



Pupil Premium Strategy Statement

Truro Learning Academy

1. Summary information					
School	Truro Learning Academy				
Academic Year	2018/19	Total PP budget	£73,540	Date of most recent PP Review	July 2018
Total number of pupils	164	Number of pupils eligible for PP	55	Date for next internal review of this strategy	July 2019

2. Current attainment		
2018 SATs	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% meeting standard or above in reading, writing and	50%	50%
% meeting standard or above in reading – KS2	58%	80%
% meeting standard or above in writing – KS2	67%	90%
% meeting standard or above in maths – KS2	50%	70%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	A significant number of PP pupils (40%) also have SEND and emotional issues which may impact on academic progress.
B.	A significant number of children enter EYFS with below age-related expectations, especially in language and communication.
C.	A significant number of children (30%) have barriers relating to social, emotional and mental health issues.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	The impact of family challenges including: domestic abuse, substance abuse and adult mental health issues.
E.	High level of learning needs and concerns with regard to parental support for attendance, homework and early reading and low aspiration and expectations from parents.

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Develop speaking and language skills in EYFS, through targeted speaking and listening interventions.	Pupils show improved speaking and listening skills, which is reflected in EYFS data.
B.	Narrow the in-school gap between PP and non-PP attainment in core subjects, particularly across KS2.	Gap between PP and non-PP pupils is reduced in all core subjects
C.	All PP pupils will have their emotional needs supported through a whole school therapeutic approach (TIS) 1:1 and small group interventions where appropriate. Targeted pupils will take part in Forest School interventions. This will support the development of engagement in learning, improving children's outcomes.	Teachers report calm and settled learning behaviours from all PP children in classrooms, and this will be recognised through monitoring and observations. Data will show improvement for children in all areas.
D.	All pupils eligible for PP across the school will be identified, and parents supported to access the PP funding for their child.	All pupils eligible for funding are receiving it and additional support in school.
E.	PP pupil engagement with wider experiences including outdoor learning. All classes across the school will have the opportunity to experience some outdoor learning each half term	PP pupils to have access to wider learning experiences, resulting in positive attitudes to learning, observed in monitoring sessions across the school, and book scrutinies.

5. Planned expenditure

Academic year

2018/19

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?
All pupils access quality first teaching including lessons that are well differentiated, take into consideration different learning styles and are based around pupils' interests. This includes a focus on Mastery in Maths.	Some pupils will be pre-taught to enable full access to whole class teaching. Misconceptions will be identified quickly and corrected. Additional staff to support individual pupils in small groups and 1:1 to enable them to access whole class teaching. Investment in Cornerstones Curriculum to provide a broad and engaging curriculum.	A large body of research evidences that quality first teaching has a major impact on pupils' progress. This includes disadvantaged pupils.	Termly lesson observations Book scrutiny Pupil progress meetings Performance management Training for teaching staff in catering for PP children Maths and Lit Leads to monitor PP children attainment and progress in their subjects.	Executive principle, Head of School Asst HT Maths lead Literacy Lead	Reviewed termly

Teachers to have clear responsibility regarding calls data. Tracking PP children and their progress across the terms and providing close support when need identified through tracking.	Training in Target tracker. Use of PIRA and PUMA testing for standardised scores. Support from SLT during Progress meetings	Regular standardised testing and progress meetings with clear focus on PP children to ensure individual children are identified if not making progress. Monitoring of trends over time which will inform intervention provisions.	Half termly progress meetings, Aspire monitoring and hub council monitoring.	HoS, Asst HoS, PP lead	Half termly
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Total budgeted cost £ 14500

