

Pupil Premium Strategy Statement – Treloweth Primary School 2018-19 (Draft)

1. Summary information					
School	Treloweth Primary School				
Academic Year	2018-19	Total PP budget	£170,280	Date of most recent PP Review	Sept 2018
Total number of pupils	448	Number of pupils eligible for PP	132	Date for next internal review of this strategy	Feb 2019

2. Current attainment - Year 6 Pupils – 37% PPG (Cohort 17-18) 19/51		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	61% achieving expected standard in line with National	70%
Progress in reading (national progress scores 0 = expected)	+3.32 (Outstanding progress) 78% achieving expected standard in line with National	80%
Progress in writing	+ 3.36 (Outstanding progress) 78% achieving expected standard in line with National	83%
Progress in mathematics	+2.93 (Outstanding progress) 72% achieving expected standard in line with National	81%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Oral language skills are lower for pupils eligible for PP than for other pupils. Limited vocabulary on entry.
B.	The emotional health and wellbeing of disadvantaged children requires additional positive intervention and teaching of life skills.
C.	Low attainment on entry across all aspects of the early years. Engagement and motivation of 'hard-to-shift' group in KS1 and KS2.
D.	Limited life experiences – Knowledge of the world
E.	Expertise of the parents to support learning at home.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance rates for pupils eligible for PP are 94.22% -2018 (whole-school 95.2%). This reduces their school hours and causes many to fall behind. (12.22 PA Whole-school compared to 5.4% PP of the whole school). Late arrivals.
G.	Significant levels of social and economic deprivation and safeguarding concerns resulting in some children not being ready to learn.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills. All PP pupils to be in-line with other pupils nationally.	PP pupils make rapid progress and achieve at least national benchmarks
B.	Increased confidence and self-esteem improves behaviour for learning.	Referrals to pastoral team reduce as a result of well targeted support and provision.
C.	Close the gap between PP children and National Other in Reading, Writing and Maths in all school benchmarks. Increase progress and attainment of more able PP pupils.	Difference is diminished between PP and non PP pupils so that PP pupils are in line with their peers.
D.	Children are keen to come to school - increased word acquisition, increased aspiration and positive impact on behaviour for learning.	Children will be able to draw on enriched life experiences in Reading, Writing and Mathematics.
E.	Parental engagement and confidence is increased.	Parents engage with events and opportunities which help to support pupils in their learning.
F.	Attendance rates will be at least in line with National averages. Reduce lateness.	Reduce the number of persistent absentees (5.4% 2018) among pupils eligible for PP to 10% or below, in-line with national outcomes. Lateness reduces (17-18 0.05%).
G.	Children tell us they feel safe and ready to learn – accessing the learning in class alongside peers. They are provided with aspirational enrichment life experiences.	Children demonstrate a readiness to learn. Parents and pupils report they feel safe. Children are aspirational about their future and understand potential careers.

5. Planned expenditure					
Academic year		2018-19			
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?
A: Improve oral language skills. All PP pupils to be in-line with other pupils nationally.	RWI INSET delivered to every member of teaching and support staff. RWI lead teacher to support staff, model lessons, coach, analyse data and carry out frequent assessments to ensure rapid progress. RWI development day planned with the Cornwall lead for RWI –	High quality systematic and rigorous phonics programme is proven to raise standards. The Sutton Trust research suggests high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. We want to continue to invest some of	Upskill training to deliver high quality RWI. Phonics lead to observe and coach colleagues. External CPD undertaken. Staff Meeting given to the importance of modelling good language and communication. Target-led appraisal.	MW, ST, SU	July 2019, informal review – Feb '19

