

Pupil premium strategy statement Treloweth Primary School

Crofty Multi-Academy Trust 2019-2021

School overview

Metric	Data
School name	Treloweth Primary School
Pupils in school	445
Proportion of disadvantaged pupils	30.72%
Pupil premium allocation this academic year	£190,900
Academic year or years covered by statement	2018-21
Publish date	13 th January 2020
Review date	April & July (annually)
Statement authorised by	Tamsin Lamb
Pupil premium lead	Annie Walpole/Linda May
Governor lead	Frieda Nicholls

Disadvantaged pupil progress scores for last academic year (2018-19)

Measure	Score
Reading	2.28
Writing	0.53
Maths	1.44

Disadvantaged pupil performance overview for last academic year (2018-19)

Measure	Score
Meeting expected standard at KS2	R - 57.1%, W - 52.4%, M – 71.4%
Achieving high standard at KS2	R - 28.6%, W - 14.3%, M – 14.3%

Strategy aims for disadvantaged pupils

Quality first teaching will be at the heart of the schools strategy

Measure	
Priority 1 - Language	<ul style="list-style-type: none">Ensure all disadvantage pupils achieve expected outcomes in the phonics check at the end of Yr1

	<ul style="list-style-type: none"> • Provide deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum to equip pupils with the skills they need for a meaningful future • Reduce the gap between disadvantage and non-disadvantage by improving pupils vocabulary through sequential teaching • Ensure all disadvantage pupils achieve ARE in reading & writing
Priority 2 - Mathematics	<ul style="list-style-type: none"> • Ensure all disadvantage pupils achieve ARE in mathematics through mastery teaching
Priority 3 – Limited life experiences	<ul style="list-style-type: none"> • Develop improved metacognition to become better learners • Provide experiential opportunities to reduce inequalities – narrow the achievement gap and social inequality through early childhood experiences • Provide challenge & support to disadvantage families whose attendance is poor and persistent absence is high
Barriers to learning these priorities address	<p>Better use of evidence-based whole-class teaching interventions</p> <p>Limited life experiences</p> <p>Poor attendance/Low parental engagement</p> <p>Low levels of oracy</p> <p>Limited vocabulary</p>
Projected spending	£190,900

Teaching priorities for current academic year

Aim	Target	Target date
Raise the attainment and increase progress in Reading	Achieve national attainment Achieve/exceed average progress scores KS2 Reading	Sept '20/21
Raise the attainment and increase progress in Writing	Achieve national attainment Achieve/exceed average progress scores KS2 Writing	Sept '20/21
Raise the attainment and increase progress in Mathematics	Achieve national attainment Achieve/exceed average progress scores in KS2 mathematics	Sept '20/21

Phonics	Achieve/exceed national average expected standard in PSC	Sept '20/21
Other	Improve attendance of disadvantaged pupils to national average (96%)	Sept '20/21
	Improve life experiences by developing cultural capital	On-going

Targeted academic support for current academic year – all disadvantage pupils reach expected standard in phonics check at end of Yr1

Measure	Activity	Impact April review
Priority 1 - Language	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively	What is the standard of delivery?
	Phonics Champion to monitor, model and support staff improvement	Are children making enough progress?
	Participate in the oracy project (Head & English Lead) Ensure teachers have the relevant training to teach oracy effectively across the school Ensure there are repetitive language opportunities – every moment is a language moment Provide story telling experiences (John Brolley, Cornish Caretakers)	How has the project impacted on levels of oracy?
	Ensure all staff receive high quality CPD to teach reading increasingly effectively Vocabulary across the day, across the curriculum Implement Reading Recovery intervention across KS2 for disadvantage pupils	What is the standard of teaching in reading? What is the impact of additional intervention?
Barriers to learning these priorities address	Low levels of oracy Limited vocabulary Poor attendance/Low parental engagement Ensuring staff use evidence-based highly focused whole-class teaching – improve the quality of reading instruction Implementation of 1:1 or group intervention is timely, targeted and measured	How does the school compare to its comparators 'Families of Schools' EEF, in reading & writing?

Projected spending	£88,000	
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Targeted academic support for current academic year – all disadvantage reach ARE in mathematics

Measure	Activity	Impact April review
Priority 2 - Mathematics	<p>Quality first teaching & pre/post teach for some</p> <p>Work with the maths hub and purchase textbooks to embed Teaching for Mastery across all year groups (incl. SEN – Power Maths)</p> <p>Use '3rd Space Learning' for PP pupils Yr6 & Yr5 summer term</p>	<p>What is the standard of teaching in maths?</p> <p>What is the impact of additional intervention?</p>
	<p>Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations</p> <p>EYFS, Yr1 & 2 – 'Counting to Calculate & Numicom Closing the Gap'</p> <p>'Power Maths' to be used for interventions</p>	<p>What is the impact of additional intervention?</p>
Barriers to learning these priorities address	<p>Poor attendance</p> <p>Low level experience</p> <p>Readiness to learn</p> <p>Provide catch-up in mathematics</p>	<p>How does the school compare to its comparators 'Families of Schools' EEF, in mathematics?</p>
Projected spending	£50,000	

Wider strategies for current academic year – experiential opportunities and attendance

Measure	Activity	Impact April review
Priority 3 – Limited life experiences	<p>Creating and embedding experiential opportunities to develop a sense of cultural capital</p> <p>Termly hook/experience</p> <p>High quality texts and traditional rhymes and stories</p> <p>Global issues and news bites</p> <p>Visits & residentials</p> <p>Participate in community traditions</p> <p>Share audio books (bedtime stories, traditional tales)</p>	<p>Pupil conferencing outcomes?</p> <p>Readiness & motivation to learn?</p> <p>Quality of work?</p> <p>Ability to draw on knowledge learnt?</p>

	Develop a 'sense of place'	
Priority	<p>Re-launch the Olympic Attendance Strategy incentive</p> <p>Sharing a Trust-wide strategy to target families with poor attendance. Further challenge those with acute need by working closely with the EWO</p> <p>Work with teachers to review/deepen their understanding of metacognition and implement strategies with learners</p>	<p>What is the measurable impact of attendance strategies?</p> <p>Do pupils have strategies for learning and use them?</p>
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils	
Projected spending	<p>£50,000</p> <p>£2000 enrichment</p>	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders & HLTA
Targeted support	Ensuring enough time for school phonics, English & maths leaders to support small groups and monitor T&L	Leaders have planned protected time to model, monitor and review impact
Wider strategies	Engaging the families facing most challenges	Working closely with the EWO & other local MAT schools on common strategies

Review: last year's aims and outcomes (2019-20)

Aim	Outcome
Progress & attainment in reading and writing	
Progress & attainment in mathematics	
Phonics	
Other	
What has been most successful this year?	What has been least successful/what will you stop?

Review: last year's aims and outcomes (2020-21)

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Progress & attainment in reading and writing	
Progress & attainment in mathematics	
Phonics	
Other	
What has been most successful this year?	What has been least successful/what will you stop?