

Alverton Primary School

Pupil Premium Strategy 2020 – 2021



Principles

We ensure that teaching and learning opportunities meet the needs of all pupils.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups.

We recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We conform to the DfE's guidance that there is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis.

We take a 'tiered' approach to our Pupil Premium allocation across supporting training and continuous development to improve the quality of all teaching, targeting support through interventions and supporting whole-school strategies to improve attendance, behaviour and readiness to learn.

Please note – this document should be read in conjunction with our Three-Year Pupil Premium Strategy document.

Due to the interruption of the 2019 – 2020 school year due to COVID-19, many objectives have been carried forward from last year's strategy document.

Alverton Primary School: Pupil Premium Strategy Statement 2020 – 2021

1. Summary information (as at September 2019)

School	Alverton Primary School				
Academic Year	2020 – 2021	Total Pupil Premium Budget	£86408	Date of most recent Pupil Premium review	July 2020
Total number of pupils	310	Number of pupils eligible for PP	63	Date for next review of this strategy	July 2021

Contextual Information

Based on the 2015 Index of Multiple Deprivation (IMD), 66% of our pupils live in the most deprived 0 – 30% of LSOAs in England and 17% of our pupils live in the 0 – 10% of LSOAs in England.

2. Current attainment (see documents detailing Pupil Premium data for 2019 – 2020 for a fuller picture)

NB: This data is largely from 2019; there were no SATs tests in 2020 due to COVID-19. 2020 data is Teacher Assessment.

	<i>Pupils eligible for PP (Alverton 2019)</i>	<i>Pupils eligible for PP (Alverton 2020) Teacher Assessment</i>	<i>Pupils eligible for PP (national average 2019)</i>	<i>Pupils not eligible for PP (national average 2019)</i>
% achieving EXS in Reading, Writing and Maths at the end of Key Stage 2	58%	60%	51%	71%
% achieving EXS in Reading	58%	60%	62%	78%
% achieving EXS in Writing	75%	70%	68%	83%
% achieving EXS in Maths	75%	70%	67%	84%
% achieving EXS in SPaG	75%	70%	67%	83%
Progress score Key Stage 2 for Reading	-4.45	N/A	-0.62	+0.32
Progress score Key Stage 2 for Writing	-1.1	N/A	-0.5	+0.27
Progress score Key Stage 2 for Maths	+1.78	N/A	-0.71	+0.37

We have commentary and analysis documents for this data but these contain confidential information and are therefore not published as part of this document.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school)</i>		
A	The current levels of attainment for some of those children identified as disadvantaged may prevent them from achieving nationally expected standards at the end of a key stage and achieving their full potential.	
B	Some disadvantaged children enter the EYFS with low communication and literacy skills or speech and language needs; we need to address this to ensure that they are able to achieve in line with their peers.	
C	Children need to be ready to learn and their social and emotional needs, including self-image and self-awareness, need to be met.	
External barriers <i>(issues which also require action outside school such as low attendance rates)</i>		
D	Attendance rates for some pupils eligible for Pupil Premium contributes to their low attainment.	
E	Some children are not financially able to access all opportunities available to their peers; alongside this there may be a lack of aspiration and expectation from both the children themselves and from others around them.	
4. Desired Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria and how this will be measured</i>
A	Targeted individualised support for identified Pupil Premium children enables them to achieve nationally expected standards at the end of each key stage including the EYFS.	Pupils eligible for Pupil Premium make at least expected progress relative to their individual starting points. Pupils eligible for Pupil Premium achieve expected standards at the end of each key stage in line with national expectations and relative to their individual starting points. This will be measured by teacher assessments and moderation, end of Key Stage 2 SATs results, EYFS data and other appropriate assessments.
B	Disadvantaged pupils make accelerated progress in the area of Communication and Language in the EYFS enabling them to better access their learning alongside their peers.	Pupils eligible for Pupil Premium make accelerated progress relative to their individual starting points in the strands of Communication and Language (Listening and Attention, Understanding and Speaking) in the EYFS. This will be measured by teacher assessments and moderation, end of Key EYFS data and any other appropriate assessments.
C	The school is able to address and meet children's social and emotional needs including self-image and self-awareness, including in the EYFS.	Children's social and emotional needs are met through an effective range of support mechanisms. This is evidenced through a range of feedback, anecdotal mechanisms and assessments.
D	Increased attendance rates for pupils eligible for Pupil Premium.	Further reduce the Pupil Premium % of pupils who are Persistent Absentees. Overall Pupil Premium attendance improves further and is in line with that of all pupils.
E	Children eligible for Pupil Premium are able to access extra-curricular activities for which there may be a financial or aspirational barrier.	Pupil Premium children are able to access extra-curricular activities free of charge regardless of the fee which would normally apply (e.g. instrumental tuition, some after-school clubs etc) through the money allocated to each individual child. Children who are vulnerable or have a particular need for funding support are able to access additional financial support when they need it.

