

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	Sept 21
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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 • 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 	<ul style="list-style-type: none"> • Continue • Continue • Continue • Continue
Priority 2 - Mathematics	<ul style="list-style-type: none"> • Ensure all disadvantage pupils achieve ARE in mathematics through mastery teaching 	<ul style="list-style-type: none"> • Continue
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 	<ul style="list-style-type: none"> • Continue <p>Cultural capital, new curriculum themes</p> <p>Sense of Pride, sense of place, sense of identity</p> <p>Focus for autumn 21. Extra EWO hours</p>
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>	<p>Low level of children reading for pleasure or reading independently</p> <p>High level of children below ARE</p>
Projected spending	£190,900	

Teaching priorities for current academic year

Aim	Target	Target date	Achieved ?
Raise the attainment and increase progress in Reading	Achieve national attainment Achieve/exceed average progress scores KS2 Reading	Sept '20/21	PP pupils in all year groups made progress

Raise the attainment and increase progress in Writing	Achieve national attainment Achieve/exceed average progress scores KS2 Writing	Sept '20/21	but gap between PP and not PP in y5 is significant and therefore a focus in y6
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%) Improve life experiences by developing cultural capital	Sept '20/21 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	September 2021
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?	3 day support package this term
	Phonics Champion to monitor, model and support staff improvement	Are children making enough progress?	Champion has monitored and modelled and supported improvement.
	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?	This did not take place due to COVID 19 restrictions Language opportunities have been provided within daily lessons Story telling experiences from outside were not

			allowed but staff did their own
	<p>Ensure all staff receive high quality CPD to teach reading increasingly effectively</p> <p>Vocabulary across the day, across the curriculum</p> <p>Implement Reading Recovery intervention across KS2 for disadvantage pupils</p>	<p>What is the standard of teaching in reading?</p> <p>What is the impact of additional intervention?</p>	<p>CPD unavailable due to COVID</p> <p>Impact made within the limited time possible due to COVID 19</p>
Barriers to learning these priorities address	<p>Low levels of oracy</p> <p>Limited vocabulary</p> <p>Poor attendance/Low parental engagement</p> <p>Ensuring staff use evidence-based highly focused whole-class teaching – improve the quality of reading instruction</p> <p>Implementation of 1:1 or group intervention is timely, targeted and measured</p>	<p>How does the school compare to its comparators 'Families of Schools' EEF, in reading & writing?</p>	<p>No comparison data published</p>
Projected spending	£88,000		

Targeted academic support for current academic year – all disadvantage reach ARE in mathematics

Measure	Activity	Impact April review	September 21
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>Pupils received quality first teaching and Pre/post teach using ready to progress Power Maths</p> <p>Variable impact from 3rd space so not repeating</p>
	<p>Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations</p>	<p>What is the impact of additional intervention?</p>	<p>Small groups using 3rd space Intervention groups using</p>

	EYFS, Yr1 & 2 – ‘Counting to Calculate & Numicom Closing the Gap’ ‘Power Maths’ to be used for interventions		qualified teachers Power maths used
Barriers to learning these priorities address	Poor attendance Low level experience Readiness to learn Provide catch-up in mathematics	How does the school compare to its comparators ‘Families of Schools’ EEF, in mathematics?	No comparative data published
Projected spending	£50,000		

Wider strategies for current academic year – experiential opportunities and attendance

Measure	Activity	Impact April review	September 21
Priority 3 – Limited life experiences	Creating and embedding experiential opportunities to develop a sense of cultural capital Termly hook/experience High quality texts and traditional rhymes and stories Global issues and news bites Visits & residentials Participate in community traditions Share audio books (bedtime stories, traditional tales) Develop a ‘sense of place’	Pupil conferencing outcomes? Readiness & motivation to learn? Quality of work? Ability to draw on knowledge learnt?	No opportunities for out of school experiences due to COVID restrictions Global issues and newsbites used in virtual assemblies Audio books shared
Priority	Re-launch the Olympic Attendance Strategy incentive Sharing a Trust-wide strategy to target families with poor attendance. Further challenge those with acute need by working closely with the EWO Work with teachers to review/deepen their understanding of metacognition and implement strategies with learners	What is the measurable impact of attendance strategies? Do pupils have strategies for learning and use them?	Due to attendance issues with COVID this did not take place yes

Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils		Nig focus on attendance this term with aim to maximise number of children in face-to-face education and minimise disruption
Projected spending	£50,000 £2000 enrichment		

Monitoring and Implementation

Area	Challenge	Mitigating action	Sept 21
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	New CPPD pathway introduced
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	Timetable changed to allow for 3 morning lessons
Wider strategies	Engaging the families facing most challenges	Working closely with the EWO & other local MAT schools on common strategies	DSL working closely with MAT DSL network to engage families with most challenge

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

Aim	Outcome
Progress & attainment in reading and writing	No data available
Progress & attainment in mathematics	No data available
Phonics	1. 70% 2.97%
Other	
What has been most successful this year?	What has been least successful/what will you stop? COVID 19 restrictions and lockdowns

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

Aim	Outcome
Progress & attainment in reading and writing	Y6 read 83% ARE Writing 87% ARE
Progress & attainment in mathematics	74% ARE
Phonics	50%
Other	EYFS 50% GLD
What has been most successful this year? Literacy tree implementation High quality texts Motivation for writing High quality teaching of writing Small grp interventions with qualified teachers Power maths during COVID	What has been least successful/what will you stop? 3 rd Space learning