

# Pupil premium strategy statement 2019 - 2020    Name of academy: St Breock Primary

1. Summary information					
School	St Breock Primary School				
Academic Year	2019-20	Total PP budget	£47,780	Date of most recent PP Review	Jul 19
Total number of pupils	209	Number of pupils eligible for PP	34	Date for next internal review of this strategy	Jul 20
2. Current attainment					
2019 KS2 SATs results			Y6 pupils eligible for PP (your academy)	Pupils not eligible for PP (national average)	
% of Y6 pupils achieving ARE in reading, writing and maths			50% (3/6)	65%	
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: reading			50% (3/6)	73%	
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: writing			67% (4/6)	78%	
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: maths			83% (5/6)	79%	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	A significant group of our PP children experience social-emotional barriers to their development, affecting their academic progress				
B.	A significant proportion of PP pupils have difficulty in embedding key learning facts/concept				
C.	These same children are less able to act upon feedback given verbally and in marking compared to their non-PP peers				
D.	An identified section of our PP children demonstrate low levels of resilience and motivation to challenge themselves				
E.	Many of these children have low expectations of themselves and have little experience or role models to demonstrate potential				
External barriers					
F.	Attendance of the PP group is lower than that of non-PP children across all classes				
G.	Parental support and engagement with school is lacking in some families				
4. Desired outcomes				Success criteria	

<b>A.</b>	All children will be able to demonstrate resilience and self-confidence, both generally and towards their learning. Teachers will be able to manage low-level incidence of poor behaviour by applying the behaviour policy and without additional intervention from the SMT. TIS screening will show PP scores in line with their peers.	When PP pupils have adequate support to overcome social-emotional barriers, so they no longer affect academic progress.
<b>B.</b>	Commitment will be given to ensure that PP children know age-related number facts; their communication skills will be in-line with that of their peers; they will be able to consistently and correctly spell common words from age-appropriate word lists; fluency in reading will be in line with that of their non-PP peers.	PP pupils will achieve age-related expectations in both maths and verbal fluency, spellings and reading.
<b>C.</b>	All pupils will be able to independently and confidently respond to adult feedback in their marking. In turn, they will demonstrate that they can apply these 'Next Steps' in future learning opportunities, in order to bring forward their learning.	Book scrutiny of PP and non-PP pupils will show no discernible difference in child's ability to respond to adult feedback.
<b>D.</b>	The school's commitment to exploiting the Olympic values of Friendship, Excellence, Equality, Determination, Inspiration, Respect and Courage will be observed in the behaviours of all pupils. Pupils will demonstrate a high level of resilience in all aspects of their learning.	Celebration assemblies will demonstrate the successes of all children and motivation and resilience will be increased.
<b>E.</b>	The school's motto of 'Personal Best' drives high expectations for all – regardless of their starting points. The school will use tracking data to measure how many pupils make accelerated progress from low starting points. Regular visitors to the school and opportunities to go on activity days, visit cultural sights and to attend sporting/arts events will enhance the experiences of all children and provide opportunities that may have been previously unavailable to some groups. A programme of aspirational career assemblies will raise aspirations of PP children by providing motivational role models.	PP children will attend after school clubs to widen their experience. Pupil conferencing will witness a high level of aspiration from all children.
<b>F.</b>	To increase attendance rates amongst pupils eligible for PP. Termly data collection will identify those attending below 90%. A flow chart will be used to determine next steps. Efforts will be made by the SMT to phone families and find solutions together.	Overall PP attendance will be in line with that of non-PP children.