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>PP children to be facilitated in experiencing a wider range of sports and arts alongside opportunities to experience different cultures / beliefs to broaden understanding and knowledge of the wider world.</p> <p>To ensure that we provide opportunities that would not have been experienced otherwise.</p>	<p>Increase the variety of cultural experiences available to children and track their engagement in additional opportunities. Ensure that there are no barriers to this e.g. cost. Sports Coach employed to deliver coaching for PP children and open up opportunities to represent the academy.</p> <p>Ensure that pupils (specifically those in care) are able to access extracurricular activities</p>	<p>PP pupils will access school trips (subsidised). A wider range of residential trips offered to more pupils (including visiting cities, places of worship for different faiths and experiencing different performing arts) at a reduced cost.</p> <p>Ensuring that PP children access a variety of extracurricular opportunities to ensure we provide opportunities for them to excel and experience social situations / clubs that they would not normally attend.</p>	<p>Monitor attendance at school clubs, sporting events and follow up on pupils not accessing additional opportunities.</p> <p>HOS + PP Lead Teacher available to meet with families to talk through how we can help should there be any barriers to pupils accessing additional opportunities (transport / cost etc.).</p>	<p>HOS PP Lead Teacher Sports Co-ordinator</p>	<p>Ongoing</p>

<p>PP Children receive high quality, purposeful, focused support to narrow the attainment gap between PP and non-PP pupils.</p> <p>PP pupils who are not reaching their potential are identified and key skills taught with challenge being identified.</p>	<p>Employment of a qualified teacher (0.44) and HLTA (11.25 hours per week) to provide focused intervention.</p>	<p>EEF evidences that small group and quality one to one support that is focused on need and learning styles has a high impact on raising attainment.</p>	<p>Class teachers and SLT to identify pupils requiring additional support to make expected / accelerated progress.</p> <p>Regular discussions between teachers to ensure maths is targeted to plug gaps and enable pupils to work at ARE.</p> <p>Intervention set for HLTA to support PP children in each class to close gaps and promote progress on a fluid basis – e.g. catch up / pre-teach sessions as needed for specific topics.</p>	<p>Class teachers HOS + Asst HT</p>	<p>Half-termly</p>
<p>PP pupils with additional SEMH needs will be able to regularly meet with a key adult to support their wellbeing.</p>	<p>Key staff, as identified by pupils, will be made available to support, mentor and coach PP pupils with additional SEMH needs. (This can also include the PSA to facilitate home / school support).</p>	<p>Widely recognised brain science as used in Trauma Informed Schools / Thrive approaches show that feeling 'safe' and having emotional needs met for pupils with any interruptions in their early development / following a change or trauma is a foundation to being prepared to learn.</p>	<p>Pupil feedback Teacher feedback about pupils in school Parent feedback All staff to gauge wellbeing of identified pupils and feedback to relevant staff Additional staff attend 10 day TIS training</p>	<p>JE to co-ordinate EC</p>	<p>Termly</p>
Total budgeted cost					<p>£34660</p>
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>Continued increased confidence and trust of families with school. Support for families with attendance, school work, education and parenting.</p>	<p>Employment of a Parent Support Advisor.</p>	<p>Our PSA will help to promote positive links between home and school for both children and parents/carers, supports with issues surrounding attendance, signpost to additional agencies, support parents to feel confident supporting their children with their learning and deliver evidence based parenting programmes.</p>	<p>Regular meetings between PSA and SLT (Including SENDCo) to review cases, discuss support in place for families and individual children. Parental feedback will show they feel supported both at home and school.</p>	<p>HT + Asst HT, EC JE</p>	<p>Termly review of caseload and impact of approach.</p>

PP children who have Sensory or Social and Emotional needs are supported with how to regulate their needs.	Development of a sensory area which will have different deep muscle activity ideas, different textures to touch. Teachers are aware of what regulation in a sensory child might look like and accommodate it as appropriate within classes. Introduce a sensory needs physical development programme delivered by the Sports Coach	In line with the growing number of children requiring support to regulate their processing needs. Including, but not limited to, pupils suffering bereavement, sensory processing difficulties and pupils with autism. We are developing a space with resources to support children in these areas. Class teachers have reported that by using these tools /resources pupils are able to return to class quicker and in a more calm and soothed emotional state. Attendance at Mentally Healthy Schools CPD, and TiS training.	This is an area that will continue to develop as needs require. Staff training around SEMH will be identified and supported via Aspire PP network / SEND network and internal training via TiS practitioners. External training for more TiS practitioners.	DH, JE, LB, AB, EC	Sensory Programme will be evaluated termly.
Total budgeted cost					£ 24380