5. Planned Expenditure

Academic Year | 2020 – 2021

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

Intended Outcome	Action	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>A Teachers receive focused and highly effective professional development; teachers' subject and pedagogical knowledge consistently build and develop, maintaining a focus on high quality teaching and learning.</p>	<p>Teaching and Learning Projects: In groups, teachers choose and research an aspect of teaching and learning linked to the SDP. Plan together three lessons to develop this and "observe" in teams, changing and improving plans and ideas throughout process. Review and feedback to all staff.</p> <p>Personalised CPD: Opportunities for all teachers to undertake individual, focused learning walks or observations as CPD within the school or at other settings to observe and share effective practice and provide support for others.</p> <p>Monitoring the Quality of Teaching and Learning: Flash Visits and learning walks to focus on key aspects of teaching and learning linked to SDP. Book scrutinies focus on identified aspects of teaching and learning linked to SDP by team / whole staff / SLT. Feedback provided to staff with discussion on agreed focus points.</p> <p>Early Career Teachers: Provide additional training and support through a personalised NQT+1 programme including mentoring, working alongside experienced teachers, pedagogical support, additional training and the Cornwall Teaching School NQT programme.</p> <p>Teaching Assistants: Ensure progress for all groups of pupils in all phases of a lesson through the effective use of additional adults throughout the school by further increasing subject knowledge in reading, phonics and editing writing for TAs by providing additional training.</p>	<p>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium." "Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving ... should rightly be the top priority for Pupil Premium spending." EEF Guide to the Pupil Premium June 2019</p> <p>Maintaining an unerring focus on providing high quality teaching is a key low-cost, high-impact strategy; raising the quality of teaching both increases attainment and helps to close the gap. Sir John Dunford consistently states the need for an unerring focus on quality teaching because of its benefits to all (but especially disadvantaged) pupils. Research consistently shows that high quality of teaching improves learning eg Ofsted 2013, NFER 2015.</p> <p>The Sutton Trust (2011) confirms that poor teaching hampers the progress of disadvantaged pupils and is a major contributory factor in the gap that exists between disadvantaged learners and others. Disadvantaged pupils made on average 15 months progress across a year with highly effective teaching; pupils made, on average, only 6 months of progress in a year with poor teaching. The evidence also shows that excellent teaching disproportionately helps disadvantaged learners.</p> <p>Some research (eg DISS report) highlights the low impact that TAs may have on pupil progress if used ineffectively and we want to ensure that we maximise their impact. Following our very successful CPD sessions for TAs last year, we will further extend their skills to enable them to best support children in key SDP areas.</p>	<p>Teaching and Learning Projects: Rationale for choice of aspect of teaching and learning, and plans to develop this, will be shared with the Headteacher. Proforma created to ensure consistency. Staff meeting where outcomes will be shared.</p> <p>Personalised CPD: This will be reviewed as part of mid-year performance management meetings with SLT.</p> <p>Monitoring the Quality of Teaching and Learning: Learning walks will show evidence of the quality of teaching and learning and where outstanding practice is occurring and can be shared as well as showing if additional support is needed; any identified issues are consistently dealt with appropriately and quickly and support provided.</p> <p>Early Career Teachers: Regular review meetings with the NQT mentor; the process is overseen by the Deputy Head.</p> <p>Teaching Assistants: CPD sessions delivered by an experienced, specialist teacher. Feedback from TAs and teachers.</p>	<p>MH CW</p> <p>CW</p> <p>MH CW</p> <p>CW AH</p> <p>MH CW</p>	<p>Teaching and Learning Projects: Headteacher and Deputy Head will quality assure projects. All staff to share outcomes at staff meeting.</p> <p>Personalised CPD: Through timetabled PM meetings.</p> <p>Monitoring the Quality of Teaching and Learning: Learning walks and book monitoring are timetabled termly.</p> <p>Early Career Teachers: Half-termly review meetings.</p> <p>Teaching Assistants: Following training and through PM.</p>

<p>A Pupils, including those in receipt of the Pupil Premium, develop detailed knowledge and skills across the curriculum and achieve well.</p> <p>A whole-school focus on reading ensures pupils achieve at least in line with other subjects at the end of Key Stage 2.</p> <p>Teachers sustain the focus on helping all pupils widen their vocabulary and achieve at a greater depth in reading.</p> <p>There is a rigorous approach to the reading curriculum to help younger children gain phonic knowledge and achieve at least in line with national % in the Year 1 Phonics screening.</p>	<p>Reading Pupils read widely and often at school with many opportunities to read across the curriculum. Increase the expectations of reading at home and increase parents' understanding of the importance of seeing this as a priority and their role in supporting their children. "Gaps" are addressed quickly and effectively for all pupils with extra support provided for those who need it.</p> <p>Vocabulary Continue with the strategies currently in place to develop pupils' vocabulary and to keep this at high profile across the school.</p> <p>Phonics Focus of Key Stage 1 Performance Management cycle 'triad' study is on best practice in teaching and learning in phonics in 19-20. Kernow Hub to audit phonics provision and support with training and resources. Increase the number of reading books to ensure these are closely connected to pupils' phonic knowledge. All KS1 staff without recent phonics training, or who are identified as needing additional support, to complete phonics training. English Lead to closely monitor phonics provision and progress. Formative and summative assessment is monitored regularly and used to inform interventions, carried out by a highly-skilled TA, whose effectiveness is regularly assessed. Phonics interventions are effective - children in intervention session make rapid progress to close attainment gap. Extend interventions into Year 3 and 4 following the model of Years 1 and 2. Parent workshop held (with targeted parents personally invited).</p>	<p>Reading Our Key Stage 2 Reading data dipped this year. We are happy with our strategies, introduced over the last two years, to teach reading comprehension strategies etc as these have been very successful (an increase of 17% at EXS at the end of KS2 between 2016 and 2018). This year, the quantity and denseness of text made the reading test less accessible to our less-confident readers and it is this which we are aiming to address. Analysis of our data confirmed our awareness that children who do not read regularly at home do not achieve as well as their peers. This is also borne out in earlier year groups. A key driver in this priority is encouraging the prioritising of reading at home.</p> <p>The EEF Toolkit confirms that, although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental involvement is much less conclusive, particularly for disadvantaged families, and says that it is difficult to engage parents. Increasing parental engagement has, on average, two to three months' positive impact. As advised, we will consider how to make the school welcoming for parents whose own experiences of school may not have been positive and how best we can support those who are not confident in their ability to support their children.</p> <p>Vocabulary In a recent case study, Dixons Kings Academy described their "particular focus on developing pupils' vocabulary, as vocabulary knowledge is a predictor of achievement and is often related to socio-economic status." EEF Guide to the Pupil Premium June 2019. With the emphasis on vocabulary and the longer texts in the Key Stage 2 reading test, as well as the knowledge that several of our children do not read at home and therefore do not have access to the broader vocabulary gained through reading, we know that we need to continue with this vocabulary as a focus.</p> <p>Phonics The EEF Toolkit says that phonics approaches have been consistently found to be effective in supporting younger readers, particularly those from disadvantaged backgrounds, with an average impact of an additional four months' progress. Pedagogical expertise is a key component of successful teaching of early reading. In 18-19, the % reaching the Year 1 Phonics screening pass mark dipped to 70%, identifying this as a focus area. Intervention was prioritised in 19-20 leading to 83% of pupils being on track to achieve the expected standard including 83% (5/6) Pupil Premium children. aWe are looking to extend this into Years 3 and 4 this year.</p>	<p>Reading Continuing to raise standards in reading forms part of our School Development Plan and it will be monitored as part of that process.</p> <p>This will include flash visits and learning walks, book scrutiny, ongoing professional dialogue and moderation within teams and termly data / progress review meetings with the Deputy Head.</p> <p>Reading will also be the focus for the teaching and learning projects as part of the Performance Management process.</p> <p>Vocabulary Monitoring and impact led by SLT and evidenced through observations, learning walks / flash visits and book monitoring.</p> <p>Phonics The English Lead has a robust system for monitoring provision and progress. External auditor of provision.</p>	<p>BC / CW BC / CW BC / JD</p>	<p>Reading Regular checks on children's progress (eg by "practice" papers in Year 6). Interventions continually reviewed. Progress in key year groups reviewed at least half-termly. Termly data updates.</p> <p>Vocabulary At staff meetings, in moderation meetings and with the termly review of the English Action Plan and SDP.</p> <p>Phonics Ongoing monitoring of provision by the English Lead; termly assessments of phonics scores and progress.</p>
<p>A, B, C, E Further engage parental support and better enable parents to support their child with</p>	<p>Ensure that parents are actively engaged with, and able to support, their child's learning at home through having increased knowledge of the curriculum and the skills needed by holding parent workshops, for example about reading or</p>	<p>See also Reading, above.</p> <p>The EEF Toolkit says that although parental involvement is consistently associated with pupils' success at school, the evidence about how to increase involvement is much less conclusive; the suggestion from recent research is that increasing parent involvement will have a positive impact on their child's learning.</p>	<p>Team Leaders will take responsibility for ensuring the effectiveness of the workshops.</p> <p>Headteacher and Parent Liaison officer will continue</p>	<p>MH CW YD KH JD COR</p>	<p>Review of success of workshops at SLT meetings.</p> <p>Termly review of as the SEF and SDP are updated.</p>

