



Pupil premium strategy statement: Portreath School 2018-19

1. Summary information					
School	Portreath School				
Academic Year	2018/19	Total PP budget	£16440	Date of most recent PP Review	July 2018
Total number of pupils	330	Number of pupils eligible for PP	15 (inc 2 service)	Date for next internal review of this strategy	Looked at termly and final review July 2019
PP Leads	C Pamplin (head) L Clarke (assistant head and PP Champion) J Whetter (governor)				

2. Current attainment 2017/18 Cohort		
<i>This data is not significant due to low number of pupil premium children</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) V PP Nat./LA</i>
% of Y6 achieving expected standard or above in reading, writing and maths	0% 2018	67% V 43%
% of Y6 making expected standard in reading	100% 2018	80% V 61%
% of Y6 making expected standard in writing	100% 2018	82% V 62%
% of Y6 making expected standard in maths	0% 2018 (achieved scaled score of 99)	77% V 57%

progress score in reading from KS1 to KS2 (0 is national average)	-.27	The progress scores do not really reflect the progress made at Portreath. The child joined in KS2 and was below age related expectations at that time despite being on track in Y2 assessments. They then made expected progress in reading and accelerated progress in maths and writing.
progress score in writing from KS1 to KS2 (0 is national average)	+0.85	
progress score in maths from KS1 to KS2 (0 is national average)	-4.05	

% achieving GLD in EYFS	100%
% passed the Year 1 phonic screening	100%
% of Y2 achieving the expected standard in reading	50%

% of Y2 achieving the expected standard in writing	0%
% of Y2 achieving the expected standard in maths	50%

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.	Each child has their own barriers and due to the small number of children each child has a map in school that identifies these barriers but this cannot be published online
B.	Poorer language skills
C.	PP Pupils are not all achieving age related expectations of attainment so need to make accelerated progress
D.	Some of the children are deemed to be 'vulnerable' and need of support for emotional and mental well-being
E.	Children's confidence, self-esteem and resilience is often fragile. They lack belief in themselves.
F.	Limited life experiences
G.	Some of the PP children have additional special educational needs
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
H.	Attendance of some children.
I.	Parental expectations, school engagement and commitment to engaging with their child's education.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Barriers for each individual are identified and tackled and this leads to every PP child making at least expected progress by the end of the year.	PP children make at least expected progress with some making accelerated progress so that the school achieves at least national benchmarks Early identification of need and required support put in place. Effective keep up sessions linked to Literacy and Maths Regular and rigorous tracking of pupil progress, including at least termly pupil progress meetings to review progress and next steps for PP children.
B.	Improve language skills of pupils eligible for PP and ensure pupils make good progress according to their starting points.	PP children make at least expected progress with some making accelerated progress so that the school achieves at least national benchmarks The RWI approach is further developed through Reception and Y1 and RWI Spelling programme in Y2+ Worked with other schools within the MAT, and part of CPD group to review and enhance current practice. Good quality teaching exposes children to new language and are immersed in a language rich environment where their thinking and understanding is questioned and challenged.