	<p>November '18. Progress will be monitored and new targets identified.</p> <p>Neli – S&L project in EYFS Whole-school appraisal targets for vocabulary acquisition.</p>	<p>the PP in longer term change which will help all pupils.</p>			
<p>C: Close the gap between PP children and National Other in Reading, Writing and Mathematics in all school benchmarks.</p> <p>Increase progress and attainment of more able PP pupils.</p>	<p>EYFS teachers ensure that writing can be evidenced through excellent continuous provision (training by Early Excellence practioners). Number is taught daily and RWI is delivered daily.</p> <p>Numicom intervention is used to diminish the difference for those at risk of falling behind in EYFS and Year 1.</p> <p>All teachers continue to use 'ERICs' to develop vocabulary.</p> <p>Reading Karate continues to be monitored and reviewed to increase the amount pupils read at home and develop a love of reading. Reading Week and Author visits continue to be planned to raise the profile of reading.</p> <p>Project Code X reading intervention, RWI and Fresh Start are used for pupils in Years 3 to 6 as appropriate to diminish the difference and accelerate learning.</p> <p>SENCo, Subject leader & class teacher to monitor progress and impact of intervention groups.</p> <p>This year's focus for Y6 Booster groups – SPAG & Thirdspace Learning Maths</p>	<p>Quality first teaching – live marking and feedback to pupils. EEF: https://educationendowmentfoundation.org.uk/</p> <p>Direct teaching has been identified as a strength of our EYFS provision, therefore increased opportunities accelerates progress from low baselines on entry.</p> <p>Evidence tells us that Numicom makes accelerated progress.</p> <p>ERICs support the improvement of understanding vocabulary by exploring 'Explain, Retrieve, Infer, Choice'.</p> <p>Reading Karate is a motivational incentive and has been highly effective in increasing the enthusiasm for reading since its introduction.</p> <p>Project Code X materials appeal to this age range. Evidence suggests that they are effective in accelerating progress.</p> <p>1:1 tuition has proven to be a successful intervention in the past and has been well attended as an after school additional intervention.</p> <p>Evidence shows Thirdspace Learning accelerates learning for PP pupils in Year 6 when the program is undertaken daily.</p>	<p>Targeted provision and intervention programmes monitored carefully to further accelerate progress.</p> <p>Teaching, planning, marking and progress closely monitored by SLT.</p> <p>Provision monitored by Assistant Head (KR).</p> <p>Provision monitored by Assistant Head (MW).</p> <p>Provision monitored by Assistant Head (MW).</p> <p>Provision monitored by SENCo.</p> <p>Provision monitored by Deputy Head (CC)</p> <p>Provision monitored by Assistant Head (KR).</p>	<p>EYFS lead & KS1 lead Assistant Heads & SENCo</p>	<p>July 2019, informal review – Feb '19</p> <p>Teachers: £65,500 TAs £84,000 1:1 tuition £1000 Maths Tuition £4500</p>

<p>D: Children are keen to come to school - increased word acquisition, increased aspiration and positive impact on behaviour for learning.</p>	<p>'Treloweth's top 61 things to do before you are 10 3/4'. Whole school expectation – minimum of a half-termly enrichment opportunity – e.g. refer to list above/ take children on a class trip/ invite a guest in.</p> <p>Ensure all year groups have the opportunity to take part in a sports-related club.</p> <p>Lunchtime activities engage pupils actively in purposeful team playing opportunities.</p> <p>Access to music instruction for all. New access to music – first access to ukuleles & a drum kit.</p> <p>See English action plan for vocabulary word acquisition.</p>	<p>Real life learning has the capacity to stimulate interest, engagement and participation. Varied experiences help to prepare children for living in a global society.</p> <p>Extra-curricular activities encourage engagement, active lifestyles, commitment, discipline and social skills.</p> <p>Physical well-being is known to raise self-confidence and self-esteem.</p> <p>Learning a musical instrument develops concentration, creativity and listening.</p> <p>Broaden children's experiences of the world around them to enhance their life experiences and draw upon this in their learning.</p>	<p>Continue to map enrichment opportunities on a tracker to allow teachers to look back on pupils' previous 'enrichment opportunities'. Support given where appropriate in planning visits/trips/residential trips/inviting guest speakers in. SLT to monitor and step into support where required.</p> <p>Children's views are gathered to determine club choices. Feedback from pupils will tell us if they are confident, active and happy in school.</p> <p>Music service to provide instruction, school to buy the instruments.</p> <p>All teachers and EYFS & Y1 TAs to attend and identify next steps and actions following the training.</p>	<p>SLT PP Lead to support with tracking</p> <p>JC</p>	<p>July 2019, informal review – Feb '19</p> <p>£10,000</p> <p>£300 – drums</p> <p>£1000 – ukuleles</p>
Total budgeted cost					£166,300
ii. 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?
<p>B. Increased confidence and self-esteem improves behaviour for learning.</p>	<p>All staff to receive TIS training led by Pupil-wellbeing champion. All teachers to understand the TIS philosophy and support its implementation.</p> <p>The school undertake a county wide approach to improving the support for mental health within children-Trauma Informed School (TIS).</p> <p>Build in TIS as part of the Pastoral cycle so we can roll out this across school.</p>	<p>TIS is a local/ nationally recognised programme which supports pupil wellbeing.</p> <p>School to attempt to meet the needs that the CAMHS service cannot.</p> <p>An increase in pastoral referrals over the last academic year.</p>	<p>Whole-staff training on TIS approach.</p> <p>Pastoral team to monitor the support given to these pupils and provide additional support/resources where appropriate. Liaise with the child's class teacher on a regular basis. Progress monitored and additional support planned accordingly. If required, home resources are supplied and parents work in partnership with the school.</p>	<p>Pastoral champion (DM)</p> <p>Learning mentor</p>	<p>July 2019, informal review – Feb '19</p>