<p>their learning at home.</p>	<p>phonics, particularly in response to parent requests.</p> <p>Ensure that parents are better equipped to support their children at home by an improved understanding of the importance of their support, particularly in reading, and provide them with increased knowledge of how best to do this. This is a key whole-school priority this year.</p> <p>Individually invite targeted parents to a range of events which will help them support at home.</p> <p>Continue to develop the Parent Liaison role to provide support for parents on any aspect affecting their child's learning.</p>	<p>Our events and celebrations of the children's learning are always extremely well-supported by parents.</p> <p>Many of our parents are actively involved in their child's learning but there are specific aspects (eg UKS2 SPaG, Phonics, modern calculation strategies) about which parents have asked for support.</p> <p>It is clear that the majority of pupils who are not working at age-expected standards are those who do not read regularly at home; those children who are very well supported at home tend to achieve highly in relation to their own academic starting points.</p> <p>Our Parent Liaison role has very successfully been established and has proven to have a positive impact with some "hard-to-reach" parents. Primarily introduced to meet with parents where attendance was a concern, this has been extended and she is now available to meet with parents on any aspect or concerns affecting their child's learning. Parents are able to request meetings with her.</p>	<p>to work together to ensure the role is effective.</p>		
Total Budgeted Cost					£2110

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>A Pupils, including those in receipt of the Pupil Premium, develop detailed knowledge and skills across the curriculum and achieve well.</p> <p>Enable children to make accelerated progress and attain national standards.</p>	<p>Teacher-led Intervention: Provide 1:1 or small group teacher-led intervention support for identified pupils for Maths and SPaG in Year 6 and Writing and Maths in Year 2.</p> <p>Year 6 Small Teaching Groups: Additional Teacher time to enable small group work in English in Year 6 for identified pupils.</p> <p>Additional Teacher time to enable small group work in Maths in Year 6 for identified pupils from February to May.</p>	<p>Teacher-led Intervention: End of Key Stage analysis consistently shows that pupils who received 1:1 or small group intervention made significant accelerated progress across the year and an increased number of pupils have reached age related expectations (please see the Impact sections in the 18-19 and 19-20 documents 2018 – 2019 for full details). Our Pupil Premium Planning and Evaluation Outlines for 1:1 Teacher-led Intervention (Year 6) also provides strong evidence for the effectiveness of this strategy in Year 6.</p> <p>The EEF Teaching and Learning Toolkit confirms our evidence that 1:1 tuition can be effective, on average accelerating progress by an additional five months. In line with their guidance, we ensure that 1:1 tuition is additional to, but explicitly lined with, normal teaching. We also ensure that our 1:1 teachers are skilled, experienced, know the children well and can accurately identify individual children's specific learning needs in order to make their intervention highly effective with the majority of 1:1 teaching being delivered by our class teachers. The EEF Toolkit also confirms that the effect of this intervention on pupils from disadvantaged backgrounds tends to be particularly positive.</p> <p>Further evidence comes from the increased confidence in these children and their belief in themselves as learners (see 17-18 Impact).</p> <p>The EEF Improving Literacy document for Key Stage 2 and Key Stage 1 recognise and recommend high-quality, targeted teaching and support such as this. Where appropriate and effective, we will create even more impact for the cost by having small group work rather than 1:1 work but this depends on individual circumstances and will be decided using sound and informed professional judgement.</p> <p>The EEF Closing the Attainment Gap document states that "targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment".</p> <p>Year 6 Small Teaching Groups: Small teaching groups (especially for those children who need additional support) enables daily targeted support for identified Pupil Premium children.</p> <p>In 2018 – 2019, 8/10 targeted children working in the small English group made accelerated progress in Writing (including 5/5 Pupil Premium) and achieved the Year 6 expected standard and 9/12 achieved this in Reading. In 19-20, 9/9 targeted children in the small English group made accelerated progress in Writing (including 3/3 Pupil Premium); none of these children were working at age-expected levels at the end of Year 5 and 7 were on track to achieve EXS in Writing. 10/10 targeted children received small English group and / or 1:1 support for Reading (including 4 PP children); 8 of these were on track to achieve EXS in Reading.</p> <p>In 18-19, 12 out of 12 children receiving 1:1 and small group teaching in Maths made accelerated progress (including 4/4 Pupil Premium) and 10 were all on track to achieve EXS for Maths and in 19-20 11 out of 12 children receiving this made accelerated progress (including 5/5 Pupil Premium) and were on track to achieve EXS for Maths.</p> <p>Those children who have not yet reached age-expected standards are working closer to them and are therefore better prepared for the next stage of their education.</p>	<p>Teacher-led Intervention: This intervention is delivered by skilled and experienced teachers who know the children well.</p> <p>Ongoing review of pupils' needs and progress between 1:1 teachers and class teachers.</p> <p>Regular assessment and moderation.</p> <p>Year 6 Small Teaching Groups: Regular assessment and moderation.</p> <p>Lesson observation.</p> <p>Both: Pupil conferencing.</p> <p>Pupil progress meetings.</p>	<p>CW MH AH AH JD BC</p> <p>CW AH</p>	<p>Teacher-led Intervention: Ongoing review of pupils' needs and progress between 1:1 teachers and class teachers.</p> <p>Year 6 Small Teaching Groups: Moderation and liaison with the other Year 6 teachers.</p> <p>Both: Termly pupil progress meetings</p>

