

Pupil premium strategy statement Portreath Primary School

Crofty Multi-Academy Trust 2019-2021

School overview

Metric	Data 2019-2020	2020 -2021
School name	Portreath Primary School	Portreath Primary School
Pupils in school	148	146
Proportion of disadvantaged pupils	9%	11%
Pupil premium allocation this academic year	£ 17,160	£23,060
Academic year or years covered by statement	2018-21	2018-2021
Publish date	1 st February 2020	Updated June 2021
Review date	April & September (annually)	April & September (annually)
Statement authorised by	Tamsin Lamb	Tamsin Lamb
Pupil premium lead	Lucie Clarke and Cassie Pamplin	Lucie Clarke and Cassie Pamplin
Governor lead	Elizabeth Gerrish and Jessica Cafe	Elizabeth Gerrish and Jessica Cafe

Disadvantaged pupil progress scores the academic year (2018-19)

Please note due to very low numbers of children this data needs to be looked at with caution.

Measure	Score
Reading	1.7
Writing	2.1
Maths	-3.18

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

Please note due to very low numbers of children this data needs to be looked at with caution.

Measure	Score
Meeting expected standard at KS2	R - 66.7%, W - 66.7%, M – 33.3%
Meeting expected standard at KS1	R- 100% W- 50% M- 75%
Passed phonic screening in Year 1	100%

Due to school closure and no national testing in the summer of 2020 numerical targets could not be evaluated in 2020

Disadvantaged pupil progress scores the academic year (2020-21)

N.B widespread disruption due to partial school closure due to COVID. Progress scores are not available as no national tests

Please note due to very low numbers of children this data needs to be looked at with caution.

Disadvantaged pupil performance overview for the academic year (2020-21)

N.B widespread disruption due to partial school closure due to COVID.

Please note due to very low numbers of children this data needs to be looked at with caution.

Measure	Score
Meeting expected standard attend of KS2	R – 75% W – 75% , M – 50%
Meeting expected standard at end of KS1	N/A (no PP children in cohort)
Passed phonic screening in Year 1	100%

Strategy aims for disadvantaged pupils

Quality first teaching will be at the heart of the school's 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 • 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 it being a key focus in all lessons • Ensure all disadvantage pupils achieve ARE in reading & writing • Reduce gaps in learning caused by school closure
Priority 2 - Mathematics	<ul style="list-style-type: none"> • Ensure all disadvantage pupils achieve ARE in mathematics through mastery teaching • Reduce gaps in learning caused by school closure

Priority 3 – Providing rich life experiences and full engagement in teaching and learning	<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 • Ensure all disadvantaged children have access to home learning and can access the online learning platform
Priority 4 – Raised self esteem and mental wellbeing.	<ul style="list-style-type: none"> • Help the children to develop resilience and strategies to manage any worries anxieties.
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>Limit to parents ability to help with home school learning</p> <p>Lack of suitable IT equipment / connection</p> <p>Low self esteem and mental wellbeing for some disadvantaged children</p>
Projected spending	£23060 20-21

Due to school closure and no national testing in the summer of 2020 and 2021 numerical targets could not be evaluated in 2020/2021

Teaching priorities for current academic year

Aim	Target	Target date
Raise the attainment and increase progress in Reading	Achieve national attainment in KS1 and 2 Maintain/exceed current positive progress scores in KS2 Reading	July 21
Raise the attainment and increase progress in Writing	Achieve national attainment in KS1 and 2 Maintain/exceed current positive progress scores in KS2	July 21

Raise the attainment and increase progress in Mathematics	Achieve national attainment in KS1 and 2 Achieve a positive progress score in KS2 mathematics	July 21
Phonics	Achieve/exceed national average expected standard in PSC	Nov 20 July 21
Other	Improve attendance of disadvantaged pupils to national average (96%) Improve life experiences by developing cultural capital	July 2021 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 review
Priority 1 - Language	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively Phonics Lead to monitor, model and support staff improvement Purchase any new resources required TA to run intervention groups for targeted children	Observations show all staff following 4 part lesson. Staff conferencing indicates raised confidence. Majority of children were on track (March) to pass phonic screening. Majority of targeted children made accelerated progress.
	Teachers to all attend Faye Hemming course on how we learn, memory and Vocabulary Provide relevant reading materials for CPD reference vocabulary Participate in the oracy project (Y1/2 teacher) Ensure teachers have the relevant training to teach oracy effectively across the school (summer term)	SILC visits indicate children are able to articulate what they have learnt and demonstrate a good range of vocabulary. The children selected for conferencing included disadvantaged children.

	<p>Ensure there are repetitive language opportunities – every moment is a language moment</p> <p>Provide story telling/theatre experiences (John Brolley, Cornish Caretakers)</p> <p>Vocabulary across the day, across the curriculum- use of knowledge organisers with key vocabulary- shared with parents along with learning leaflets</p>	<p>Learning walks indicate appropriate vocabulary is displayed in all classrooms and knowledge organisers. Observations show this vocabulary is referred to during teaching.</p>
	<p>Ensure all staff receive high quality CPD to teach reading increasingly effectively</p> <p>Embedding VIPERS across the school</p> <p>Systems in place to ensure regular reading at home and ensure extra opportunities for reading in school for those who do not read enough at home</p> <p>TA support in place for targeted intervention work and to work alongside targeted children in class. Teacher also to work directly with the targeted children.</p> <p>Purchase '20 Reads' for each year group and class novels to promote high quality texts</p>	<p>All staff understand the VIPERS approach to reading comprehension. This is beginning to be embedded throughout the school and is leading to improved comprehension of texts.</p> <p>Additional intervention has led to the majority of targeted children making accelerated progress. Examples of this are evident in the mock Sat of March 2020.</p> <p>In conferencing children with excitement of the "20 reads".</p>
	<p>Provide high quality feedback</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>	

