

Pupil Premium Strategy Statement 2019 - 2020 - Padstow School

1. Summary information					
School	Padstow School				
Academic Year	2019-2020	Total PP budget	£46,500	Date of most recent PP Review	05/19
Total number of pupils	155	Number of pupils eligible for PP	27	Date for next internal review of this strategy	12/19

2. Current attainment		
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%

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.	Vocabulary: Disadvantaged pupils' limited vocabulary is a barrier to both reading and writing.	
B.	Pupil Premium pupils with other identified possible barriers to learning, for example, SEN, SEMH, lower prior attainers, make lower rates of progress than other pupils.	
C.	Analysis of the disadvantaged pupils have identified the need to build resilience to increase engagement in learning leading to accelerated progress.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	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%.	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	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.	Pupils will be accessing age appropriate texts as evidenced through Accelerated Reader assessments. Pupils' writing books evidence increasing use of age appropriate vocabulary. 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. Their writing will also evidence increased use of a greater breadth of vocabulary.
C.	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. 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.	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.

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 - 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?
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.	<p>Introduction of Accelerated Reader (AR).</p> <p>No Nonsense spelling scheme to support improvements in spelling across the school.</p> <p>Education Library Service Gold SLA to provide quality AR levelled books and a revamped library to motivate children to read.</p> <p>INSET training from Dandelion Learning on Storytelling and Talking the Text.</p>	<p>AR is a proven approach for engaging pupils, motivating reading practice and improving reading progress. Research has proven that pupils develop reading skills most effectively when they read appropriately challenging books i.e. within their zone of approximal development.</p> <p>All teachers and TAs invited to the training in order to hear the same message about the</p>	<p>Pupil Progress meetings will be used for teachers to explain how they have improved their class vocabulary, including the effective use of AR.</p> <p>Pastoral Lead to undertake AR training to undertake the role of Administrator.</p> <p>Pastoral Lead to liaise with the Education Service to revamp the library and to introduce Reading Champions.</p> <p>Senior Leaders to attend the training in order to be better equipped to monitor planning, books and lessons.</p>	<p>S.L.T. English SL PP Champion SENDCo</p>	<p>Senior Leaders to monitor through Learning Walks, book looks, planning scrutinies and lesson observations.</p> <p>Termly Pupil Progress Meetings, half termly English moderation, termly Trust moderation.</p>

	<p>The school to achieve the Silver Award in the Aspire Future Voice Oracy Chartermark.</p> <p>The teaching of vocabulary is clearly planned and taught in all appropriate lessons. Appropriate lesson time is spent teaching and consistently using new vocabulary. School leaders to ensure all teachers are clear about the expected age-related vocabulary.</p>	<p>importance of oracy when teaching Reading and Writing.</p> <p>Each teacher and TA to be aware of the criteria for this Chartermark and be able to contribute to the evidence gathering.</p> <p>In order to reach the desired outcome, the vocabulary must be taught rigorously.</p>	<p>English SL to be responsible for the finalising of the Chartermark using the evidence gained from across the school.</p> <p>Pupil Progress meetings will be used for teachers to explain how they have improved their class vocabulary using books and planning as evidence.</p>		
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<p>Disadvantaged pupils with other identified barriers to learning make accelerated rates of progress closing the gap with non-PP pupils.</p>	<p>2 x Twilight training for teachers from Emily Miles, Specialist Leader in Education and Lead Teacher at Penryn Academy ARB focussing on how to plan effectively for pupils with barriers to learning in a mainstream classroom. 3.7.19 18.9.19</p> <p>Additional 1:1 planning "clinics" as required.</p>	<p>Identified lack of progress for SEND Support pupils.</p> <p>Identified lack of planning for SEND Support pupils.</p> <p>This training will enable teachers to identify the small steps needed to overcome the barriers to learning for each pupil and to plan for those small steps.</p>	<p>Senior Leaders to attend the training in order to be better equipped to monitor planning, books and lessons.</p> <p>SENDCo and HoS to be responsible for monitoring the progress of the SEND Support pupils.</p>	<p>SENDCo</p>	<p>SENDCo & HoS to monitor through Learning Walks, book looks, planning scrutinies and lesson observations.</p> <p>Termly Pupil Progress Meetings, half termly moderation, termly Trust moderation.</p>
<p>Development of teachers' questioning skills and a structured teaching of problem-solving skills will enable pupils to become more emotionally resilient, understanding that learning through challenge is a positive experience.</p> <p>Teachers to promote resilience that will contribute to better outcomes academically, socially and emotionally.</p>	<p>Staff training on questioning skills.</p> <p>Continuing to embed the Whole School Trauma Informed Schools (TIS) approach.</p> <p>Professional development for teachers is prioritised to ensure quality first teaching is sustained.</p> <p>To embed Pupil conferencing of PP pupils to ensure they become independent learners and develop resilience around their own learning.</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</p>	<p>Lesson observations and learning walks.</p> <p>Assemblies</p> <p>PSHE activities</p> <p>Motional assessments</p> <p>Motional activities</p> <p>New and returning staff to be clearly trained with the reasons for pupil conferencing and the benefits that can be</p>	<p>Leadership Team and SENDCo.</p>	<p>Senior Leaders to monitor through Learning Walks, book looks, planning scrutinies and lesson observations.</p> <p>Termly Pupil Progress Meetings, half termly English moderation, termly Trust moderation.</p> <p>HoS mentoring of teachers.</p>

		control over their own learning.	<p>generated. Refresher training for existing staff to ensure that the conferencing is carried out in a manner that benefits pupils most.</p> <p>Pupils to be conferenced at least twice per half-term on an individual basis. All conferencing to be recorded so it can be monitored.</p>		Pastoral Lead to work with teachers to establish a timetable of conferencing which will be diarised and rigorously adhered to.
Total budgeted cost					£20,691

ii. **Targeted support** - linking one-to-one or small group interventions to classroom teaching.

