

## Kernow Learning Pupil Premium strategy statement 2019 - 2020

1. Summary information					
School	Beacon ACE Academy				
Academic Year	2019/2020	Total PP budget	£205,920	Date of most recent PP Review	19/5/19
Total number of pupils	443	Number of pupils eligible for PP	145/412 33%	Date for next internal review of this strategy	7/10/19

2. Current attainment (2019)	Pupils eligible for PP (your school)	Pupils not eligible for PP your school (national average in brackets)
<b>EYFS</b>		
% of pupils achieving GLD	53%	49%
<b>Y1 Phonics</b>		
% of pupils achieving the expected standard in phonics	63%	83%
<b>KS1 Attainment</b>		
% of pupils achieving the expected standard in Reading	33%	33%
% of pupils achieving better than expected standard in Reading (GDS)	6%	60%
% of pupils achieving the expected standard in Writing	33%	32%
% of pupils achieving better than expected standard in Writing (GDS)	13%	0
% of pupils achieving the expected standard in Maths	39%	5%
% of pupils achieving better than expected standard in Maths (GDS)	0	5%
<b>KS2 Attainment</b>		
% of pupils achieving the expected standard in Reading	47%	81%
% of pupils achieving better than expected standard in Reading (GDS)	6%	9%
% of pupils achieving the expected standard in Writing	56%	77%
% of pupils achieving better than expected standard in Writing (GDS)	6%	8%

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% of pupils achieving the expected standard in Maths	43%	65%
% of pupils achieving better than expected standard in Maths (GDS)	0	4%
% of pupils achieving the expected standard in Grammar, Punctuation and Spelling (GPaS)	63%	85%
% of pupils achieving better than expected standard in GPaS (GDS)	22%	21%

### 3. Barriers to future attainment

- A. Due to their emotional state, some disadvantaged children are not yet ready to learn at all times.
- B. Some disadvantaged children have limited life experiences and access to enriching activities.
- C. Some disadvantaged children aren't progressing or attaining in line with their peers.
- D. Due to low levels of parental engagement, some disadvantaged children have low attendance.

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4. Intent, implementation and impact of chosen strategies				
<b>Barrier A</b> - Due to their emotional state, some children are not ready to learn at all times.				
<b>Desired outcomes and how they will be measured</b>			<b>Success criteria</b>	
All disadvantaged, pupil premium children to have the emotional capacity to be ready to learn at all times.			<ul style="list-style-type: none"> <li>• Equip the children with strategies for a positive mindset</li> <li>• Provide CPD for all staff to deliver Emotional First Aid as part of normal classroom practice</li> <li>• 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</li> <li>• Embed Trauma in schools pedagogy into the curriculum</li> <li>• Embed SEL provisions across KS1 and KS2</li> </ul>	
i. Quality of teaching for all				
Chosen action / strategy	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Mid Year Review of impact (February 2020)
Embedding of TIS (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,	<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 thus ready to learn.</p>	Kim Alway	

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	physical and societal ill-health. Therefore, in order for children to achieve we know they must feel safe, supported and ready to learn.	Adults interacting with all children in such a way that they feel valued as individuals throughout their day.  Ensure that all vulnerable children have designated adults and break and lunch times.  During lesson observations, ensure teachers are equipping children with positive growth mind-set strategies.		
<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>
Most emotionally vulnerable children to have an emotionally available adult at all times where they can relate to them with compassion, empathy and unconditional positive regard.	As above	As above and:  Adults adjusting their expectations of vulnerable children to correspond with their 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.	Kim Alway	

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<i>iii. Other approaches</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>
Develop SEL provision across KS1 and KS2 – R-Time	<p>The 'Improving Social and Emotional Skills in Primary Schools' guidance report states that there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>It also states that efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers.<sup>8</sup> This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment</p>	<p>Choose a strategy to implement (R-Time)</p> <p>Expectation that all classes timetable in 'R-Time' sessions</p> <p>Pupil Questionnaires</p> <p>Monitor behaviour logs for patterns in where children are struggling</p>	PSHE Lead Stefanie Charlwood	
<i>Amount of PPG funding used for Barrier A: £ 8000</i>				