	<p>Supervision allocated at regular time slots.</p> <p>AFA club targets children whose self-esteem and confidence is low.</p> <p>Extra-curricular activities to provide other opportunities and enrichment.</p> <p>Philosophy for Children (P4C) sessions to increase confidence and self-esteem, vocabulary, reasoning & speaking and listening skills - to be delivered in every year group.</p>	<p>Evidence supports physical activity is a key tool in supporting positive mental health and wellbeing.</p> <p>Evidence from our school trial (EYFS, Y2 and Y4) showed a positive increase in pupil confidence, vocabulary and speaking and listening skills.</p>	<p>AFA is for a targeted group – resources support its implementation.</p> <p>Teachers and TAs support the running of clubs – it is an expectation of the school. PP children are given first choice.</p> <p>Time given to P4C Trial leader to visit another P4C school to develop practice. Feedback in staff meeting to share ideas.</p>	<p>Deputy Head & BR</p>	<p>£8220</p>
<p>E: Parental engagement and confidence is increased.</p>	<p>Continue to provide regular information sessions for parents to enable them to learn more about as aspect of the curriculum. Workshops/sessions to run 18/19: SEN, Phonics, Termly 'Meet the Maths' sessions, E safety & Reading/ERIC Session</p> <p>Continue offering additional opportunities for parents to see their child's learning as well as support them with learning at home e.g. Numbers' Day</p> <p>Home visits are undertaken to share expectations and prepare for the first few weeks and beyond.</p> <p>Offer pre-visit visits with small numbers of PP children and their families to enable the parents to become the 'trip experts'</p>	<p>Sutton Trust research, September 2018 https://www.suttontrust.com/research-paper/parent-power-2018-schools/ Research from 'Parent Power 2018' reported that, 'Young people from professional households are much more likely to take part in extracurricular activities.' We need to ensure that all children have access to a wide range of extracurricular clubs and support clubs financially where appropriate.</p> <p>Research suggests that where parents are involved in their children's learning, this has a very positive affect on their academic attainment.</p>	<p>Time given to subject and Key Stage leaders to plan and deliver sessions. Impact monitored and future sessions planned accordingly.</p> <p>Head and SLT to ensure opportunities for information sessions are planned and delivered.</p> <p>Feedback sought from pupils, parents and teachers and acted upon in future sessions.</p>	<p>MW & KR PP Lead to track</p>	<p>July 2019, informal review – Feb '19</p>
Total budgeted cost					<p>£8220</p>

iii. 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?
<p>F: Attendance rates will be at least in line with National averages. Reduce lateness.</p> <p>Lates before registration closes – reduce to 0.32. Lates after registration closes – reduce to 0.025.</p>	<p>Attendance manager & Deputy Head to monitor pupils and follow up on absences. Attendance surgeries carried out frequently to support parents and improve pupils' attendance. Letters, informal support given as appropriate. Breakfast Club places offered. Work closely with new EWO to ensure processes are as robust as can be.</p>	<p>In order to improve the attainment and progress for children, we need them to attend school. Data shows this is a key area for some of our PP children.</p>	<p>Thorough briefing and regular meetings with Attendance manager about existing attendance issues. PP lead to work with Attendance manager, Head and additional staff to ensure provision and attendance improves as a result.</p>	<p>Head teacher, Deputy Head & Pupil Premium Lead</p>	<p>July 2019, informal review – Feb '19</p>
<p>G. Children tell us they feel safe and ready to learn – accessing the learning in class alongside peers. They are provided with aspirational enrichment life experiences.</p>	<p>Pastoral team and additional resources in place to support children and their families where appropriate. Children may be invited to attend breakfast club if appropriate.</p> <p>Pupil conferencing developed further. PP Governor to undertake.</p>	<p>In order for the children to feel safe and ready to learn they need to have access to a trusted adult, an environment that is caring and pro-active in their well-being.</p>	<p>Thorough briefing and regular meetings with Pastoral Team. Head and Pastoral Team to ensure support is provided where difficulties arise. Children access the curriculum and partake fully in classroom activities as a result.</p>	<p>Head, Pastoral Team Champion</p> <p>PP Governor</p>	<p>Feb '19</p> <p>F & G: £4000</p>
Total budgeted cost					£178,520

This action plan will be reviewed with the PP Governor termly.