



Pupil Premium Strategy Statement

Truro Learning Academy

1. Summary information					
School	Truro Learning Academy ,				
Academic Year	2019/20	Total PP budget	£85,760	Date of most recent PP Review	July 18 (EK) Ofsted 2019
Total number of pupils	169	Number of pupils eligible for PP	65 38%	Date for next internal review of this strategy	June 2020

2. Current attainment		
2019 SATs	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% meeting standard or above in reading, writing and	20%	51%
% meeting standard or above in reading – KS2	60%	57%
% meeting standard or above in writing – KS2	60%	57%
% meeting standard or above in maths – KS2	40%	36%

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.	51% of PP children have SEMH challenges of which 48% have both SEND and SEMH challenges which may impact on academic progress.
B.	A significant number of children enter EYFS with below age-related expectations, especially in language and communication. (80% of PP pupils in EYFS 2018-2019 were performing below actual age in U & S on entry.)
C.	Unavoidable unstable staffing situation in Y3/4 2018-2019, led to instability in some year groups
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. Currently there are 3 Trauma Informed Schools Practitioners on the staff (DH, EC, AB who will lead in this area) 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 and an off-site visit at least once per 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		2019/20			
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?
Improved language skills in Reception.	Continued focus on speaking and listening skills and comprehension.	Very low U & S data on entry to Reception Class (50% PP and non-PP pupils performing below expected levels on entry)	Targeted support and focused teaching strategies implemented in Rec. Small group S & L activities. PP pupils will be a focus for all coaching and monitoring visits.	AG	Pupil Progress Meetings across year
Pupils achieve in line with national levels in Y1 Phonics screening	Focused, accurately pitched daily differentiated phonics sessions across KS1	68% of Y1 pupils achieved required levels to pass Y1 phonics screening in 2019. National level was 81%. 33% of PP pupils did not meet required level.	Phonics will be a focus for coaching and monitoring visits. All staff teaching phonics will be observed and supported by trained staff team. Additional training will be offered to those new to the school or who's training was over 3 years ago.	AG/SL	Pupil Progress Meetings across year
Gap between PP and non-PP pupils in Y4,5,6 is reduced in R,W,M	Focused support in lessons. Pre-teaching sessions for targeted pupils. 1:1 reading support for focus pupils	Children receiving pre-teaching in maths last year fed back that they felt more confident in maths lessons, and more prepared to show resilience in learning. Significant numbers of pupils are not read with daily at home.	PP lead to support in Y6 maths lessons, and work alongside PP pupils needing greater support. Staff in KS2 classes ensure necessary support for all PP pupils. Start volunteer programme to support 1:1 reading across school. Focus Y4/5. Pre-teaching maths sessions weekly based on quick response to gaps in learning	BB/AB KS2 teachers AB	Monitoring visits, PP Meetings across year
Improved quality of teaching in all classes	Incremental coaching	Trust approach to ongoing CPD through coaching model observed in similar academies.	Whole school focus for the year led by Executive Head, HoS	LM, DH	Regularly as part of the coaching process. Monitoring visits

£ 16,945

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?
Families with low attendance are supported to improve attendance of their children	Relationship built between home and school	When parents are more comfortable with a key staff member, attendance of their children improves	PSA will identify and work with key families who struggle to ensure their pupils attend school. Involvement of Aspire EWO to support the school in attendance communications and advice.	AB/DH/EC	Half termly
All families who are entitled to PP funding are supported to claim it.	Key staff work alongside families to ensure maximum take up of Pupil Premium grant.	Additional financial support used by school to ensure maximum levels of support are available.	At every parent/teacher meeting parents will be encouraged to complete a PP application form. Through INSET teachers will understand the importance of maximum take up of the grant.	AB	Half termly – in line with review of PP register.
PP pupils who are not making required progress are identified quickly, and interventions put in place to support learning – pre-teaching, filling gaps in learning, TIS strategies used to support	Pupils are identified in Pupil Progress meetings, and are discussed at length, with strategies agreed to support learning moving forward.	By identifying barriers to learning quickly we are in a position to support moving forward in a timely manner.	Through thorough and robust Pupil Progress meetings, through scrutiny of planning, ensuring PP pupils are identified, and through book scrutinies, ensuring appropriate scaffolding for learning.	DH, class teachers, AB	Pupil Progress meetings
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. To ensure that we provide opportunities that would not have been experienced otherwise.	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. Ensure that pupils (specifically those in care) are able to access extracurricular activities	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. 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.	Monitor attendance at school clubs, sporting events and follow up on pupils not accessing additional opportunities. 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.).	RLDL/AB	Half termly reviews between AB and RLDL