<b>G.</b>	PP questions have been included on the parental questionnaire and will be responded to. It is hoped to provide parent meetings for parents with PP children and provide opportunities for parents to attend aspirational assemblies and trips to Colleges of Further Education.	For parental support and engagement to be high amongst all children in the school.
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5. Planned expenditure					
Academic year		2019 - 2020			
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 literacy attainment in PP children requiring intervention	Weekly targeted writing intervention	Research indicates quality first teaching has biggest impact on disadvantaged pupils	By using experienced Literacy Lead	E Arnold	Termly monitoring  £3400
Improved maths attainment in PP	Implementation of a new literacy intervention for reading and writing in KS2	Evidence indicates that previous literacy intervention is not having an impact in KS2	By careful choice of staff to implement the intervention and rigorous training to ensure quality implementation.	E Arnold SMT	Termly monitoring

children requiring intervention	Weekly after-school tutoring	Identified children who have gaps in learning	Monitored by Maths Lead	C Hawkins SMT	£450
Pupils access a broad and balanced curriculum which suits their needs and make progress daily	Targeted quality first teaching in all classrooms. Teachers lead Literacy Shed sessions, Supporting TAs will free the teacher to facilitate this. Planned staffing arrangements will respond to attainment, support the	<p>Pupil conferencing (Spring 2018), pupils feel they benefit from small group, teacher-led activities.</p> <p>Whole school TIS tracking has shown marked progress, in all classes, in the emotional well-being in every class.</p>	SMT annual monitoring cycle of book scrutiny, pupil conferencing, classroom 'drop-ins'	<p>Class teachers</p> <p>P Dennis</p> <p>K Austin</p> <p>S Harper</p>	<p>Termly at Pupil progress meetings</p> <p>£2300</p> <p>TIS screening at termly intervals</p> <p>£6000</p>

All children are resilient learners	Whole school commitment to TIS. Weekly Jigsaw PSHE lessons in every class. Olympic Values are exploited, permeating school life to celebrate individual success in each of the areas.	We believe that the Olympic values and the newly introduced Toolkit for Learning, Love and Laughter lend themselves to all elements of school life and can be applied to all areas.	Weekly celebration assemblies will show a gradual increase in each value being demonstrated by all children. Red cards will gradually reduce. Pupil conferencing will show children have a sound understanding of how they can demonstrate each value and element of the toolkit in their learning.	SMT  Class teachers	Summer 2020
<b>Total budgeted cost</b>					£12,150
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>All PP pupils will make progress at least in line with their non-PP peers in Reading, Writing and Mathematics. There will be an increase in the number of PP children attaining age-related expectations, demonstrating accelerated progress from individual starting points.</p> <p>Improved literacy and numeracy attainment</p>	<p>Pre-teaching, targeted questioning and awareness amongst whole staff of who the PP children are will help secure engagement.</p> <p>PP group will be specifically discussed at each termly Pupil Progress meeting and bespoke needs identified. Dedicated time for the PP Champion (K Williams)</p> <p>Targeted physical intervention for children with motor skills difficulties</p>	<p>EEF research shows that carefully tailored interventions, which identify and review the needs of groups is effective and efficient in securing accelerated progress.</p> <p>Intervention Impact sheets will ensure that group work is accurately targeted to meet specific targets, which are measurable and time-limited.</p> <p>Literacy intervention in KS2 has been reviewed and a new reading and writing intervention will be implemented in Sept 2019.</p> <p>Proven improvement in fine motor skills due to Fun Fit intervention</p>	<p>Monitoring cycle, book scrutiny, talking with pupils.</p> <p>Pupil progress meetings</p> <p>Monitored through Fun Fit intervention sheets</p>	<p>SMT</p> <p>Class teachers</p> <p>B Murray</p>	<p>Termly</p> <p>£360</p> <p>£5700</p> <p>£6370</p>
<b>Total budgeted cost</b>					<b>£12,430</b>
<b>iii. Other approaches</b>					