C.	Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths.	<p>Difference is diminished between PP and non PP pupils so that PP pupils are in line with their peers. Appropriate interventions in place and targeted children make at least expected progress. Increased children's understanding of learning and the areas where they need to improve. Children's thinking and understanding is questioned and challenged. Implemented a mastery approach to maths across the school Regular and rigorous tracking of pupil progress. Effective moderation with partner schools.</p>
D.	Adopt a whole school approach based on Trauma and mental health informed schools (TISUK) and children identified receive additional emotional and well being support so children feel safe and listened to.	<p>Children's conferences indicate that children feel safe and listened to in school due to the emotional support they receive Whole school staff received TISUK training and a relationship policy is implemented across the school. Additional support is delivered by the 3 in school practitioners or the play therapist/counsellor Motional shows improved emotional health and wellbeing scores for individuals and these children still make expected academic progress</p>
E	Improve children's confidence, self-esteem and emotional resilience.	<p>Children are keen to come to show and demonstrate a readiness for learning SILC and lessons observations evidence that children display 5 learning behaviours and a growth mindset The curriculum is further developed and included creative arts opportunities so that it engages children's interest and desire to learn Guy Claxon's Learning Power work is introduced to staff and children Whole school outdoor learning day is held and outdoor learning is developed further across the school.</p>
F	Support is available for children with additional learning needs and those children with significant behavioural challenges are supported effectively and therefore do not impact upon the learning of others.	<p>Involve parents in their child's learning and developing parental understanding of how they can support their child. School continue to develop the effectiveness of communication and the structure of meetings with parents. Arrange Class Assemblies and open to parent sessions to show what the children are learning and school approaches to learning. Develop website so more information available to parents and information leaflets Financially support some children to attend school residentials and trips</p>
G	Limited life experiences	<p>Children have opportunities to have a broad range of experiences Children will be able to draw on enriched life experiences in Reading, Writing and Mathematics.</p>
H	Improve attendance and reduce number of children being late for school.	<p>Attendance is at least in line with national and PP attendance improved Parents are more aware of their child's attendance, the importance of it and targeted attendance meetings held There is a more rigorous system of monitoring attendance and lates and this is communicated to parents and key people so patterns can be spotted and additional support put in place.</p>
I	Parents engage with school more regularly and more with their children more effectively.	<p>Parents have a better understanding of what their children are learning and understand how best to support them Parents engage with events and opportunities which help to support pupils in their learning.</p>

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?
<p>B Improve language skills of pupils eligible for PP and ensure pupils make good progress according to their starting points.</p>	<p>A rich and varied indoor and outdoor environment that provides opportunities to develop key skills in EYFS Children are immersed in a language rich environment and their thinking and understanding is questioned and challenged. Early identification of need and required support put in place. Further develop the RWI approach through Reception and Key Stage 1 and RWI spelling in Y2+ Ensure good quality teaching exposes children to new language. Develop partnerships with other schools and review and enhance current practice. 'Let's Think' programme implemented in Y4+ Use of VIPERS across the school Develop the 'Taking the Text' approach across EYFS and KS1 Regular and rigorous tracking of pupil progress.</p>	<p>High quality systematic and rigorous phonics programme is proven to raise standards.</p> <p>Evidence shows that language acquisition has a huge impact on how well children do educationally. As a multi-academy trust poor language skills have been identified as a key barrier to PP children and is a focus area for CPD across Crofty MAT</p> <p>There was a significant improvement in Phonic scores and children achieving GLD in EYFS last year and we need to build on this.</p> <p>https://educationendowmentfoundation.org.uk/school-themes/literacy/</p>	<p>Build on phonic training (Fluency in to Phonics Project) and ensure relevant new staff are trained ref RWI Phonics lead to observe and coach colleagues. External CPD undertaken with Crofty MAT. Headteacher attends training in speech and language (Babcock) and disseminates to staff</p> <p>'Let's Think' training attended by 2 KS2 teachers Staff Meeting given to the importance of modelling good language and communication and to explore ways to improve children's vocabulary. Literacy lead to focus on language during lesson observations</p>	M Price	July 2019