		<p>The EEF Teaching and Learning Toolkit recognises that this is an effective strategy especially when targeted at pupils' specific needs. This strategy enables us to ensure that all teaching is pitched at an appropriate level and uses approaches from which all pupils can benefit as well as allowing time for the teacher and TA to frequently work 1:1 with children to support their learning.</p> <p>Sutton Trust research shows that strong teaching disproportionately helps disadvantaged pupils; the English group is taught by an experienced Year 6 teacher who is also an English specialist and the Maths group by an experienced Year 6 teacher who also delivers our 1:1 Maths intervention.</p> <p>The Pupil Premium Planning and Evaluation Outline for Small Group English Teaching in Year 6 provide further strong evidence for the effectiveness of this strategy.</p>			
<p>A Pupils, including those in receipt of the Pupil Premium, develop detailed knowledge and skills across the curriculum and achieve well.</p> <p>Learning is accelerated in English and Maths across the key stages for those pupils who require additional support to meet the requirements of age-expected standards.</p>	<p>TA 1:1 and Small Group Interventions: These interventions are delivered as soon as possible after the point of identification to provide rapid support.</p> <p>Phonics: TA-led intervention enables children to close gaps in their phonics knowledge as soon as they appear.</p> <p>Reading University: The Reading University programme accelerates progress in reading for targeted children.</p>	<p>TA 1:1 and Small Group Interventions: Progress across the school shows that Pupil Premium children are making at least expected progress in each cohort in Reading (including Phonics), Writing and Maths. Many of these children received TA led intervention. This has resulted in an increase in the number of children working at age-expected levels. Please see the Impact section of the 2018 – 2019 strategy above for further details.</p> <p>The EEF Improving Literacy recommendations for Key Stage 2 and for Key Stage 1 recognise the importance of rapid provision of support which has been accurately assessed – through observation and assessment when teaching, and through marking as soon as possible after the lesson, class teachers identify those children who need additional support to meet the day's learning and can pinpoint exactly what these "gaps" may be. Additional 1:1 support is then provided by TAs that afternoon wherever possible to revisit the learning. Without this intervention, it would be very difficult for some of our children to keep up with the rigours of the curriculum and make expected progress.</p> <p>The EEF Guidance Report "Making the Best Use of Teaching Assistants" identifies that using TAs to deliver high-quality 1:1 and small groups support shows an impact of approximately 3 additional months' progress when structured support is provided.</p> <p>Our own evidence (primarily from feedback from pupils, TAs and teachers) is that this intervention is much more effective when delivered 1:1.</p> <p>Phonics: Our Phonics provision (including our small group and individualised interventions led by TAs) is regularly reviewed and has been praised by a County advisor. Please see the Impact section of the 2018 – 2019 and 19-20 strategies for further details. In 19-20, 83% of pupils were on track to achieve the expected standard including 83% (5/6) Pupil Premium children and regular intervention was very important in achieving this. We are looking to extend this into Years 3 and 4 this year.</p> <p>Reading University: The children who have completed this ten-week programme make an average of between 18 months and 24 months of progress in their Reading Age and move through at least four book bands. The EEF Improving Literacy Recommendations recommends using high-quality, structured intervention programmes such as this.</p>	<p>TA 1:1 and Small Group Interventions: Ongoing review of pupils' needs and progress between TAs and class teachers.</p> <p>Use of achievement data and children's work to frequently check whether interventions are working and make adjustments accordingly.</p> <p>Regular assessment and moderation.</p> <p>Data progress meetings.</p> <p>Pupil conferencing.</p> <p>Phonics: External audit of Phonics provision. Regular monitoring of teaching, interventions and assessments by English Lead.</p> <p>Reading University: Regular discussion between the English lead, class teachers and those delivering the programme.</p>	<p>CW COR JD BC AP</p>	<p>TA 1:1 and Small Group Interventions: Daily review of who is receiving intervention and what this needs to be.</p> <p>Formal review with termly pupil progress meetings.</p> <p>Phonics: Ongoing and specifically at the end of each term.</p> <p>Reading University: Formal review at the end of each programme (every eight – ten weeks).</p>
<p>A and B EYFS</p> <p>Ensure that the EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their</p>	<p>Personalised Intervention: Pupil Premium children are "headlined" on entry and interventions immediately put into place to address specific areas for development. There are good adult to child ratios in the EYFS, enabling personalised interventions to be effective.</p> <p>Speech and Language:</p>	<p>Personalised Intervention: Sir John Dunford says that disadvantaged children fall behind their peers from a very young age so tackling the attainment gap in the Early Years is critical to success later on.</p> <p>Often, children have specific areas which prevent them from achieving a Good Level of Development; identifying and addressing these specific areas of need ensure that the children are better able to achieve in line with national expectations.</p>	<p>Personalised Intervention: Ongoing assessments by the EYFS team led by the EYFS lead who is a County moderator.</p>	<p>KH YD KH HH SMc</p>	<p>Personalised Intervention: Ongoing</p> <p>Formal review at termly Pupil Progress meetings</p>

