

Kernow Learning Pupil Premium strategy statement 2019 - 2020

1. Summary information					
School	St Merryn				
Academic Year	19-20	Total PP budget	£13,200 (10 x FSMe6)	Date of most recent PP Review	July 2019
Total number of pupils	136	Number of pupils eligible for PP	8	Date for next internal review of this strategy	January 2020

2. Current attainment (2019)	Pupils eligible for PP (your school)	Pupils not eligible for PP your school (national average in brackets)
EYFS		
% of pupils achieving GLD	n/a	67%
Y1 Phonics		
% of pupils achieving the expected standard in phonics	n/a	93%
KS1 Attainment		
% of pupils achieving the expected standard in Reading	100%	83%
% of pupils achieving better than expected standard in Reading (GDS)	0%	26%
% of pupils achieving the expected standard in Writing	67%	74%
% of pupils achieving better than expected standard in Writing (GDS)	0%	0%
% of pupils achieving the expected standard in Maths	67%	78%
% of pupils achieving better than expected standard in Maths (GDS)	0%	30%
KS2 Attainment		
% of pupils achieving the expected standard in Reading	67%	90% (75%)
% of pupils achieving better than expected standard in Reading (GDS)	33%	10% (26%)

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% of pupils achieving the expected standard in Writing	67%	80%	(70%)
% of pupils achieving better than expected standard in Writing (GDS)	33%	20%	(16%)
% of pupils achieving the expected standard in Maths	67%	90%	(76%)
% of pupils achieving better than expected standard in Maths (GDS)	33%	30%	(22%)
% of pupils achieving the expected standard in Grammar, Punctuation and Spelling (GPaS)	67%	90%	(78%)
% of pupils achieving better than expected standard in GPaS (GDS)	67%	30%	(36%)

3. Barriers to future attainment

A. Due to their emotional state, behaviour and social deprivation, some disadvantaged children are not yet ready to learn.

B. Due to their Sensory Processing difficulties some Pupil Premium children are not achieving ARE in R,W,M at the same rate as their peers

C. Poor attendance/parent engagement /home support means that children are not making progress at the same rate as others

D. Due to their poor emotional resilience some children easily give up when they are presented with a challenge

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4. Intent, implementation and impact of chosen strategies	
<i>Barrier A - Due to their emotional state, behaviour and social deprivation, some disadvantaged children are not yet ready to learn.</i>	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
All DP children to have the emotional capacity to be ready to learn at ALL times.	<ul style="list-style-type: none"> • Equip the children with strategies for a positive mindset • Provide CPD for lead member of staff to deliver Emotional First Aid as part of normal classroom practice • Equip nominated support staff to deliver bespoke nurture-based training to TAs that will enable them to grow children's resilience, self-esteem and confidence
<i>i. Quality of teaching for all</i>	

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<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>
TIS training (Trauma in Schools) pedagogy into the curriculum to ensure that ALL children will have access to and benefit from this approach.	The Adverse Childhood Experiences study, (ACE study) has found that adverse childhood experiences are a leading determinant of mental illness. A mass of research studies on social buffering, show that 'protective factors', namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health. Therefore we in order for children to achieve we know they must feel safe, supported and ready to learn.	<p>Adults will feel confident in providing caring and safe relationships for ALL children.</p> <p>Adults will always be emotionally available where they will help the children process, work through and make sense of what has happened.</p> <p>Children feeling calm, soothed and safe thus ready to learn.</p> <p>Adults interacting with all children in such a way that they feel valued as individuals throughout their day</p>	<p>Head of school (AB)</p> <p>MR (LSA) to attend training</p>	<p>A member of staff has started on the 10 day TIS course (Feb '20) and is underway with some casework using motional. Too early to see any results as yet.:</p> <p>Some classes have buckets for 'bucket filling' and some children have worry books to record their feeling in to share with parents/teachers/ LSAs</p>
ii. Targeted support				
<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>
Most emotionally vulnerable children to have an emotionally available adult at all times where they can relate to them	As above	<p>As above and</p> <p>Adults adjusting their expectations of vulnerable children to correspond with their</p>	AB	Adults have identified the vulnerable PP children to be in the first group needing TIS support.