<p>C Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths.</p>	<p>Implement the mastery approach to maths across the school, employ an additional teacher for 4 days a week to enable single age maths teaching and invest in maths resources.</p> <p>Provide additional support for Y3 SEN children (inc some PP)</p> <p>Appropriate interventions (inc Counting to Calculating and Project X).</p> <p>Increase children's understanding of learning and the areas where they need to improve.</p> <p>'Keep Up' sessions in the afternoon delivered by TAs to ensure children are ready for following day's lessons to prevent a gap emerging</p> <p>Ensure high quality feedback is given to move children's learning forward</p> <p>Regular and rigorous tracking of pupil progress. Effective moderation with other schools.</p>	<p>There is a lot of evidence to show that the mastery approach to maths is effective. Children at Schools within Crofty MAT who have implemented the mastery approach are achieving well in Maths. The curriculum is designed to be taught in single aged classes.</p> <p>https://www.ncetm.org.uk/</p> <p>Keep up sessions within our school have helped some children make accelerated progress and prevented them from slipping behind. SLT and teachers can see the impact of these sessions on the children in follow up lessons and in books</p> <p>EEF: https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/</p>	<p>Maths mastery approach is key area of the SDP so will be closely monitored and the school is involved in a training project run by The Maths Hub</p> <p>Interventions and 'Keep Up' sessions monitored by SLT and teachers</p> <p>Monitoring to ensure teachers and teaching assistants use questioning well to move children's learning forward</p>	<p>L Clarke</p>	<p>July 2019</p>
<p>D Adopt a whole school approach based on Trauma and Mental Health Informed schools (TISUK) and children identified receive additional emotional and well being support so children feel safe and listened to.</p>	<p>Whole school staff receive TISUK training and 3 staff members, including the head, to do full 10 day training</p> <p>Make TISUK approach a key school development priority and create an action plan</p> <p>Implement a relationship policy</p> <p>Additional support is delivered by the 3 in school practitioners or the play therapist/counsellor</p> <p>Use of Motional to monitor emotional health and wellbeing for targeted children</p>	<p>Evidence from TISUK</p> <p>3 staff members have/are attending 10 day training course, the course evidences the impact this approach can have and has given them the skills to be able lead this approach across the school as well as work 1 to 1 with the most vulnerable children.</p>	<p>Key focus of the SDP so closely monitored</p> <p>Ongoing staff meetings/training ref TISUK</p> <p>Regular reminders about key principles through weekly diary and staffroom displays</p>	<p>C Pamplin</p>	<p>July 2019</p>

<p>E Improve children's confidence, self-esteem and emotional resilience.</p>	<p>The curriculum is further developed so that it engages children's interest and desire to learn. Develop the creative arts (e.g. have a music day with visiting musicians, host a visiting theatre production, have a whole school art topic linked to local area and artists) Increase the number of children taking part in music lessons provided by the Music Service. Further develop the opportunities for children to take part in sport and in so doing develop patience, cooperation, teamwork, empathy, resilience etc. Build on the 5 learning behaviours and introduce Guy Claxon's Learning Power work Hold a whole school outdoor learning day and develop the outdoor learning across the school Have an outdoor learning/Forest school specialist employed as a lunchtime supervisor 3 days a week</p>	<p>Guy Claxon's work on Learning Powers has been shown to impact on children as learners and Carol dweeck's on Growth mindset. Monitoring of the school by other heads have identified that the learning behaviour and growth mindset work is starting to impact on children's learning Creative arts and sport have been shown to help develop the whole child and build creativity and confidence. Learning a music an instrument has been shown to increase brain development Children's resilience is an issue for some of the children. When things go wrong for them or they are presented with a new experience they find it incredibly hard to deal with. Forest School/outdoor learning will help them gain confidence and understand what they need to do to be successful at any given task.</p>	<p>Monitored by SLT All staff to attend Guy Claxon training Support from Cornwall Music Hub Outdoor learning led by a qualified practitioner</p>	<p>C Pamplin C Rundle S (outdoor) Forsdick and J Stevens (arts)</p>	<p>July 2019</p>
<p style="text-align: right;">From PP budget £9 973 towards the TA support in each class in afternoons £1000 towards maths resources and additional teacher (maths and targeted literacy support) £300 towards enrichment/outdoor learning £200 towards Learning Behaviour resources Total budgeted cost</p>					<p>£ 11,473</p>