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?
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All children will be able to demonstrate resilience, self-confidence and raised aspirations, both generally and towards their learning.	TIS practitioners working with individual children 5 afternoons per week.	TIS is a proven support system for children with social, emotional and mental health issues.	TIS practitioner available to parents at beginning or end of day daily. Available for pupils on KS1 and KS2 playgrounds. Termly TIS screening and adjustment of TIS timetable accordingly Whole staff sharing of class TIS action plans	P Dennis K Austin S Harper	Termly TIS screening £16100
	Weekly PSHE in classroom delivered through Jigsaw.	Behaviour in school has improved since Jigsaw has been embedded in the whole school curriculum.	Jigsaw planning embedded in yearly planning cycle and assembly planning. Jigsaw themes/Olympic values consistently reinforced and celebrated at weekly assemblies.	Class teachers P Dennis	Regular monitoring through Learning Walks and pupil conferencing
	Aspirational Career assemblies and trips to Colleges of FE.	‘Drawing the Future’ research and report, resulting in the Primary Futures programme, indicates that disadvantaged children have lower aspirations.	PP Champion to monitor aspirations of PP children.	K Williams	Summer 2020
	Badger Forest School to increase resilience and self-esteem. ‘No Outsiders Here’ programme to teach equality.	Proven track record in increasing confidence, self-esteem and life-skills.			£4400



PP children will be fully immersed and engaged in school life with attendance levels at least in line with non-PP pupils and will access extra-curricular activities each term.	<p>Uniform/kit will be donated as required to ensure this is never a barrier to attendance.</p> <p>Daily morning taxi provided for two children who have difficulty accessing school.</p> <p>20% residential discount across KS2 and subsidy for certain school trips.</p>	<p>Research shows us that PP pupils can have trouble in making links between home and school life. Some PP children have barriers to experiencing a wide range of extra-curricular activities. Historically, some PP children have missed out on enrichment activities.</p>	Teaching and Learning Assistant for Sport will monitor PP uptake of clubs and target children who we feel may benefit – physically or emotionally – from additional encouragement to attend.	B Murray K Williams	<p>By reviewing take up of after school clubs and residential trips throughout the Spring and Summer terms.</p> <p>£200</p> <p>£2500</p>
<b>Total budgeted cost</b>					<b>£23,200</b>

6. Review of expenditure				
Previous Academic Year		2018 - 2019		
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)	Cost

Pupils access a broad and balanced curriculum which suits their needs and make progress daily	<p>Teachers lead Literacy Shed sessions,</p> <p>Supporting TAs will free the teacher to facilitate this.</p> <p>Planned staffing arrangements will respond to attainment, support the needs of each cohort and will be targeted towards PP needs.</p>	<p>Progress towards a broad and balanced curriculum and progress/engagement of the PP group is evident in books</p> <p>85% of PP pupils met the expected standard at Reading, Writing and Maths in KS1</p> <p>50% of PP pupils met the expected standard in Reading, Writing and Maths at KS2</p>	Continue with this approach.	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

All PP pupils will make progress at least in line with their non-PP peers in Reading, Writing and Mathematics.	Pre-teaching  Targeted questioning and awareness amongst whole staff of who the PP children are will help secure engagement.	50% of PP children at KS2 met the expected standard in Reading, Writing and Maths  50% of PP children at KS2 met the expected standard in Reading  67% of PP children at KS2 met the expected standard in Writing  83% of PP children at KS2 met the expected standard in Maths	in Y6.  Continue with the very powerful benefits of the termly Pupil Progress meetings.  Early identification of those pupils who are likely to achieve the expected standard in two out of three areas, in order to accelerate their learning in the third area.	
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### 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
PP children will be fully engaged and immersed in school life, with attendance levels at least in line with that of non-PP pupils and will access extracurricular activities each term.	Termly attendance data analysis and follow-up phone calls, letters, etc. Specific targeting of PP children to attend various After School Clubs.  Enrichment sub	5/6 Y6 PP children attended the residential.  3/5 Y5 PP children attended the residential.  8/8 Y4 PP children attended the residential.  3/3 Y3 PP children attended the residential.  Attendance of the group remains below that of the non-PP group. A number of PP children attended an After School club for the first time this year.	Continue	

## 7. Additional detail

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

**Mid-year review of impact of PP funding:**