<p>backgrounds, circumstances or needs.</p> <p>Accelerate progress for Pupil Premium children in the EYFS, in relation to their individual needs.</p> <p>Ensure that transition between EYFS and Year 1 enables all pupils to be ready for, and able to access, the Year 1 curriculum and meets the needs of all pupils.</p> <p>Ensure that the transition arrangements in all year groups supports all pupils to return to school confidently after the COVID-19 pandemic.</p>	<p>A specialist HLTA provides Speech and Language intervention and additional, focused, targeted support that develops children's language and communication skills and self-confidence.</p> <p>This support is particularly targeted towards children in the EYFS and into Key Stage 1.</p> <p>Social and Emotional Support: There are a range of social and emotional programmes in the EYFS including individualised support, Thrive to Five and a Nurture / Social and Emotional intervention group.</p> <p>Transition: PRIORITY DUE TO COVID-19 Arrangements put in place to enable transition to occur virtually. Increased information for parents provided online. Opportunities provided to get to know new teachers / pupils as far as possible from a distance. Curriculum reviewed for Autumn term to take into account the potential need to provide additional PSHE as well as addressing any curriculum "gaps" which have emerged. Continue to develop the Year 1 outdoor space, ensuring opportunities are built in to develop key areas (eg Communication and Language, PSED).</p>	<p>Children often come into the EYFS with entry data that is below the national average, particularly in Literacy and the area of Communication and Language. If children are not able to communicate effectively, this forms a barrier to their learning in many different areas of development.</p> <p>The EEF Closing the Attainment Gap document says that Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school, especially in areas such as communication and language approaches and social and emotional support.</p> <p>Speech and Language: Specialist HLTA intervention with pupils across the school, but particularly with those in the Early Years and Year 1, has supported pupils in addressing particular Speech and Language needs, allowing targeted pupils to better access their learning by overcoming potential barriers as early in their school life as possible.</p> <p>Speech and Language support enables children to reach their fullest potential in terms of their speech, language and communication development which in turn enables them to participate more fully in all aspects of their daily life.</p> <p>Transition: Over the last few years, some children have found the transition between the EYFS and Year 1 difficult. The EYFS and KS1 Leads have undertaken significant research into transition between the two key stages and we have listened to parent feedback and increased our transition arrangements across the Summer term. Some children are not ready for the Year 1 curriculum at the start of the Autumn term and we have developed an outdoor Year 1 area to enable us to provide a more EYFS-like approach for those children who need this, particularly during the Autumn term. This year, we are having to provide transition support and opportunities virtually and aware that there may well be anxieties amongst pupils and parents which we will need to address.</p> <p>Social and Emotional Support: See below.</p>	<p>Speech and Language: This provision is reviewed regularly alongside the SENDCo, class teacher and Speech and Language therapists.</p> <p>Transition: Regular review by the EYFS and KS1 team leaders.</p> <p>Social and Emotional Support: See below.</p>	<p>SMc</p> <p>KH JD</p>	<p>Speech and Language: Regular monitoring of progress.</p> <p>Termly SENS meetings.</p> <p>Regular TAC meetings for some children.</p> <p>Transition: Regularly at SLT meetings.</p> <p>Termly for the Full Governor's Meeting.</p> <p>Social and Emotional Support: See below.</p>
Total Budgeted Cost					£48731

iii. Other Approaches

Intended Outcome	Action	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>C and D Pupils have high attendance and come to school on time. When this is not the case, the school takes appropriate, swift and effective action.</p>	<p>To continue to use our rigorous monitoring systems.</p> <p>The Headteacher and Parent Liaison officer to work directly with parents of children whose absence is causing concern.</p> <p>Investigate the possibility of buying in EWO support through a source other than the Local Authority, possibly as part of TPAT; once this is in place, work closely with them to tackle Persistent Absence pupils.</p> <p>Continue to reward good attendance for pupils and keep attendance as high profile.</p> <p>Continue to develop the Learning Well Project with local GPs to target PA pupils.</p> <p>Continue to increase attendance rates to ensure that children in receipt of the Pupil Premium are not disadvantaged through low levels of attendance or punctuality.</p> <p>Where attendance or punctuality is an issue, parents are directly approached and encouraged to use our Breakfast Club for their children. This enables pupils to eat breakfast in school and is free for Pupil Premium pupils who may also attend pre-school clubs at no cost.</p>	<p>Children’s attainment will not improve if they are not actually attending school. This may lead to under-performance and not reaching their full potential, having long-term impact on their social and economic future; the “Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice” (DfE November 2015) document states that it is important to focus on attendance as “lower performance [is] associated with higher absence levels”.</p> <p>The NFER briefing for school leaders identifies addressing attendance as a key step and we know that we need to continue to allocate additional funding in order to address attendance amongst our pupils, particularly those in receipt of the Pupil Premium.</p> <p>Although the actions and approaches have had an impact on individual children, we will continue to focus on the attendance amongst PP children in 2019 – 2020.</p> <p>Our Breakfast Club further supports our attendance initiative as attendance amongst Pupil Premium children is an area we continue to actively address.</p> <p>Children cannot learn effectively if their basic needs are not met and a good breakfast means a great start to learning for the day. Supporting a daily breakfast club allows us to support our pupils who may not have breakfast every day as well as those parents who need childcare before school.</p>	<p>The Headteacher is responsible for monitoring pupil attendance and ensuring appropriate support is in place to improve attendance.</p> <p>The Headteacher will liaise with the Pupil Premium Lead and the Parent Liaison Officer to review attendance and discuss pupils who are causing concern and the actions / support which may be needed.</p> <p>EWO support is in place and effective.</p> <p>Regular monitoring meetings with the Governor focus group with responsibility for attendance.</p> <p>Regular review of progress of strategies and improvements in attendance figures.</p> <p>Regular meetings between MH and Breakfast Club staff to discuss provision, attendance etc.</p>	<p>MH YD</p> <p>MH</p>	<p>Ongoing monitoring.</p> <p>Formal review of progress at the end of each term and for Headteacher’s Report to the governors.</p>
<p>C High-quality pastoral support is provided; pupils’ emotional wellbeing is supported by providing social and emotional support for those children who need it.</p>	<p>Social and Emotional Support: “Nurture” support is provided through 1:1 and small groups Thrive support, Pastoral support at lunchtimes and social and emotional interventions in the EYFS. including Thrive to Five.</p> <p>A key aspect of our Outdoor Learning Leader’s role is to provide individual and small group support for some of our vulnerable pupils.</p> <p>Our Pastoral Lead weekly allocated time for pupil support and to co-ordinate our provision.</p> <p>Additional support to be provided following COVID-19 for those children who need this.</p>	<p>Social and Emotional Support: We consider addressing children’s social and emotional needs to be fundamental to our work.</p> <p>Through this support, children become more self-assured and ready to engage with life and learning as well as better able to deal with life’s ups and downs. Interventions which target social and emotional learning aim to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. The repercussions of COVID-19 on children’s mental health are currently unknown and there may be children who require additional, possibly specialist support following this.</p> <p>The EEF Teaching and Learning Toolkit recognises that Social and Emotional interventions have an identifiable impact on attitudes to learning and, a valuable impact on attitudes to learning and social relationships in</p>	<p>Social and Emotional Support: Our Pastoral Team Lead, who is a trained TIS practitioner, monitors the work of the team and its impact, including</p> <p>She ensures that appropriate assessments and programmes are in place and monitored.</p>	<p>AC MH AS</p> <p>HH MH</p>	<p>Social and Emotional Support: These aspects are regularly reviewed as appropriate with formal review meetings held termly.</p> <p>Educational Psychologist: Visits are reviewed on each occasion by the SENDCo and the Ed Psych or behaviour specialist and by the</p>