Previous Academic Year			
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)
Pupils will be able to access the required learning and reach ARE in English	HoS teaching literacy to Y5 & 6	HoS left at October half term due to unforeseen circumstances. All teachers doing RIC activities across the school to support reading skills, resulting in stronger inference & deduction skills. Literacy Lead ensured thorough and effective planning across all year groups, ensuring appropriate challenge.	Specifically taught reading for understanding lessons have impacted positively on outcomes at both KS1 and KS2. RIC lessons will continue each week and be monitored by the Literacy Lead Teacher.
Pupils will be able to access the required learning and reach ARE in all areas	In class intervention by class teacher – HLTA to support	HLTA support was effective in isolation, but not always possible due to other in school commitments	Further investment in HLTA required to ensure consistent intervention which is not affected by staffing shortfalls elsewhere.

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)
Ensure targeted pupils achieve ARE in reading, writing and maths.	Additional teaching & learning opportunities including TA support for Y6 to enable 1:1 and small group tuition, including additional teaching and learning opportunities for more able pupils.	KS2 2018 Progress Measures Reading +2.15 Writing +1.78 Maths +0.19	Although attainment was below National Average, progress measured from starting points were all positive
Close the attainment gap between PP and non PP pupils so they reach ARE	Small group intervention led by qualified teacher in school and before the day starts for KS2 pupils.	Data shows that the gap is narrowing, however this is still a key area of focus for the coming year.	Staff absence impacted on preparation for SAT delivery. Ensure effective SAT preparation in 2019
Reduce learning barriers to learning for pupils demonstrating social and emotional needs	Thrive assessments effectively triggered, and administered and programmes devised to meet pupil needs. Intervention sessions delivered 4 days per week by an experienced thrive practitioner.	Two pupils with SEMH received intervention and support from SE mentor and achieved expected positive progress measures in SATS	Ensure that all Y6 pupils with SEMH needs are supported – apply for compensatory marks if required.
Raise aspirations. School support for parents and PP pupils to enhance aspirations, broaden horizons and offer extracurricular experiences through targeted support.	A range of enrichment opportunities to enhance aspirations and raise expectations will be established and clear communication with regard to provision shared with parents.	A range of activities delivered, including seal watching, a visit to Falmouth University and a Watersports Day. The children valued these new experiences, and were confident to share their experiences, supporting speech and language development.	Through discussion it was clear that these were new experiences for the children, that brought their life experiences in line with non-disadvantaged pupils. Consequently, it is something we will continue with.
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)
All pupil progress and attainment tracked closely and effectively using a range of agreed assessment resources.	New tracking system to be purchased, introduced and implemented. Staff will use system effectively and pupil progress reviews will be scheduled regularly.	Data available is specific to groups and small progress steps is clearly evident	Continue to invest in target Tracker and maintain half termly Pupil Progress meetings to review progress of groups.

Attendance of PP pupils in line with non-Pp pupils – achieving 96% attendance	Use EWO to help track children who are not achieving government expectation.	Improved attendance during summer term – see data.	Traffic light letters, Attendance Clinics, Signage – all to continue.
Improve staff understanding of social, emotional and mental health issues in children through a whole school approach to Mindfulness.	Programme of CPD for all staff including whole school Inset. Behaviour CPD for all staff Autumn 2017.	Staff are consistent across the school in their approach to behaviour management. Children engaged positively with mindfulness sessions, and were able to explain what might be happening in their brains at times of stress or worry.	New staff this year will need to attend appropriate training to continue to ensure high levels of understanding of social. Emotional and mental health issues.