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>A , B & C Improved vocabulary; 1:1 or small group work on individual barriers to learning; 1:1 or small group work on PSHE / Motional activities.</p>	<p>Pupils identified by teachers and/or SENDCo. Pre-teaching of vocabulary / skills. PSHE activities / Motional activities to support individual / groups of pupils with developing the skills and strategies needed to support learning.</p>	<p>EEF – small group tuition. TAs trained to work with small groups to increase progress of disadvantaged pupils. Extra preparation time for TAs paid for out of PP budget where needed.</p>	<p>Teachers to monitor the impact of this strategy carried out with the children in their class. SENDCo / Leadership Team to train and advise teachers and TAs. SENDCo and Pastoral Lead to observe pre-teaching sessions. Pastoral Lead to lead and provide advice for TAs using this strategy. Care to be taken when these activities are timetabled to ensure QFT in the classroom is not compromised.</p>	<p>SENDCo Pastoral Lead Head of School</p>	<p>Termly SEND Pupil Progress meetings. Regular meetings with teachers – teacher meetings / Key Stage meetings / HoS 'catch ups'.</p>
Total budgeted cost				£17,150	

iii. **Other approaches** - attendance, behaviour and social and emotional 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>To improve the rate of persistent absence from 15.3% to closer to the National Average.</p>	<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> <ul style="list-style-type: none"> • 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>	<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 and Pastoral Lead</p> <p>Aspire EWO</p>	<p>Weekly.</p>
Total budgeted cost				£8,680	

6. **Review of expenditure** - taken from previous strategy.

Previous Academic Year		2018 - 2019			
Identified Barrier to Learning	School Action	Cost	Identified pupils	Evaluation 2018	New to 2018 - 2019 or Continued from previous strategy
Over two-thirds of the PP children in the school have social, emotional and mental health issues impacting on academic performance and behaviour for learning. Those needs need to be met before they can fully engage in learning.	SEMH – Reduce levels of anxiety and increase levels of engagement using specially trained staff and a whole school TIS approach.	£51,400	Certain year groups needed higher levels of support across the year.	Increase in engagement and attendance from the majority of the two key year groups targeted together with other individual pupils from across the school. Aspire provision of a trained counsellor for 2 terms providing counselling for 4 blocks of 6 weeks for 12 children. Music Therapy provided for two previously CiC children from PP budget.	
All pupils access QFT and progress is accelerated.	Appropriate training, mentoring, etc.		Across the school – all pupils.	EYFS, KS1 and KS2 data improved from previous years.	
Further develop strategies and approaches to support improved language and communication in disadvantaged pupils.	Appropriate training, mentoring, etc.		EYFS	Improvements in EYFS data for S&L, reading and writing.	

<p>Clear identification process which supports early identification of additional needs. Further develop programmes of intervention and individualised pupil support through the Assess, Plan, Do, Review process. Develop links with Pre-School.</p>	<p>SENDCo support and training for teachers and TAs.</p> <p>Regular PPM to track pupils progress.</p> <p>Teaching staff to adhere to the SEND flow chart.</p> <p>Interventions quality assured by the Leadership team.</p>		<p>Disadvantaged pupils with additional barriers to learning.</p>	<p>Some improvements identified by the HMI during the June 2019 monitoring visit but not yet embedded.</p>	<p>Key focus for 2019-2020: Disadvantaged pupils with other identified barriers to learning make accelerated rates of progress closing the gap with non-PP pupils.</p>
<p>Improved attendance for all pupils, including those PP pupils with frequent or prolonged absences, to at least the national average.</p>	<p>The HMI in both February 19 and June 19 Monitoring Visits identified the robust approach being taken by the school.</p>		<p>All pupils including disadvantaged.</p>	<p>Improvements identified by the HMI but, although persistent absence has reduced to 15.3% from 26%, it is not yet close to the national average.</p>	<p>Key focus for 2019-2020: 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%.</p>
<p>Individual meetings or phone calls, open afternoons, workshops for parents, etc to provide a welcoming environment to ensure parents fee</p>	<p>All of these undertaken.</p>		<p>All pupils including disadvantaged.</p>	<p>The HMI has advised that parents are increasingly more positive about the changes in school and the approachability of teachers and the Head of School.</p>	<p>Key focus for 2019-20: To continue with a relentless approach to improving attendance by; providing parents access to any support they require to support the learning of their children</p>

able to contact the school regarding any aspects of their child's needs.					ensuring good attendance from all; embedding an understanding across the community of school attendance as crucial to pupils' learning and future success.
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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: