

Pupil premium strategy statement 2018 2019 - Lostwithiel Primary School

1. Summary information					
School	Lostwithiel Primary School				
Academic Year	2018-2019	Total PP budget	£32,000	Date of most recent PP Review	External review carried out July 2018
Total number of pupils	147	Number of pupils eligible for PP	22	Date for next internal review of this strategy	March 2019

2. KS2 results 2018		
	<i>Pupils eligible for PP (your school) 5 Children</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	60% 3/5	64%
% reading	80% 4/5	75%
% writing	60% 3/5	78%
% maths	80% 4/5	76%
% GPS	60% 3/5	78%
% achieving GDS in reading	40% 2/5	28%
% achieving GDS in writing	20% 1/5	20%
% achieving GDS in maths	0% 0/5	24%
% achieving GDS in GPS	20% 1/5	34%

Percentage of KS2 children working at Expected and above, July 2018 (Pupil Premium and Non Pupil Premium)

	Reading			Writing			Mathematics			Combined RWM		
	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
National KS2	60%	77%	-17%	66%	81%	-15%	63%	80%	-17%	48%	67%	-19%
All (20 PP)	70%	86%	-16%	50%	82%	-32%	70%	86%	-16%	50%	80%	-30%
All KS2	73%	87%	-14%	47%	82%	-35%	73%	87%	-14%	47%	79%	-32%
Y6 (5 PP)	80%	88%	-8%	60%	88%	-28%	80%	94%	-14%	60%	82%	-22%
Y5 (3 PP)	100%	95%	+5%	100%	84%	+16%	100%	89%	+11%	100%	84%	+16%
Y4 (6 PP)	50%	72%	-22%	17%	72%	-55%	50%	78%	-28%	17%	72%	-55%
Y3 (1 PP)	100%	93%	+7%	0%	86%	-86%	100%	86%	+14%	0%	79%	-79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

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| A. | Emotional well-being and resilience – many disadvantaged pupils show lack of confidence and/or low esteem |
| B. | Maths provision in upper KS2 - needs to enable disadvantaged learners to achieve outcomes that compare favourably with others nationally. |
| C. | Understanding and use of vocabulary/oracy skills – across the curriculum we need to focus on raising standards of oracy for our disadvantaged learners. |

External barriers (*issues which also require action outside school, such as low attendance rates*)

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| D. | Parents and carers are yet to engage fully in their children's learning, which affects home learning support, attendance and punctuality. |
| E. | Challenges of a remote location in Cornwall and culture of low aspirations. |

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children are more resilient learners, motivated to be the best they can be, measured by pupil surveys and interviews and observations from staff.	Teachers and support staff report greater participation and energy in class. More disadvantaged children have moved into working above levels. Particular children show improvements in homework and attendance.
B.	Higher rates of rapid progress across the school in maths and writing for disadvantaged children, measured by data tracking.	Ensure disadvantaged children are making same or better rate of progress as non disadvantaged nationally
C.	Higher rates of rapid progress across the school for highly able disadvantaged children, measured by data tracking.	Ensure disadvantaged children are making same or better rate of progress as non disadvantaged high able nationally
D.	Higher rates of understanding and use of vocabulary within speech and written work, measured by work scrutiny, lesson observations and pupil conferencing, use of STEM sentences and oracy matrix assessments.	Learners understanding, exploring and using language to assess the 'academic code' and word conscious teachers facilitating oracy skills.
E.	Parents will be more involved with their child/ren's school lives, measured by parents increased participation in school events e.g Family Friday, dojo, parent's evenings, fundraising events and LSA membership.	Disadvantaged pupils are better supported in terms of reading at home and homework. Disadvantaged pupils are better prepared for the school day.
F.	High attendance rates for disadvantaged children, measured by attendance tracking of disadvantaged pupils.	Reduce persistent absence.
G.	Improved knowledge, understanding and confidence of mathematical concepts and reasoning for disadvantaged pupils, measured by data tracking.	Data targets.
H.	Broaden horizons and higher aspirations for disadvantaged children, measured by increased participation in extra-curricular clubs, trips and events.	Wide range of experiences and aspirations for future to include further education

5. Planned expenditure

Academic year

2018-2019

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?
Children are more resilient learners, motivated to be the best they can be.	<p>Growth Mindset language</p> <p>ReSET training for all staff on resilience and wellbeing.</p> <p>Use of ReSET toolkits in PSHE and wider curriculum.</p>	<p>2010 white paper 'Healthy lives, Healthy people': <i>"Good schools will be active promoters of health in childhood and adolescence, because healthy children with high (positive) self-esteem learn and behave better at school.."</i></p> <p>Evidence: pupil surveys and interviews and observations from staff. Teachers and support staff report greater participation and energy in class. Data and whole school tracking. Attendance data.</p>	<p>Training for staff to be delivered by Cornwall Healthy Schools 26/9/18.</p> <p>JB – PP key worker and TM PP governor appointed.</p> <p>JB to survey pupils before ReSET sessions begin and then ½ termly.</p> <p>JB to produce IMPACT report to SLT and Governors.</p> <p>½ Termly release time for JB</p>	NS/KW/ JB	<p>Half termly</p> <p>Impact report - Spring 2</p>