	<p>Educational Psychologist: Educational Psychologist time is bought in so that targeted support and advice can be given to staff and families of Pupil Premium children. Children's specific learning and emotional needs are identified and addressed to help the child be readied for learning.</p> <p>We also buy into specialist behaviour support for those children in need of this.</p> <p>We work with Dreadnought, the local Women's Refuge and counsellors (eg CLEAR) with those children who need this additional support.</p>	<p>school as well as, in many cases, a positive impact on attainment (four months additional progress on average). They appear to have particular impact on low-attaining and disadvantaged pupils.</p> <p>Educational Psychologist: For some children and their families, the support provided by the Educational Psychologist or by specialist behaviour support workers is invaluable.</p> <p>This support has enabled parents and staff to work together even more effectively to support individual children's specific learning and emotional needs, allowing children to better access the curriculum and be ready to learn.</p> <p>Some children have other barriers to learning because of social and emotional needs; these need to be addressed so that the children are ready to access the school environment and to make progress in their learning. Educational Psychologist and Behaviour Support can help us to do this.</p>	<p>Educational Psychologist: Visits are timetabled in advance to ensure maximum effectiveness for the visit and all staff involved have time to prepare.</p> <p>Progress against resulting action plans are monitored by the SENDCo and by the headteacher as necessary.</p>		headteacher as necessary.
<p>All The school makes the best use of the Pupil Premium, ensuring that the children receive the highest quality provision possible from the funding.</p>	<p>Allocate funding to ensure the effectiveness of the leadership of Pupil Premium (both Pupil Premium Lead and Pupil Premium governors) and to ensure that our information is up-to-date and informs best practice.</p> <p>The Pupil Premium Lead, along with the Headteacher, ensures that an ethos of achievement and expectation is created across the school.</p> <p>Our strategy and resulting action plan are implemented effectively.</p>	<p>It is important to have access to the most recent information and guidance, and to listen to experts on the use of the Pupil Premium grant in order to inform our decision-making and funding allocation.</p> <p>Research conducted by the Wallace Foundation concludes that leadership influences student learning and proves that effective leadership is key in improving standards.</p>	<p>Termly reviews with Pupil Premium governor who is very knowledgeable and provides robust challenge for our Pupil Premium strategy.</p> <p>Feedback to governor committee meeting termly.</p> <p>Pupil Premium report in the termly Headteacher's Report to the Governors.</p>	<p>CW TB LA MH</p>	<p>Regular reviews on progress with HT / DHT.</p> <p>Termly meetings with Pupil Premium governors.</p> <p>Termly reports to the Governing Body.</p>
<p>C and E The curriculum is designed to give all pupils, especially the disadvantaged, the knowledge and cultural capital they need to succeed in life. Pupils have access to a wide, rich set of experiences and opportunities to pupils to develop their talents and interests.</p>	<p>Continue to provide a range of arts-based activities and to look to extend this further where possible, ensuring that children eligible for Pupil Premium are encouraged to take part in these.</p> <p>Ensure that there are no financial barriers to pupils' aspirations.</p> <p>Further increase the range of reading books available.</p> <p>A Key Stage 2 cooking group will promote healthy eating and lifestyle choices.</p>	<p>Studies into the effect of arts activities on pupil wellbeing show that the arts can make a "powerful contribution ... [to] health and wellbeing" Lord Howarth of Newport, <i>Creative Health: The Arts for Health and Wellbeing</i>.</p> <p>Rebecca Johnson of Breathe Arts Health Research believes that "access to programmes which incorporate arts-based interventions leads to increased independence, improved self-esteem, confidence and resilience".</p> <p>The EEF confirms this: although involvement in artistic and creative activities has a "positive but low" impact on academic learning, wider benefits such as more positive attitudes to learning and increased wellbeing [are] consistently reported".</p> <p>We already have a strong tradition of arts-based activities and encouraging pupils' creativity at Alverton including Mazey, our annual musical production, various choirs participating in concerts, the Lantern Walk, Art Club, ukulele club, specialist Art and Music teachers and much more. We have seen first-hand the benefits that this has for our pupils and will continue to promote this still further amongst our Pupil Premium children.</p> <p>We encourage a love of reading and have a whole-school culture of enjoyment in books. We consider this to be very important in broadening children's horizons as well as developing the essential skill of reading.</p>	<p>Pupil Premium case studies</p> <p>Termly reviews of Pupil Premium children</p> <p>Planning and evaluation form</p>	<p>CW COR KH BC</p>	<p>As opportunities arise but especially as part of termly planning days.</p> <p>Music / Art Leaders review annually.</p>
<p>C and E As above plus: Potential financial and aspirational</p>	<p>Parents of Pupil Premium children can use up to £100 to enable their children to access extra-curricular activities (eg to pay for music lessons, after-school clubs which attract a cost, or to cover</p>	<p>We consider children's cultural capital and equality of opportunity to be important aspects of our Pupil Premium provision. We actively encourage all children to access all the opportunities available to them and to take part in a wide range of enrichment activities.</p>	<p>School office staff hold records to ensure money is used and reminds parents if this</p>	<p>VG AS</p>	<p>Ongoing and June / July annually</p>