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<b>Barrier B</b> - Some disadvantaged children have limited life experiences and access to enrichment.				
<p>All disadvantaged children to have access to a wide variety of enriching, cross-curricular activities to enable them to have similar life experiences to their peers.</p> <p>All disadvantaged children to attend all school trips and residential.</p>		<p><b>Success criteria</b></p> <p>PP children in KS2 participate in overnight 'growth mindset' camping trips</p> <p>PP children from KS2 take part in aspiration residential to Cardiff, Oxford, Bristol and London.</p> <p>All PP children attend an extra-curricular activity</p> <p>PP children take part in 'Rock Steady' sessions</p> <p>PP children participate in half termly trips</p> <p>PP children in KS2 participate in swimming lessons every year</p> <p>All PP children to have Bodmin Library memberships</p> <p>PP children to take part in sporting enrichment activities such as dance performances, community events (bike light parade), tag rugby and tennis sessions lead by specialist coaches.</p> <p>PP children to take part in a range of Mid-Cornwall Sports competitions.</p> <p>Talk for writing hooks</p> <p>Whole school enrichment days</p> <p>Animal therapy sessions</p> <p>ARB - Farming and horse riding weekly trips</p> <p>Specialist teachers in outdoor education, MFL, Music, Dance and P.E</p>		
<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>
<p>All disadvantaged children to attend the growth mind-set camp at the beginning of the academic year.</p> <p>All disadvantaged children to attend all school trips, including aspirational residential in KS2.</p>	<p>High quality and diverse school trips create experiences that enhance children's classroom learning, adding opportunities pupils may not otherwise have. Our KS2 city residential are extremely targeted to our children to raise aspirations and provide new experiences. Exposure to a wider range of experience will</p>	<p>All class teachers are aware of the PP children in their classes and it is their responsibility to ensure that these children attend all trips.</p> <p>Pastoral team to work alongside class teachers to support with any barriers PP children and their families/carers may face.</p>	<p>Class teachers</p> <p>Pastoral team</p>	

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	<p>enhance vocabulary, knowledge and enjoyment of learning</p> <p>Our growth mind-set camps are proven to build strong relationships between teaching staff and children in a safe environment, away from the classroom. In addition this this, they firmly underpin our school values, allowing children to take risks and excel in a variety of carefully chosen activities at the very start of their new academic year.</p> <p>Research published by the NAHT shows the development of a growth mind set to learning helps children enjoy school more (and therefore succeed better) and that it has a particularly profound effect on underprivileged groups and those who may be held back by stereotyping.</p>			
<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>
Most disadvantaged children to take part in 'Rock Steady' music lessons.	Rocky Steady is a music intervention, proven to progress musicianship, confidence and teamwork skills with no prior experience necessary. It is inclusive for all children and is	Termly performances  Half termly discussions with children attending the sessions	Helen Sowden Grace Carpenter	

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	<p>current and exceptionally engaging. Children have regular opportunities to play on stage, taking part in termly concerts where they are able to showcase their work. Last year, this programme was incredibly successful: a huge confidence booster for many of our children who excelled considerably.</p>	<p>Half termly meetings with Scott who leads the sessions, to discuss progress and attendance</p>		
<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>All PP children to attend swimming lessons. Most PP children to achieve swimming 25m unaided by Year 6.</p>	<p>Swim England and The National Curriculum 2013 state that “Every 11-year old child should leave primary school with the skills to keep themselves safe while enjoying swimming with friends and family.” Research has consistently shown that only half of pupils meet the required standards. Therefore, all children across KS2 will have access to swimming lessons lead by qualified instructors, monitored by class teachers.</p>	<p>Monitor swimming progress of all children across KS2, keeping track and targeting non/weaker swimmers.</p> <p>Non/weaker swimmers identified early on in Year 5 and offered top up sessions in Year 6.</p>	<p>Grace Carpenter</p>	
<p>Enrichment days/weeks</p>	<p>Successful enrichment programmes will promote the life-skills needed for everyday life</p>	<p>Plan in enrichment opportunities for the year, immersing children within a specially designed</p>	<p>Katherine Davies</p>	

