

Pupil Premium Strategy Statement 2020- 2021 - Padstow School

Summary information					
School	Padstow School				
Academic Year	2020-21	Total PP budget	£37,970	Date of most recent PP Review	Sept 20
Total number of pupils	151	Number of pupils eligible for PP	38	Date for next internal review of this strategy	Jan 21

Current attainment Data below is the most recent - due to Covid, statutory assessments did not take place in Summer 2020.		
2019 SATs	Y6 pupils eligible for PP (8)	Pupils not eligible for PP (19)
% meeting standard or above in reading, writing and maths	38%	79%
% meeting standard or above in reading	63%	84%
% meeting standard or above in writing	63%	79%
% meeting standard or above in maths	38%	89%
% attaining greater depth in reading, writing and maths	0%	16%
% attaining greater depth in reading	13%	21%
% attaining greater depth in writing	0%	26%
% attaining greater depth in maths	13%	21%

Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Vocabulary: Ensure that disadvantaged pupils' develop their vocabulary in order to improve both reading and writing.	
B.	Ensure all PP pupils who have other identified possible barriers to learning, for example, SEN, SEMH, also have, in addition to planned intervention, individualised support to reach their full potential.	
C.	Analysis of the disadvantaged pupils have identified the need to build resilience to increase engagement in learning leading to accelerated progress.	
D.	The significant time off school and formal learning for many children, has impacted on their progress, confidence and resilience. (Due to COVID)	
E.	Ensure high attaining pupils continue to maintain and accelerate their progress to ensure more PP children reach EXP and GDS.	
External barriers		
F.	Overall attendance is too low and below the National Average. Too many families continue to take their children out of school in term time. Pupils' learning suffers as a result of this. 2018-19 Rate of persistent absence - 15.3%.	
Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	The majority of pupils will be using age appropriate vocabulary enabling them to make accelerated progress from their unique starting points in reading and writing.	Pupils will be accessing age appropriate texts as evidenced through Accelerated Reader assessments. Pupils' writing books evidence increasing use of age appropriate vocabulary and improved sentence writing. Where appropriate, pupils will reach EXS and GDS for writing.
B.	Disadvantaged pupils with other identified barriers to learning make accelerated rates of progress closing the gap with non-PP pupils.	Disadvantaged pupils will be more confident with using age appropriate vocabulary. This will enable them to access more challenging texts therefore accelerating rates of progress. Pupils' writing will also evidence increased use of a greater breadth of vocabulary.
C.	Through the development of teacher's questioning skills and a structured approach to problem-solving skills, pupils will become more emotionally resilient, enabling them to understand that learning through challenge is a positive experience. Teachers to promote resilience in pupils contributing to better outcomes academically, socially and emotionally.	The school will take a proactive approach with reducing anxiety and improving learning outcomes by creating a positive learning environment where all pupils feel socially and emotionally safe. Collaborative learning strategies will enhance pupil relationships giving them increased opportunities to be successful, building a strong sense of self-worth.

D.	Ensure all PP children's emotional needs have been supported through targeted interventions - apply a TIS approach consistently.	Parents / carers know how to access emotional and support. Parent opinion will show that staff are approachable and that parents feel they are well supported. Enthusiasm for school / learning is enhanced. Children are able to access learning and achieve success through becoming more emotionally stable.
E.	Increase children's enthusiasm and engagement in learning using the Cornerstones curriculum and story telling approach. Make explicit choices of study themes to engage and interest children through regular topic / curriculum review	Children will engage with learning more effectively & make accelerated progress academically, especially in reading and writing.
F.	To continue with a relentless approach to improving attendance by: providing parents any support they require to support the learning of their children ensuring good attendance from all; embedding an understanding across the community of school attendance as crucial to pupils' learning and future success.	Attendance monitored to ensure that it is as close as possible to National Standards, especially to reduce rates of persistent absence from 15.3% to closer to the National Average of 8.7%. Attendance of disadvantaged pupils to be on a par with non-disadvantaged pupils. Parents able to access support and advice regarding parenting skills and signposted towards outside agencies if necessary.