<p>barriers are removed enabling children to take part in the opportunities available.</p>	<p>the cost of school trips) or in the way that they need it most (eg to help buy school uniform).</p> <p>Half of the cost of Key Stage 2 camps are funded for Pupil Premium children so that they can access all the opportunities available to them.</p> <p>Some funding is also allocated to enable us to respond to individual need.</p>	<p>Sir John Dunford says that one of the barriers to learning of many disadvantaged pupils is the narrowness of their experience outside school and the lack of opportunities they have to gain experiences that many of their more fortunate peers take for granted; this can be a major barrier to their education and their ambition.</p> <p>We consider it important to ensure well-being and readiness for school as well as try to help to reduce financial concerns for some families.</p> <p>Last year, almost all of the parents of our Pupil Premium children used this funding and the feedback from them was overwhelmingly supportive and recognised that it enabled their children to access activities they couldn't otherwise have afforded. In 18-19, all but two of our Pupil Premium pupils in Key Stage 2 went to camp; the children who decided not to go decided this for reasons other than financial ones.</p>	<p>funding has not been taken up.</p> <p>Letters re trips etc include an option to tick to use this funding.</p> <p>If Pupil Premium children do not opt to go to camp, office staff and teachers liaise with parents to ensure that the reasons for this are not financial.</p>		
Total Budgeted Cost					£35569

1. Review of Expenditure as at July 2021				
Academic Year		2020 – 2021		
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: Impact				
Intended Outcome	Action	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A Teachers receive focused and highly effective professional development; teachers' subject and pedagogical knowledge consistently build and develop, maintaining a focus on high quality teaching and learning.</p>	<p>Monitoring the Quality of Teaching and Learning: Flash Visits and learning walks to focus on key aspects of teaching and learning linked to SDP. Work scrutinies focus on identified aspects of teaching and learning linked to SDP by team / whole staff / SLT. Feedback provided to staff with discussion on agreed focus points.</p> <p>Early Career Teachers: Provide additional training and support through a personalised NQT+1 programme including mentoring, working alongside experienced teachers, pedagogical support, additional training and the Cornwall Teaching School NQT programme.</p> <p>Teaching Assistants: Ensure progress for all groups of pupils in all phases of a lesson through the effective use of additional adults throughout the school by further increasing subject knowledge in reading and phonics for TAs by providing additional training.</p>	<p>Learning walks and flash visits, primarily led by the Headteacher or Deputy Head, but also by subject leaders, ensure a continual focus on providing high-quality teaching across the school. Areas for development are followed up, challenged and supported. Work scrutinies have a focus which enables us to identify our strengths and areas for development as a staff.</p> <p>Mindful that the opportunities of her NQT year were somewhat curtailed by Covid, our Early Career has continued to be very well supported by a team of staff who worked with her to continue to develop her practice. In the Autumn term, she had allocated time out of class (to replicate the NQT time she should have had in the Summer term). She also attended a range of courses.</p> <p>TAs have been provided with refresher training in Phonics by our English Lead. TA training sessions are universally well-received and effective.</p>	<p>Allowing time for personalised CPD is always very successful but was limited this year due to the Spring term lockdown and other restrictions. We will continue this as all staff agree that it is immensely valuable to learn from each other whether in our school or elsewhere.</p> <p>Ensuring that the impact of TAs on children's learning is maximised is an ongoing focus for us.</p>	£2110
<p>A Pupils, including those in receipt of the Pupil Premium, develop detailed knowledge and skills across the curriculum and achieve well.</p> <p>A whole-school focus on reading ensures pupils achieve at least in line with other subjects at the end of Key Stage 2.</p> <p>Teachers sustain the focus on</p>	<p>Reading Pupils read widely and often at school with many opportunities to read across the curriculum. Increase the expectations of reading at home and increase parents' understanding of the importance of seeing this as a priority and their role in supporting their children. "Gaps" are addressed quickly and effectively for all pupils with extra support provided for those who need it.</p> <p>Vocabulary Continue with the strategies currently in place to develop pupils' vocabulary and to keep this at high profile across the school.</p>	<p>Reading is a consistently high priority across Alverton School and we have a range of both whole school and key stage specific initiatives to raise its profile even further. As well as ensuring that pupils have a solid grounding in decoding and comprehension skills we encourage them to read for pleasure, widely and often. Key to this is ensuring that parents are engaged with their children's reading habits and expectations have been made clear in initial information packs and during parent consultations. This allowed us to work in partnership to enable our pupils to enjoy all the social and academic benefits that reading brings. We have implemented Whole Class Reading in KS2 to complement the range of reading initiatives we already used across the school. This approach introduces pupils to a wide variety of reading materials (such as songs and adverts as well as more traditional texts) in order to extend their vocabulary, as well as expanding the mental models they need to build in order to be successful in comprehension skills. We have spent £1000 on new books from the Pupil Premium budget to try to further engage pupils. All classes also have £100 each at the beginning of each school year to extend their class libraries.</p> <p>During the period of home learning in the Spring term, we continued to ensure that all children had access to a range of appropriate reading books with many signing up to the Borrowbox scheme. The Collins Big Cat E-Book scheme was purchased and rolled out at the beginning of lockdown for pupils in EYFS and KS1, as well as identified pupils in LKS2, allowing them to access the same phonics-matched decodable texts that are used in school, as well as enabling teachers to monitor frequency and quantity of reading. All teachers shared books and taught reading skills to their classes as far as possible in the way that they would at</p>	<p>Our reading strategies have had very good impact but we recognise the need to continue these next year.</p> <p>Our work on vocabulary will remain a priority in 2021-2022.</p> <p>We are very pleased with the impact of all our work on Phonics and so will continue with these strategies next year.</p>	See section 3 below for cost of reading books