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	while also giving pupils the opportunity to try new things and find out more about their interests and passions.	curriculum. Focus these opportunities on raising aspirations, current affairs and globalisation.	Kaye Haywood Grace Carpenter	
<i>Amount of PPG funding used for Barrier B: £36,000</i>				
<b>Barrier C - Some disadvantaged children aren't progressing and attaining in line with their peers.</b>				
<b><i>Desired outcomes and how they will be measured</i></b>			<b><i>Success criteria</i></b>	
<p>% of disadvantaged children attaining in line with their peers will increase:</p> <p>An increased number of pupil premium children achieve at least 6 points progress from Summer 2, 2019 to Summer 2, 2020.</p> <p>Some disadvantaged children who are under attaining, will make accelerated progress and achieve more than 6 points progress, closing the gap between them and their peers.</p>			<ul style="list-style-type: none"> <li>● Aspirational targets set for all children at the beginning of the year and closely monitored half termly</li> <li>● Quality first teaching that identifies target children in all core subjects</li> <li>● Targeted interventions run by class teachers/teaching assistants that are monitored and reviewed half termly</li> <li>● Staff training on utilising feedback strategies within a lesson to deepen and secure children's understanding</li> <li>● Same day interventions to address misconceptions at the point of teaching and learning</li> <li>● Additional teacher in Y6 (mornings)</li> <li>● Y6 Booster Classes in Reading, Writing and Maths from October 2019</li> <li>● Homework clubs</li> <li>● Morning booster sessions for Year 6</li> <li>● Y6 Easter Booster Classes for all disadvantaged pupils not on track to make expected progress or attainment</li> <li>● Specialist intervention programmes</li> <li>● Nurture provision for vulnerable children with behaviour difficulties</li> </ul>	
<b><i>i. Quality of teaching for all</i></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>

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Quality first teaching, that identifies target children in all subjects	Sutton Trust and National Foundation for Education Research emphasise the importance of 'quality teaching first' to all children but additionally stress the disproportionate effect on PP children. Research shows that good teachers are especially important for pupils from disadvantaged backgrounds. For disadvantaged pupils, the difference between a good teacher and an inadequate teacher is a whole year's learning with PP children greatly affected by poor quality teaching. Evidence emerging from EEF evaluations and the wider evidence base suggests that when used and implemented correctly Independent learning approaches including feedback, peer tutoring, collaborative learning, and metacognition strategies, provide powerful ways to raise pupil attainment.	SLT to take part in regular lesson observations and learning walks that will show high quality teaching  Half termly pupil progress and attainment monitoring  Teachers and teaching assistants need to be able to identify target pupil premium children within their class  Governor & MAT SIP monitoring visit reports indicate disadvantaged pupils and children with low prior attainment receive good provision and make accelerated progress	Kaye Haywood	
<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>
Data is used to identify tightly focused improvement priorities, including targeted interventions	Evidence shows that intervention is more effective when delivered immediately following learning input.	Ensure class teachers have used data to choose PP target children for intervention by October half term.	Kim Alway Grace Carpenter	

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across KS1 and KS2 for Maths, Reading and Writing.		<p>All class teachers to complete an intervention timetable with PP children clearly identified.</p> <p>Use intervention books to record work completed in these sessions so that progress is clear.</p> <p>Use same day intervention</p> <p>Ensure class teachers are monitoring the impact of these interventions half termly, making alterations where necessary.</p> <p>Half termly assessments evaluate impact of intervention</p>		
Dyslexia intervention programme	Online Reading programme focussing on phonics Improves reading age by 1 year in just 3 months.	<p>Electronic programme that will produce diagnostic reports half termly.</p> <p>Teachers to update plan do reviews half termly using reports.</p>	Kim Alway	
Additional specialist teacher in Year 6 during the morning sessions.	We have three specialist teachers in Year 6 teaching Maths, Reading and GPS. The children are therefore receiving three extremely high quality lessons that are targeted to the children's individual needs.	<p>Baseline testing at the end of Year 5 and at the start of this academic year will be used a reference point for Maths, Reading, GPS and Writing.</p> <p>Weekly monitoring of children's progress within lessons across core subjects.</p>	Kaye Haywood Grace Carpenter	