Planned expenditure					
• Academic year		2020-21			
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					
Quality of teaching for all Teaching considered the top priority, including issues such as recruitment, retention, support for early career teachers, and CPD.					
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?
Teachers have clear data and responsibility for tracking and improving the progress of PP children.	Continued development of pupil tracking system, training for staff and improved data sharing. Use of PIRA & PUMA Assessments to give standardised scores.	Giving teachers opportunities to monitor the progress of their PP children and take action. Use of regular standardised assessments alongside teacher assessment, will allow teachers to identify trends in learning & make early and specific / targeted interventions.	Regular pupil progress meetings, termly monitoring days and hub council reporting.	Head of School PP Champion	Termly
Teachers have a greater understanding of teaching a wide and challenging vocabulary and how to engage children.	Training & continuing professional development / links with English Mastery Hub (Aspire)	Evidence shows that this will improve children's engagement and performance.	As above	Head of School English Lead PP Champion	Ongoing

All pupils access Quality First Teaching. Begin to introduce metacognition as a strategy for upskilling teachers.	Continuing professional development / training for all staff	Quality first teaching is proven to have the most impact on the most disadvantaged children (EEF).	Lesson observations, book scrutinies, pupil progress meetings, Pupil Conferencing	Head of School English & Maths Leads, PP Champion	Termly
Total budgeted cost					£10,446

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?
PP children who are not making required progress are identified and the gaps in their learning are identified & retaught.	Deployment of teaching time, TA and HLTA time.	<p>Accurate information from tracking will allow for more effective intervention, immediate feedback & quick catch-up.</p> <p>EEF research has proven that purposeful, focused, high quality 1:1 support has a high impact on raising attainment.</p>	<p>Monitoring by Head of School, Aspire monitoring visits and pupil tracking data.</p> <p>Sessions overseen by PP Champion / Head of School</p>	<p>Head of School</p> <p>PP Champion</p>	Half termly entry & exit assessments to ensure progress is being made and maintained.
Development of teachers' questioning skills & a structured teaching of problem-solving skills will enable both PP & non-PP pupils to become more emotionally resilient, understanding that learning through challenge is a positive experience.	<p>Teachers and TAs to promote resilience that will contribute to better outcomes academically, socially and emotionally.</p> <p>Timetabled problem solving activities – both classroom and outside in the environment.</p>	<p>Education Endowment Fund research.</p> <p>Children are much more engaged in their work if they can see the purpose for it and feel they have control over their own learning.</p>	<p>Monitoring by Head of School, Aspire monitoring visits and pupil tracking data</p> <p>Regular Teacher Meetings to share ideas and successes.</p>	<p>Head of School</p> <p>PP Champion</p>	Termly

PP pupils with additional SEMH needs will feel more secure and able to learn	Trauma Informed Schools approach to be used by all staff. Additional training from Pastoral Lead and SENDCo.	TIS approaches demonstrate that feeling 'safe' and having emotional needs met for pupils is a foundation to being prepared to learn – especially for: Pupils who have had any interruptions in their early development, or have had a change or trauma.	Pupil / Teacher / Parent feedback. All staff to gauge wellbeing of identified pupils and feedback to relevant staff. Work with SENDCo and Pastoral Lead to identify specific interventions using the Motional assessment tool.	All staff Led by Pastoral Lead & SENDCo.	Termly
Total budgeted cost					£23,898

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?
To improve the rate of persistent absence from 15.3% to closer to the National Average.	<p>In order to support parents with improving their child's attendance we will adopt a more proactive approach to less than national average attendance.</p> <p>95% - letter home to highlight concerns 92% - invite parents in to meet HoS and Trust EWO. Referrals to the School Nurse Service where appropriate Less than satisfactory attendance to be passed to the Trust EWO to consider taking legal steps ie fining or prosecution.</p>	National average for Persistent absence = 8.7%.	<p>Weekly monitoring of attendance at Pastoral Team Meetings.</p> <p>Pastoral Lead to have time to offer support and liaison to all parents and to monitor attendance of identified families.</p> <p>Pastoral Lead to support teachers with meeting with parents.</p> <p>Pastoral Lead to signpost parents towards other support as and when required.</p> <p>Attendance clinics are run regularly for parents whose children have attendance that has fallen below the level of 92%.</p>	<p>HoS</p> <p>Pastoral Lead</p> <p>Aspire EWO</p>	Weekly.
Total budgeted cost					£3,626

Review of expenditure			
Previous Academic Year		2019-20 (£46,500 allocated)	
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)
The majority of pupils will be able to use age appropriate vocabulary to enable them to make accelerated progress from their unique starting points in reading and writing.	Accelerated Reader introduced across KS2. Training in Talk for Writing & Talk the Text for all staff which included specific teaching of vocabulary.	The introduction of AR has been successful with reinvigorating reading especially for boys previously not engaged with reading for enjoyment. The training has proved successful with giving teachers a structure for the teaching of writing.	AR will continue to be embedded across KS2 and into Y2 when children reach the appropriate level. New or returning teachers will be updated with the Talk for Writing approach. Vocabulary is of great importance to enhance progress and children's ability to learn – develop this further. Introduce additional extra reading sessions for PP children.