Total budgeted cost					£41,990
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?
The mental health and wellbeing of PP pupils' needs are met and supported through challenging periods of their lives.	Regular individual support from TIS practitioners in school. Proposed nurturing provision for children unable to engage appropriately with mainstream classrooms.	Research evidence shows that education and health are closely linked. Pupils with better health and wellbeing are likely to achieve better academically.	All staff throughout school are part of a trauma informed approach. Training for staff to updated and ongoing through specific INSET training and regular updates. Children have access to an emotionally available adult. Ensure a trauma informed approach is used to inform all relationships within the school environment.	DH, AB, EC	Through pupil conferencing throughout the year.
Learning opportunities are designed to meet the individual SEND and SEMH needs of pupils in classes	INSET ensuring staff understanding of needs of cohorts and individuals	As teachers become increasingly aware of sensory processing needs, learning needs and trauma needs, teaching will be adapted to suit individual learners, ensuring best possible progress	Scrutiny of books and planning, ensuring individual needs of pupils are being met. Where appropriate for PP children with SEND, books will be monitored to ensure IEP targets are being addressed.	LB, AB	Termly scrutinies and during monitoring visits.
Total budgeted cost					£26,825

6. Review of expenditure			
Previous Academic Year		2018 /19	
i. Quality of teaching for all			
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)
<p><i>All pupils access quality first teaching including lessons that are well differentiated, take into consideration different learning styles and are based around pupils' interests.</i></p>	<p><i>Single year group classes 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.</i></p>	<p><i>67% Y1 pupils passed Y1 phonics screening (68% pupils passed overall)</i></p> <p><i>Y2 PP</i> <i>Reading: 66% EXS+ 17% GDS (64% EXS+ nonPP) Gap = +2%</i> <i>Writing: 58% EXS+ 17% GDS (61% EXS+ nonPP) Gap = -3%</i> <i>Maths: 66% EXS+ 25% GDS (64% EXS+ nonPP) Gap = +2%</i></p> <p><i>KS2 data: See front page</i></p>	<p>Pre-teaching took place in first term only due to being responsive to needs of pupils across school. It had a positive impact on the attitude of pupils towards learning (informal oral feedback)</p> <p>KS1 PP and non-PP data in line</p>
ii. Targeted support			
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)

<p><i>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.</i></p> <p><i>To ensure that we provide opportunities that would not have been experienced otherwise.</i></p>	<p><i>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.</i></p> <p><i>Ensure that pupils (specifically those in care) are able to access extracurricular activities</i></p>	<p><i>30% of Y1-Y6 PP pupils participate in a sports after school club</i></p> <p><i>All Y6 PP pupils participated in a 5 week sailing course.</i></p> <p><i>All Y3 PP pupils participated in tennis lessons & Plymouth Argyle football sessions.</i></p> <p><i>All Marazion PP pupils participated in mountain biking.</i></p> <p><i>66% of KS2 PP pupils attended residential trips in Summer term.</i></p>	<p><i>This approach will be continued. Children have fed back positively, and embraced new opportunities.</i></p>
<p><i>PP Children receive high quality, purposeful, focused support to narrow the attainment gap between PP and non PP pupils.</i></p> <p><i>PP pupils who are not reaching their potential are identified and key skills taught with challenge being identified.</i></p>	<p><i>Employment of a qualified teacher (0.44) and HLTA (11.25 hours per week) to provide focused intervention.</i></p>	<p><i>This happened during Term 1, however by mid Spring Term Watergate provision was put into place, to relieve stress in Y3/4/5.</i></p> <p><i>Reading in Y1 had positive impact with PP pupils achieving same results as nonPP pupils. Not the case in Y1 writing & maths</i></p>	<p><i>Early 1:1 reading intervention to be put into place in Y1 asap</i></p> <p><i>Pre-teaching in maths to take place on Fridays, prior to new learning.</i></p>
<p><i>PP pupils with additional SEMH needs will be able to regularly meet with a key adult to support their wellbeing.</i></p>	<p><i>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).</i></p>	<p><i>Key changes put in place to support focus SEMH pupils – Watergate provision. AB and JE available daily for support for 6 highly vulnerable pupils.</i></p> <p><i>This strategy has hindered wider support for SEMH pupils across the school.</i></p>	<p><i>From October 19 a new timetable of individualised support will be put in place to support vulnerable pupils across the school regularly.</i></p>
<p>iii. Other approaches</p>			
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>

<p><i>Continued increased confidence and trust of families with school. Support for families with attendance, school work, education and parenting.</i></p>	<p><i>Employment of a Parent Support Advisor.</i></p>	<p><i>77% of families worked with are in receipt of PP.</i></p>	<p><i>Positive relationships have been fostered – this will continue next year. PSA will ensure all parents worked with have checked for FSM eligibility.</i></p>
<p><i>PP children who have Sensory or Social and Emotional needs are supported with how to regulate their needs</i></p>	<p><i>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</i></p>	<p><i>Staff have a better understanding of sensory needs and are supported by SENDCo and PP lead in recognising and supporting pupils with these needs. A variety of strategies are used within classes.</i></p> <p><i>Daily Funfit session x 2 – for SEND group and Watergate group.</i></p>	<p><i>Ongoing support and training for staff and those new to the academy.</i></p>
<p><i>Develop speaking and language skills in EYFS, through targeted speaking and listening interventions.</i></p>	<p><i>Implementation of “Time to Talk” in EYFS</i></p>	<p><i>Baseline data in September indicated that 83% of pupils were performing below actual age in speaking & understanding. End of year data indicates that 100% of pupils are now performing at actual age, and 17% of PP pupils are performing at above actual age.</i></p>	<p><i>This has proved to be a highly impactful intervention and will be continued in the next academic year.</i></p>

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

See SEF & SIDP for Summary of whole school priorities.