn and the opportunity to socialise with others.	Home-school communication to ensure that the family make the use of this facility. Regular monitoring of the pupils to ensure that they are confident and ready to learn each morning.		
<i>Amount of PPG funding used for Barrier D: £3,072</i>				

**5. Total amount of PPG spent: £12,296.89**

Our teachers and governors evaluate the impact of each of the planned provisions. We are mindful that children who qualify for PP funding may fall into more than one vulnerable group and therefore progress data is also considered alongside end of Key Stage data.

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### Foundation Stage:

EYFS Attainment 2020	FSM pupils	School other	National all
% of pupils achieving GLD			

### Yr 1 Phonics:

Phonics 2020	Disadvantaged pupils	School other	National all
% of pupils achieving GLD			

### KS1 Attainment:

KS1 Attainment 2020	Disadvantaged pupils	School other	National all
% of pupils making expected standard in Reading			
% of pupils making better than expected standard in Reading (GDS)			
% of pupils making expected standard in Writing (TA)			
% of pupils making better than expected standard in Writing (GDS)			
% of pupils making expected standard in Maths			
% of pupils making better than expected standard in Maths (GDS)			

### KS2 Attainment:

KS2 Attainment 2020	Disadvantaged pupils	School other	National all
% of pupils making expected standard in Reading			

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% of pupils making better than expected standard in Reading (GDS)			
% of pupils making expected standard in Writing (TA)			
% of pupils making better than expected standard in Writing (GDS)			
% of pupils making expected standard in Maths			
% of pupils making better than expected standard in Maths (GDS)			
% of pupils achieving the expected standard in Grammar, Punctuation and Spelling (GPaS)			
% of pupils achieving better than expected standard in GPaS (GDS)			

### Summary of Impact for 2019/2020 and Planned provision for 2020-2021

Provision	Outcome/Impact – 2019-2020	Next steps – 2020 - 2021

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<b>New Strategies and Reasons</b>		