Projected spending 2020 2021	£10000	
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Targeted academic support for current academic year – all disadvantage reach ARE in mathematics

Measure	Activity	Impact review
Priority 2 - Mathematics	<p>Quality first teaching & pre/post teach for some delivered by teacher or TA</p> <p>Provide high quality feedback</p> <p>Continue work with the maths hub and consolidate mastery maths approach</p> <p>Purchase relevant resources and manipulatives</p> <p>Be involved in Maths Hub EYFS project-with a focus on providing opportunities for things such as spatial reasoning that have high correlation with good maths outcome later in life</p>	<p>SILC visits report that teaching of maths continues to be a strength of the school post Ofsted.</p> <p>Children conferenced (including P.P) were able to identify how post and preteach enabled them to access their daily learning.</p> <p>Mid year assessment indicated that more children were on track to meet ELG than in the previous year.</p>
	<p>TA to attend maths Hub intervention training and establish small group maths interventions for Y4/5 around multiplication</p> <p>Keep up sessions for those who have not grasped a concept in a lesson</p>	<p>Security of multiplication tables improved in those targeted.</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>	
Projected spending	£6000	

Wider strategies for current academic year – experiential opportunities and attendance

Measure	Activity	Impact review
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Priority 3 – Limited life experiences	<p>All teachers to attend training on Closing the Gap-Dan S</p> <p>Creating and embedding experiential opportunities to develop a sense of cultural capital</p> <p>Provide range of enrichment experiences</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>List of things we want all children to experience at school</p>	<p>In conferencing children linked their learning to “extra” experiences they had had e.g</p> <p>KS2 Trip to Pendennis Castle enabled them to fully engage in history topic</p> <p>KS1 trip to Eden provided the context for learning in their Hot and Cold topic.</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>Attendance of PP children did not improve during 19/20. As a result the school has bought the service of an EWO to work with us in 20 /20 with practical emphasis on disadvantaged.</p>
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils	
Projected spending	£ 2000	

Measure	Activity	Impact
Added 2020-21 Priority 4– Raise self-esteem and mental wellbeing.	<p>Whole School approach to well-being including things such as introducing mindfulness into all classrooms</p> <p>1 to 1 sessions for targeted children to discuss their concerns and worries and also teach them coping strategies (linked to our TIS work)</p>	<p>Team system successful and despite ‘bubbles’ children reported feeling connected</p> <p>Children all returned to school when it reopened in March</p>

	<p>Explore ways that help all children to feel connected and that they belong including things such as introducing a team system</p> <p>Highlighting to parents the importance of mental health and signposting them to relevant resources and information</p> <p>Mental wellbeing is regular discussed by staff to ensure all staff are aware of the vulnerable children, strategies and resources to use and the importance of prioritising it. This is a standing agenda item on teacher and TA staff meetings.</p>	<p>Pupil survey indicated that children were happy in school</p> <p>Parental survey felt that the school offered good support to children</p> <p>Children who were anxious were well supported and able to continue with their learning. Staff reported that the new system helps them to be more aware of children across the school needing support</p>
Barriers to learning	<p>High levels of anxiety</p> <p>Low self esteem</p> <p>Impact of school closure and Covid-19</p>	
Projected spend	£1450	

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

Aim	Outcome
Progress & attainment in reading and writing	Due to school closure and no national testing in the summer of 2020 numerical targets could not be evaluated in 2020
Progress & attainment in mathematics	
Phonics	100% pass for PP
Other	Due to school closure, hard to judge attendance so will be a focus next year
<p>What has been most successful this year?</p> <ul style="list-style-type: none"> • Emphasis on vocabulary when used in context. • Quality first teaching for all in maths. • Provision of I.T equipment and support to access online platform for all children but particularly disadvantaged children during lockdown. 	<p>What will you stop?</p> <p>Stop current arrangement with EWO and use council service.</p> <p>Stop restricting tier 2 and 3 vocabulary to particular year groups and teaching as stand alone vocabulary. Instead focus on being explicit with tier 2 and 3 vocabulary in the context of whatever is being taught.</p>

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

Aim	Outcome
Progress & attainment in mathematics, reading and writing	<ul style="list-style-type: none"> • Based on Teaching assessment: • Pupil Premium June 2021- in Y6 75% at EXs in reading, 75% in writing and 50% in maths (4 pupils) • No PP in Y2
Progress	92% of PP children across the school made at least expected progress in reading, writing and maths, with over 60% making better than expected progress during 2020-2021.
Phonics	Official screening not taking place until Nov 21, but on our mock screening 100% of PP passed

Other	PP attendance for 20/21 94.2 compared to non PP 97.05% and compared to 93.7% for PP in 2019
<p>What has been most successful this year?</p> <p>Engagement of pupils in home learning</p> <p>Interventions in maths</p> <p>Parental engagement</p>	<p>What has been least successful/what will you stop?</p> <p>Attendance was difficult to target due to covid so will be a key area of focus next year. Head part of a working party for the Crofty MAT on attendance</p> <p>Due to Covid, enrichment activities were limited so this will need to be a focus next year</p>