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?
A Barriers for each individual are identified and tackled and this leads to every PP child making at least expected progress by the end of the year.	Each pupil premium child to have an individual provision map and their progress tracked half termly Offer breakfast club to FSM children if appropriate	Due to low number of pupil premium children we can target support carefully and look at each child individually to identify barriers, consider what support is best for them and ensure that they are making progress. A personalised approach is felt to be effective	Provision maps and tracking will be updated termly by teachers and checked by SLT. Observations of teaching and learning to show that there is good and outstanding teaching and PP children are making good progress within lessons.. Observations of lessons, interventions and 'keep ups' to show that TA's are confident in asking searching and challenging questions to enhance learning.	Lucie Clarke	Termly Then July 2019
B Improve language skills of pupils eligible for PP and ensure pupils make good progress according to their starting points. C Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths.	Literacy and numeracy interventions for targeted children 1 to 1 work with a TA for targeted PP children each week Booster sessions for targeted Y6 children by HLTA Y6 Writers Block Project for a group of children	There was a significant improvement in Phonic scores and children achieving GLD in EYFS last year and we need to build on this. 1 to 1 tuition can have a positive impact on progress due to its targeted nature 1 to 1 booster work with PP child led to very good in year progress in Year 6 Writer's Block have shown evidence that their projects accelerate progress in writing, build confidence, improve attitudes and expose children to a language rich creative environment	Termly Pupil Progress Meetings to monitor progress. SLT to monitor Interventions in place and being monitored. SLT monitoring Spotlight action plans termly HLTA used for booster sessions very experienced	L Clarke and C Pamplin	July 2019
F Support is available for children with additional learning needs and those children with significant behavioural challenges are supported effectively and therefore do not impact upon the learning of others.	TA employed to support children with behaviour difficulties and social and emotional development needs at lunchtimes and in class	Incidents of poor behaviour decreasing and when there are incidents, they are dealt with better.	Class teacher to line manage TA, supported and monitored by SENDCO	E Allen	July 2019

<p>D Children identified receive additional emotional and well-being support so children feel safe and listened to.</p>	<p>3 staff members, including the head, to do full 10 day TISUK training and deliver additional support to most vulnerable (some of which are PP) Employ play therapist and counsellor TA who is TISUK trained employed 1 afternoon a week to do 1 to 1 support work with most vulnerable 'Oasis'-quiet place available at lunchtime run by SENDCO Offer breakfast club to FSM children if appropriate</p>	<p>Evidence from TISUK 3 staff members have/are attending 10 day training course, the course evidences the impact this approach can have and has given them the skills to be able lead this approach across the school as well as work 1 to 1 with the most vulnerable children.</p>	<p>Key focus of the SDP so closely monitored High quality training and supervision</p>	<p>C Pamplin</p>	<p>July 2019</p>
<p>E Children's confidence, self-esteem and resilience is often fragile. They lack belief in themselves. F Limited life experiences</p>	<p>Pay towards trips and residentials, sports clubs, holiday clubs to give the PP children a wider life experience Ensure a rich range of opportunities are provided including those linked to creative arts (music day with visiting musicians, visiting theatre production) Offer breakfast club to FSM children if appropriate</p>	<p>Discussion with staff and other professionals have demonstrated that some PP have limited life experiences and this means they have limited experiences to draw upon to help their understanding and knowledge of the world as well as reading, writing and maths.</p>	<p>SLT to monitor opportunities and experiences on offer and this is tracked across the school</p>	<p>C Pamplin L Clarke</p>	<p>July 2019</p>
<p style="text-align: right;">Budget Writers block £367 Booster with HLTA £400 Towards TISUK TA and PP Targeted support TA -£1500 Towards cost of counsellor-£1000 Contributions for residential, trips, sports clubs, holiday clubs and breakfast club £500 Towards cost of additional behaviour support TA £1200 Total budgeted cost</p>					<p>£4967</p>

lii 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?
H Improve attendance and reduce number of children being late for school.	Regular communication with all parents about their child's attendance (at least every half term) Introduce a more rigorous system of monitoring attendance and lates Letters and meeting held with parents of children with lower than expected attendance General communication about the importance of attendance in newsletter	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.	Thorough regular meetings with head and secretary and head and PP champion	C Pamplin	July 2019
I Improve parental engagement, expectation and understanding for PP pupils.	Ensure PP Parents attend parent consultations Opportunities for parents to come into school e.g. open sessions ref maths, spelling and grammar Information leaflets for parents Improve info on website Use of weekly newsletter Head, TISUK TA and counsellor to support targeted individual families. Use of email, Facebook page and texts to improve communication	Pupils who are provided consistent support from both home and school make more progress. The single most important finding from recent research undertaken by the DFE has a large and positive impact of children's learning 'Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement.	Literacy Leader/ maths Leader to provide parental workshops to help parents to support their child's reading, spelling and maths at home. C Pamplin to monitor opportunities are taking place in each class Teachers to monitor attendance of PP parents at events they hold	C Pamplin	July 2019
				Budget	£0 from PP but will support other PP work