Disadvantaged pupils with other identified barriers to learning make accelerated rates of progress closing the gap with non-PP pupils.	Disadvantaged pupils will be more confident with using age appropriate vocabulary. This will enable them to access more challenging texts therefore accelerating rates of progress. Their writing will also evidence increased use of a greater breadth of vocabulary.	<p>Use of the No Nonsense spelling scheme has structured spelling activities.</p> <p>Teachers identify spelling gaps and differentiate spelling lists accordingly to enable both PP and non-PP children to be successful.</p> <p>Discrete spelling/vocabulary lessons introduced.</p>	<p>Continue with these strategies.</p> <p>HoS / English Lead to ensure these are timetabled.</p> <p>TAs to be deployed for additional time listening to PP children read.</p>
Through the development of teacher's questioning skills and a structured teaching of problem-solving skills, pupils will become more emotionally resilient, enabling them to understand that learning through challenge is a positive experience.	<p>The school will take a proactive approach with reducing anxiety and improving learning outcomes by creating a positive learning environment where all pupils feel socially and emotionally safe.</p> <p>Collaborative learning strategies will enhance pupil relationships giving them increased opportunities to be successful, building a strong sense of self-worth.</p>	<p>Introduction and use of the TIS approach.</p> <p>Use of Motional to assess the whole class / individual children and using the suggested activities for PSHE lessons.</p> <p>Teachers using their understanding of Maths mastery skills to introduce discrete problem solving activities.</p>	<p>In the early stages and we will continue to work towards this outcome.</p> <p>The mastery approach to be extended to English.</p>
To continue with a relentless approach to improving attendance by; providing parents any support they require to support the learning of their children ensuring good attendance from all;	Attendance monitored to ensure that it is as close as possible to National Standards, especially to reduce rates of persistent absence from 15.3% to closer to the National Average of 8.7%.	<p>Introduction of Aspire Letters to Parents at Stage 1, 2 & 3.</p> <p>Weekly Attendance Meetings monitoring PA.</p> <p>HoS meetings with parents about taking holidays.</p>	We will continue with this approach for the current academic year to ensure PA reduces to be closer to the National Average.

embedding an understanding across the community of school attendance as crucial to pupils' learning and future success.	<p>Attendance of disadvantaged pupils to be on a par with non-disadvantaged pupils.</p> <p>Parents able to access support and advice regarding parenting skills and signposted towards outside agencies if necessary.</p>	<p>Attendance Clinics held with Aspire's EWO.</p> <p>Introduction of the need to provide evidence of a doctor's appointment / diagnosed illness for PA families.</p>	
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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>Improved vocabulary –</p> <p>1:1 or small group work on individual barriers to learning;</p> <p>1:1 or small group work on PSHE / Motional activities.</p>	<p>Pupils identified by teachers and/or SENDCo.</p> <p>Pre-teaching of vocabulary / skills.</p> <p>PSHE activities / Motional activities to support individual / groups of pupils with developing the skills and strategies needed to support learning.</p>	<p>PP Pupil Learning Conferences every 2-3 weeks held between the class teacher and child to identify barriers to learning and to jointly decide on personal SMART targets.</p> <p>Use of Motional for whole class, small group and 1:1 activities.</p> <p>The Learning Conferences were useful for class teachers with identifying what children thought they needed to help them to learn and to be able to support children with feeling successful.</p>	<p>We will continue with the approach.</p>

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)
To improve the rate of persistent absence from 15.3% to closer to the National Average.	<p>A more proactive approach: 95% attendance - letter home to highlight concerns</p> <p>92% - invite parents in to meet HoS and Trust EWO.</p> <p>Referrals to the School Nurse Service where appropriate.</p> <p>Less than satisfactory attendance to be passed to the Trust EWO to consider taking legal steps ie fining or prosecution.</p>	<p>Introduction of Aspire Letters to Parents at Stage 1, 2 & 3.</p> <p>Weekly Attendance Meetings monitoring PA.</p> <p>HoS meetings with parents about taking holidays.</p> <p>Attendance Clinics held with Aspire's EWO.</p> <p>Introduction of the need to provide evidence of a doctor's appointment / diagnosed illness for PA families.</p>	We will continue with this approach for the current academic year to ensure PA reduces to be closer to the National Average.