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	<p>Reducing class has been proven to improve the quality of teaching learning by increasing the amount of high quality feedback or one to one attention learners receive. In addition to this, there is evidence that pupils in disadvantaged areas in the UK benefit from classes of fewer than 20 pupils in primary schools.</p> <p>Recent OFSTED report identified Maths as an area for development.</p>	<p>Half termly assessments will track progress and attainment across all core subjects</p> <p>TA support in Maths and Reading sessions to work alongside teacher with focus groups. Teachers to monitor the impact this is having</p> <p>Target PP children will make accelerated progress in Year 6 in Reading, Writing, Maths and GPS.</p>		
Nurture provision for children with behavioural difficulties	<p>The 'Improving Social and Emotional Skills in Primary Schools' guidance report states when carefully implemented, social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance. It is especially important for vulnerable children from disadvantaged backgrounds, who on average have weaker social and emotional skills than their peers.</p>	<p>Closely monitor progress and attainment of the children receiving this provision</p> <p>Provide a specially designed curriculum to suit the individual needs of the children within this provision, nurturing emotional needs and developing life skills with enriching experiences.</p>	<p>Katherine Davies</p> <p>Kaye Haywood</p> <p>Kim Alway</p>	
<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>

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N/A	N/A	N/A	N/A	N/A
<i>Amount of PPG funding used for Barrier C: £136,000</i>				
<b>Barrier D</b> Due to low levels of parental engagement, some disadvantaged children have low attendance.				
<b>Desired outcomes and how they will be measured</b>			<b>Success criteria</b>	
<p>Attendance of all groups, especially PP children's attendance will be in-line with national average of 96%.</p> <p>All individual PP children's overall attendance will improve from 2018/2019</p> <p>No PP child will have persistent absence or lateness</p>			<p>Weekly attendance monitoring quickly identifies vulnerable pupils whose attendance is at risk of falling below 95%</p> <ul style="list-style-type: none"> <li>• Monthly meetings with EWO identifies families in need of urgent support and possible multi agency working</li> <li>• Attendance Officer to monitor attendance and put strategies in place immediately to support.</li> <li>• Weekly attendance class rewards</li> <li>• Termly attendance rewards for children who have 100% attendance.</li> <li>• Use of school mini bus to collect children with regular attendance or late issues</li> <li>• Improve parental engagement</li> </ul>	
<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>
Regular attendance monitoring	<p>Without the opportunity to receive good teaching, every day, from the start of their school journey, our most deprived pupils are unlikely to narrow the gap with their peers. Attendance is a crucial factor therefore to achievement.</p> <p>A recent study from National Foundation for Education Research found that there were</p>	<p>Weekly attendance updates for teachers and parents via newsletter</p> <p>Target persistent absentees with pre-school band session for Rock Steady. Monitor impact of this half termly.</p>	Helen Sowden Class Teachers	

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	strong links with disadvantaged pupils not attaining age expected results and pupil absence rate.			
<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>
Improve parental engagement	Research from the NFE report 'Rapid Review of Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children' states that Providing parents with the support and training to enable them to parent positively is crucial, as evidence reviewed in this section demonstrates the links between positive parenting and children's educational achievement.	Continue to run and monitor attendance of Family workshops – parents/carers learning with their children Invitations to class / topic exit points. Run parent or carer/child Christmas and Easter craft sessions. Coffee and chat sessions with HT will provide increased Increased opportunities for parents to talk/ raise concerns with staff at the end of the school day Run parent workshops in Maths and phonics	Kaye Haywood	
<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>
<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<i>Amount of PPG funding used for Barrier D: £25,000</i>				

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5. *Total amount of PPG spent: £*

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:

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			

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% of pupils making better than expected standard in Maths (GDS)			
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### 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)			
% 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)			

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Summary of Impact for 2019/2020 and Planned provision for 2020-2021		
Provision	Outcome/Impact – 2019-2020	Next steps – 2020 - 2021
<b>New Strategies and Reasons</b>		