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with compassion, empathy and unconditional positive regard.		developmental capabilities and experience of traumatic stress. Adults enabling children to address negative self-referencing and to help them move from 'behaving' their trauma/painful life experiences, to reflecting and developing coherent life narratives.		
iii. Other approaches				
<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</i>
Secret Mentors within school	These are proven to provide a confidence boost to the children involved	Regular feedback from secret mentors and any concerns flagged immediately	AB	<p>All staff (teachers and TAs) have DP children as secret buddies, with staff forming relationships with children who will be in their classes next year to aid with transition. The children do not know these, but great bonds have already started to form with children unknowingly seeking out their adults to speak to. Many pupils speak to trusted adult when they feel it necessary- helping learning/emotional behaviours, resulting in good management of emotions and resulting in improved readiness for learning.</p> <p>This in turn means that children are more in touch with their emotions, thereby improving classroom behaviour & learning. PSHE work around mindfulness, bucket filling and resilience is allowing pupils to become more</p>

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				regulated.
Reduce cost of all residential trips by 40% to ensure every child that wishes to go is able to	Giving children experiences and to take them to see things that they have never previously encountered, especially away from the home environment, can give them a real boost in their confidence and self esteem plus add to their limited life experiences.	All parents will be warned of the forthcoming trips and given the opportunity to opt in, with the knowledge that the cost will be reduced.	AB	All children whether going on residential or day trips are offered 40% reduction in cost to enable them to go. This has recently been applied in a trip to Pendennis Castle and on the London residential.
<i>Amount of PPG funding used for Barrier A: £ 3600</i>				
Barrier B Due to their learning difficulties, some Pupil premium children are not achieving ARE in R,W,M at the same rate as their peers				
<i>Desired outcomes for Barrier B and how they will be measured</i>			<i>Success criteria</i>	
All DP children with sensory difficulties will have access to a SIPT and in house regulation activities			<ul style="list-style-type: none"> ● SIPT children who are struggling with sensory difficulties to identify exact needs ● To carry out a programme of regular proprioception and calming techniques in order to regulate the children ● Regular reviews of intervention programme's (PEPs) ● 	
<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)</i>

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All children to be trained to take movement breaks during transition times in lessons to enable them to remain focussed	Proprioception is proven to be good for everyone in helping to regulate our systems.	Lesson observations Pupil conferencing	AB	Children are actively seeking proprioception during lessons. Equipment has been purchased including fiddle toys and kick bands for their chairs to support them when they are in their seats working.
ii. Targeted support				
<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>
SIPT children to determine main areas of difficulty	Children showing signs of anxiety and those who 'can't keep still/concentrate' will have a factual report to use as a working document and help support staff should they need to access specialist support, for purposes of disapplication etc.	We will use a registered OT with specialist knowledge in this area (Senara Occupational Therapy)	AB	Regular PEP meetings take place for all PP children who have had a SIPT. Proprioception and TIS activities are highlighted.
Devise a bespoke activity-based support package and a more general class based support that all children can access	Children are calm and regulated when they have received some form of regular proprioception	SENDCO will evaluate progress through data, discussion work with pupils and key staff	AB	On going work in this area is having a positive effect.
iii. Other approaches				
<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>
Purchase sensory equipment that will be used in classes/the hall to support children with sensory needs	Children seek proprioceptive toys in order to regulate themselves	TA will be trained to respond to the immediate needs of the child	AB	Sensory equipment has been purchased and is being used to regulate the children.

