

Pupil Premium Strategy Statement (ADMAT)

1. Summary information					
School	North Petherwin				
Academic Year	2021-22	Total PP budget	£9415 PP £2000 Recovery	Date of most recent PP Review	Sept 21
Total number of pupils	64	Number of pupils eligible for PP	11	Date for next internal review of this strategy	Dec 21

<i>Note: no end of KS data for 2020 due to Covid</i>	<i>Pupils eligible for PP (your school)</i>
Percentage achieving in reading, writing and maths	
Percentage making progress in reading	
Percentage making progress in writing	
Percentage making progress in maths	

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	PP pupils are generally below ARE in Reading, Writing and Maths at end of KS1 and KS2	
B.	Percentage of PP pupils attaining GDS is lower than non-PP pupils	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Percentage of children requiring support from TIS practitioner is higher than for non-PP children	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise percentage of PP pupils working at ARE	Percentage of pupils attaining ARE in is in line with Non-PP pupils
B.	Improve progress of higher attaining ARE PP pupils to achieve GDS	Percentage of pp pupils achieving GDS in line with Non-PP pupils
C.	Improve emotional wellbeing of PP pupils	Percentage of pupils attaining ARE in line with Non-PP pupils
4. Planned expenditure		
Academic year	£11,415 inc. £2000 recovery	

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?	Staff lead	When will you review implementation?
A. Improved progress and attainment for PP pupils from Year 1, Year 2, Year 4, Year 5 and Year 6.	Focus teaching on PP pupils through questioning and feedback Targeted deployment of PP Teacher	Across the school, the percentage of pupils eligible for PP meeting ARE is less than pupils not eligible for PP (data based on 2019-20) PP teacher to focus on individual teaching programmes for these pupils. Work in partnership with class teacher.	Class Teachers to provide quality first teaching and feedback. PP teacher to support individuals whose attainment or progress is not in line with national averages for Non-PP pupils.	PP Teacher	December 2021
B. Improved progress for high attaining pupil	Ensure planning shows challenge for the more able. Targeted deployment of PP Teacher	The number of pp pupils meeting GDS is less than the national figure for all pupils. Targeted deployment of PP Teacher to stretch and challenge more able pupils. Work in partnership with class teacher to develop teaching in class.			
Total budgeted cost					£5150

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>A. Improved progress and attainment for PP pupils in year groups cited above.</p> <p>B. Improved progress for high attaining pupils</p>	<p>TA support in classes for PP children</p>	<p>Providing extra support in class will enable the class teacher or teaching assistant to work closely with PP pupils addressing gaps in learning through quality feedback.</p>	<p>Class teachers to deploy TAs to support PP groups in class – planning to reflect this. TAs to support with questioning and feedback.</p>	<p>Class teachers</p>	
Total budgeted cost					£4460
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Improved progress and attainment for PP pupils</p>	<p>TIS support for PP pupils</p>	<p>Support for pupils emotionally through Trauma Informed Schools (TIS). This is a programme which has been independently evaluated and shown to be effective in other schools.</p>	<p>Organise timetable to ensure TIS practitioner delivering provision have sufficient preparation and delivery time.</p> <p>Carry-out baseline assessments to identify gaps/monitor progress through regular re-assessment</p> <p>1:1 support specifically targeted to identified PP pupils under-performing</p>	<p>TIS lead</p>	<p>Termly</p>
Total budgeted cost					£9,610

5. Review of expenditure				
Previous Academic Year		2020-21		
i. Quality of teaching for all				
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)	Cost
A. Improved progress and attainment for PP pupils in Year 6 (2 pupils)	Focus teaching on PP pupils through questioning and feedback	Pupil A made "Very Good" progress between AP2 and AP4 (source: ITrack). Pupils B made 'Expected' progress between AP2 and AP4 (source: ITrack).	<p>Through 21-22 continue with:</p> <ul style="list-style-type: none"> Subject Leaders to model quality first teaching and feedback strategies for greater impact. Subject Leaders to analyse data and identify key priorities to become part of the AIP and their action plans. Continue to use staff meetings and INSET days to deliver training and embed consistency and expectations. Continue Pupil Progress meetings to identify barriers and next steps half-termly. Leaders will support with targeted groups next year linked to Recovery Schedule priorities. Consistent PP pupil tracking and targeting to have a more defined impact on outcomes in 21-22. Capabilities curriculum had begun to make some impact during 2019/20 (with the focus on the wider curriculum to ignite curiosity and develop capabilities (but was not fully implemented beyond March 2021 due to Covid. 	£5,061
	Targeted deployment of PP Teacher	<p>There was no end of year assessment and no further progress data due to Covid.</p> <p>Pupil A and Pupil B were able to access Home Learning during Spring and Summer term. Extra support was given. Regular contact between home and school during the lockdown to check on welfare of both pupils.</p> <p>Both pupils returned to school in June and accessed the school's transition program with regard to SRE and transition to secondary school.</p>		
B. Improved progress for high attaining pupil	Ensure planning shows challenge for the more able.	During Autumn and early part of the Spring term, pupil received 1:1 and some small group support from teaching assistant.		
	Targeted deployment of PP Teacher	<p>The Pupil made 'Expected' progress between AP2 and AP4 (source: ITrack).</p> <p>There was no end of year assessment data due to Covid.</p> <p>The pupil was able to access Home Learning during Spring and Summer term. Extra support was given. Regular contact between home and school during the lockdown to check on welfare of the pupil.</p>		

ii. Targeted support				
Desired outcome	Chosen action/approach		Lessons learned (and whether you will continue with this approach)	Cost
A. Improved progress and attainment for PP pupils in Year 6	TA support in classes for PP children	<p>Pupil A made "Very Good" progress between AP2 and AP4 (source: ITrack). Pupils B made 'Expected' progress between AP2 and AP4 (source: ITrack).</p> <p><i>There was no end of year assessment data due to Covid.</i></p> <p>Pupil A and Pupil B were able to access Home Learning during Spring and Summer term. Extra support was given. Regular contact between home and school during the lockdown to check on welfare of both pupils.</p> <p>Both pupils returned to school and accessed the school's transition program with regard to SRE and transition to secondary school.</p>	<ul style="list-style-type: none"> • For individual pupils case studies show barriers to learning which have had a negative impact. These pupils have been identified for TIS support • Due to staffing, it was difficult to maintain regular weekly small group interventions. • Learning Tutor employed for 2020/21 as part of the school's catch-up program to support PP pupils on 1:1 and small group catch-up. 	Included in cost above
iii. Other approaches				
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>A. Improved progress and attainment for PP pupils.</p>	<p>TIS support for PP pupils.</p>	<p>Positive impact for PP pupils through TIS Support from September 2020 to December 20 but impact on educational impact not yet seen for pupils due to Covid and pupils being out of school for the Spring term of 2021</p>	<p>This academic year (2021-2022)</p> <ul style="list-style-type: none"> • continue to monitor the level of participation, attendance to after school clubs and sporting events – to be logged on Absolute Education. • Track and present attendance of pupils to parent consultations meetings and parental engagement sessions. • Continue longer style parent consultations (30 minutes) in the Autumn term 2019. • Continue and increase parental engagement strategies. • Maintain a range of after school clubs, including sports. 	<p>£1,742</p>
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