<p>Higher rates of rapid progress across the school for disadvantaged children in maths and writing</p>	<p>Curriculum resources from maths no problem</p> <p>Investment in Mastery Maths no problem and Staff training in mastery approach</p> <p>Ongoing staff training in maths mastery</p> <p>Participation in Cornwall Maths hub working with Mastery Specialist Jo Makin-Isherwood.</p>	<p>Babcock review identified that staff did not have full understanding of mastery and this was seen in pupils work and lessons. Therefore, PP pupils are not acquiring the deep understanding required to make good progress</p>	<p>A UPS teacher who is MAST trained and maths leader, is leading the adoption of mastery and ensuring coverage across the curriculum</p> <p>SLT and maths Leader monitors books, lessons, planning and progress data. Additional external support for maths lead developing middle leadership from BABCOCK</p> <p>Pupil premium children will be targeted through QFT and monitored in pupil progress meetings every 6 weeks</p>	<p>KF</p> <p>SLT</p>	<p>Half termly at pupil progress meetings</p>
	<p>Continued investment in Read Write Inc and accelerated reader following the success of KS1, KS2 attainment and progress in 2018</p> <p>Fresh start intervention for year 5 monitored by English lead</p> <p>PP writing day/ whole school curriculum lead writing experiences x 3 per year</p>	<p>100% of our pupil premium pupils have passed phonics screening since the implementation of RWI in 2016.</p> <p>DforE School cultures and practice: supporting the attainment of disadvantaged pupils August 2018 “Amongst high-performing primary school these strategies included: directing resources towards the Early Years Foundation Stage”</p> <p>Ofsted: Bold Beginnings documents.</p> <p>Fresh start intervention has been successful in securing progress in previous cohorts.</p>	<p>Reading leader assesses RWI pupils to regroup pupils half termly</p> <p>External development days with RWI trainer x2 per year</p> <p>English lead to monitor growth reports – teachers to take ownership of weekly progress of class and ensure books in correct ZPD</p> <p>Termly development days from RWI in language and literacy and fresh start</p>	<p>JN</p> <p>KW</p>	<p>Half termly</p> <p>AR weekly growth reports</p>

Higher rates of rapid progress in across the school for highly able disadvantaged children	Targeted in lessons through questioning and differentiation	To ensure our highly able disadvantaged learners at least compare nationally in all areas.	Performance management observations/learning walks and monitoring.	NS and PLT lead teacher Elaine Badger	Half termly pupil progress meetings
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Total budgeted cost					12,000
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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?
Higher rates of rapid progress in maths and writing across the school for disadvantaged children.	<p>Pupil Premium priority marking</p> <p>Marking and feedback training led by outstanding practitioner in school</p> <p>Fresh start intervention led by TA and overseen</p>	<p>The external review and Ofsted identified marking was inconsistent by addressing misconceptions at the point they happen we hope to increase pace of learning and minimise the gaps in learning.</p> <p>Feedback & Questioning, Teaching & Learning by Alex Quigley 13/11/2016</p>	<p>Rapid response intervention monitored by senior leaders</p> <p>Marking and quality of feedback monitored by SLT weekly</p>	<p>Senior leadership Team</p> <p>Class teachers to direct the daily intervention</p>	<p>Marking monitored weekly</p> <p>Fresh start every 6 weeks</p> <p>Intervention 6 weeks</p>

Development of resilience and increased mental health More stable family backgrounds	Pupil Premium Key Worker Change in school learning culture- Child led planning for disadvantaged children so they can make accelerated progress. Curriculum to raise engagement, motivation, and perseverance Whole school training and implementation of trauma informed schools	DforE School cultures and practice: supporting the attainment of disadvantaged pupils August 2018 “High performing primaries appeared to be particularly attentive to raising disadvantaged pupils’ attainment, and displayed particularly high levels of shared staff purpose” High-performing schools tended to: <ul style="list-style-type: none"> Engender particularly positive relationships between staff, parents and pupils Respond positively to pupils’ aspirational goals and clearly structure their practice around them. 	Key Worker will: <ul style="list-style-type: none"> Provide a safe space Build resilience through growth mindset activities Work with families who are facing challenges or struggling to deliver good parenting. Provide strong social and emotional support needed Curriculum and learning culture implementation of learning ambassadors, child led learning and growth mind-set activities and language	Senior Leadership Team Pupil Premium governor Jo Barnes for THRIVE/ TIS Jo Naylor for writing trips Jo Barnes for team building trips	Every 6 weeks Termly LGB meetings
Total budgeted cost					8,000
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?
Higher rates of rapid progress across the school for PP children Development of resilience and increased mental health High aspirations and self-belief	Enriched curricular opportunities and wrap around care Additional experiences such as an outdoor/ adventurous residential are subsidised to ensure that PP children can access them. A trip to London develops the citizenship of PP children.	DforE School cultures and practice: supporting the attainment of disadvantaged pupils August 2018 “Amongst high-performing primary school these strategies included: Subsidising trips and extra-curricular activities for disadvantaged pupils”. Caroline Sherwood: http://www.sec-ed.co.uk/best-practice/some-principles-of-effective-pupil-premium-teaching/	Data tracking monitored at Pupil progress meetings every half term. Participation monitored and reported on by Admin staff. Pupil conferencing and feedback.	NS KF Admin team	Termly pupil progress meetings

	<p>Additional activities such as swimming and sports and music after school clubs are subsidised by PP funding for our disadvantaged children.</p> <p>Breakfast club provision and after school club provision</p>				
Higher attendance rates for PP children	<ul style="list-style-type: none"> • Pupil Premium Key worker • Attendance clinics for pupil premium PA families • Service level agreement with Education welfare Officer • Provide transport where this is a barrier 	<p>Children cannot learn if they are not in school.</p> <p>PA attendance charts to be discussed and kept with key worker.</p> <p>HT and attendance team to meet with persistent absence PP pupils and families termly to offer support in getting pupils to school on time and ready to learn.</p>	<p>Daily attendance update from admin.</p> <p>Phone calls to absentees</p> <p>Monitor attendance and refer to EWO</p> <p>Raise profile of positive attendance within the school</p>	<p>Senior Leadership Team</p> <p>Pupil Premium governor</p>	Ongoing / Termly
Total budgeted cost					12,000
Total amount					32,000