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All children with reading that is below ARE will read to an adult at least three times a week	If children who are below or those who are borderline will make progress or have further tests to see their barriers to learning if progress is on made	New library provision – we will encourage these children to be part of the process	AB/HW	We have accessed the updated library provision (Gold library service) and in addition, in order to address the children who are below ARE, we have introduced Accelerated Reader (purchased Jan 2020).
Buy in to the join it handwriting programme to help children with motor coordination difficulties				'Join it' is working well across the school – many children have been issued with pen licences and handwriting is an improving picture across the school.
<i>Amount of PPG funding used for Barrier B: £4400</i>				
Barrier C To improve Poor attendance/parent engagement and increase levels of home support through improved communication				
<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
<ul style="list-style-type: none"> Attendance of all children who have previously fallen below the threshold of 95% will improve; those falling below 91% will be referred on a case-by-case basis. Home school relations improved Greater parent engagement with the children at home 			<ul style="list-style-type: none"> Improved attendance for all Children become more engaged At least expected progress 	
<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>
Introduce parent forums and face to face meetings	It is proven that children work better when parents and teaching staff work together and there is mutual respect and good communication	<ul style="list-style-type: none"> Regular forums (termly) Face to face meetings when necessary (24 hours notice) Daily home/school book / teacher parent discussions 	AB/KP	Our Autumn term parent forum was about the use of devices and risks online. We held two meetings throughout the day and it was well attended by parents from all classes. Our Spring term parent forum took place in January. 20% of our parents came along – a great number! The staff delivered a

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				presentation about reading across the school and held a Q&A session about the new accelerated reader program. Parent engagement has increased across the school as a result.
ii. Targeted support				
<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>
Assembly attendance praise – class of the week with the best attendance. Star pupil, team house points	It is proven that children feel a sense of belonging if they have supported each other in achieving an end goal (team work) they are more likely to want to attend school if they are extrinsically motivated by a prize/end goal.	Teachers know reward system Attendance is monitored weekly Consecutive days are recorded and 5 days unauthorised together or over a three month period will result in a referral.	AB/KP	Each class has a star award weekly and attendance is celebrated as a whole school with the best class gaining extra playtime. Our ticket reward system has improved behaviour with excellent work celebrated in front of the whole school.
iii. Other approaches				
<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>
Offer breakfast and after school club at a 50% discount (subject to availability)	Children who are in school earlier will have eaten breakfast and be ready to learn.	Monitoring of the register to see who has taken up the offer and look for links with improved standards of work.	AB	We have continued to run After school club and Breakfast club this year. Unfortunately, very few PP children use either facility. We are therefore currently reviewing the reasons for this, including logistic reasons, and will be reconsidering our options for next September between now and the end of the academic year.
Employ an EWO to refer difficult cases to.	Monitoring of all families with a child whose attendance has	<ul style="list-style-type: none"> Regular meetings with the attendance governor 	AB/KP/NS	EWO has still to make contact with the school.

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	fallen below 95% can have a positive impact. Referrals should be made for persistent offenders.	<ul style="list-style-type: none"> Letters to be issued when there are concerns raised 		
Initiate a home school 'success journal' for all children to write in and take home to show parents who will be able to comment on the successes at home.	Children who know that their efforts are valued will be more likely to feel supported and will have improved learning power.	SMT monitoring	AB/KP	
<i>Amount of PPG funding used for Barrier C: £6000</i>				
Barrier D resilience Due to their poor emotional resilience some children easily give up when they are challenged				
<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
<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>
Learning powered approach	All teachers are trained / will be trained in the Learning powered approach	<ul style="list-style-type: none"> Lesson observations Work scrutiny Pupil conferencing 	AB	Children are well versed in the LPA and are regularly interviewed (during learning walks and Gov visits) about their ability to work to overcome difficulties. Children are overwhelmingly able to voice their strategies for coping with tricky work.
<i>ii. Targeted support</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>

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Ensure all children who need manipulatives in maths have access to everything they need up to and including Year 6.	Children might find it hard to access the maths curriculum without the necessary equipment	<ul style="list-style-type: none"> • Lesson observations/book looks • Planning • Audits • Pupil conferencing 		Since September the school has purchased Power Maths in order to unify the maths curriculum, so that all the children are talking a common language. An audit has taken place to establish what manipulatives are required in order to deliver the work.
iii. Other approaches				
<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 D: £3600</i>				

5.	Total amount of PPG spent: £13200
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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.

Foundation Stage:

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

Yr 1 Phonics:

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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			
% of pupils making better than expected standard in Reading (GDS)			
% of pupils making expected standard in Writing (TA)			

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% 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
New Strategies and Reasons		

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