<p>helping all pupils widen their vocabulary and achieve at a greater depth in reading.</p> <p>There is a rigorous approach to the reading curriculum to help younger children gain phonic knowledge and achieve at least in line with national % in the Year 1 Phonics screening.</p>	<p>Phonics Focus of Key Stage 1 Performance Management cycle 'triad' study is on best practice in teaching and learning in phonics in 19-20. Kernow Hub to audit phonics provision and support with training and resources. Increase the number of reading books to ensure these are closely connected to pupils' phonic knowledge. All KS1 staff without recent phonics training, or who are identified as needing additional support, to complete phonics training. English Lead to closely monitor phonics provision and progress. Formative and summative assessment is monitored regularly and used to inform interventions, carried out by a highly-skilled TA, whose effectiveness is regularly assessed. Phonics interventions are effective - children in intervention session make rapid progress to close attainment gap. Extend interventions into Year 3 and 4 following the model of Years 1 and 2. Parent workshop held (with targeted parents personally invited).</p>	<p>school. We also continued to promote reading for pleasure, culminating in a hugely successful World Book Day celebration. Across the school, reading was a key part of catch up intervention with all phases identifying this as an area for support. In Reception and KS1, this focused primarily on hearing children read each day (the absence of parent helpers meant that we needed to allocate staff to do all of this) and this had a hugely positive impact on all children's progress through books bands and (Y2) reading test results. In LKS2, a teacher was employed to lead small group reading comprehension, ensuring that "amber" children were able to regain any lost ground. In UKS2, teacher-led small-group intervention focused on answering reading comprehension questions and the skills needed to do this and all children's test scores improved significantly. All interventions also focused on vocabulary. These interventions have had very good impact on pupils' progress (see our Catch Up funding documents), including Pupil Premium children.</p> <p>82% of pupils were teacher assessed as achieving EXS in Reading at the end of KS2 (including 65% of PP children). In KS1, our reading results were in line with 2019 and national %. 78% of pupils were assessed as having been on track to achieve EXS at the end of KS1 (including 56% of PP children).</p> <p>All children from Years 1-3 (as well as five identified pupils in Year 4) were assessed in phonics during the first week of the Autumn term so that staff could pinpoint gaps in their Grapheme-Phoneme Correspondence (GPC) knowledge and decoding skills. Regular targeted interventions, by dedicated phonics intervention staff, were put into place in KS1 and LKS2 to address identified needs. All Year 2 pupils undertook the Phonics Screening Check (PSC) in the first week in November, with 87% of pupils (and 83% of PP pupils) achieving the expected standard. Phonics was a key priority in 19-20; this result is higher than was predicted for last year and 17% above our 2019 result. In KS1, intervention priorities then focused on Year 1 children and those Year 2s who would be retaking the PSC in June 2021 with LKS2 continuing to focus on individual pupils' needs. Due to the period of home learning in the Spring term, elements of this objective were largely on hold. However, we continued to prioritise Phonics daily in Reception and KS1; a useful side effect of the lockdown is that many parents' knowledge of phonics and how to support their child will definitely have increased! Phonics Interventions once again took place rigorously following our return to school in March. The thorough and effective teaching of phonics, together with this intervention, meant that 79% of children reached the expected standard at the end of Year 1 (in line with 2019 national %) and 93% of children in Year 2. For some children, this represents remarkable progress from <5 / 40 in September to >32 in June despite two months at home.</p>		
<p>A, B, C, E Further engage parental support and better enable parents to support their child with their learning at home.</p>	<p>Ensure that parents are actively engaged with, and able to support, their child's learning at home through having increased knowledge of the curriculum and the skills needed by holding parent workshops, for example about reading or phonics, particularly in response to parent requests.</p> <p>Ensure that parents are better equipped to support their children at home by an improved understanding of the importance of their support, particularly in reading, and provide them with increased knowledge of how best to do this. This is a key whole-school priority this year.</p> <p>Individually invite targeted parents to a range of events which will help them support at home.</p>	<p>Our Reception teachers really focused on engaging parents with their children's reading and have spoken to parents regularly about this where needed. regular communication over lockdown continued this.</p> <p>Reading at home had a high status in all classes and regularly readers were celebrated. Reading at home has been monitored on a daily basis in all Key Stage 1 classes. Parents are spoken to as needed if children are not reading at home but there are still some children who do not and additional support is provided at school for them.</p> <p>Generic resources to support learning at home were provided to all parents (Spelling Shed, Reflex Maths) and specific resources as necessary in addition for others (Nessy, handwriting and phonics resources).</p> <p>We have been unable to hold any of our traditional events (eg UKS2 Maths workshop, KS1 Phonics workshop) but supporting their children at home has meant that many parents are now a lot more familiar with how things are taught in school and therefore better equipped to support their children.</p> <p>Our approachable and knowledgeable Parent Liaison Officer has provided support for parents where there are any concerns or issues affecting their children. She is increasingly</p>	<p>We have not been able to hold any of our usual parent events and workshops this year and hope to re-instate these next year.</p>	<p>No cost from PP budget</p>

	Continue to develop the Parent Liaison role to provide support for parents on any aspect affecting their child's learning.	sought out for support and advice and has ensured, through a weekly article in the Friday News, that all parents know that she is available for a chat.		
Total Budgeted Cost				£2110

ii. Targeted Support: Impact

Intended Outcome	Action	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A Pupils, including those in receipt of the Pupil Premium, develop detailed knowledge and skills across the curriculum and achieve well.</p> <p>Enable children to make accelerated progress and attain national standards.</p>	<p>Teacher-led Intervention: Provide 1:1 or small group teacher-led intervention support for identified pupils for Maths and SPaG in Year 6 and Writing and Maths in Year 2.</p> <p>Year 6 Small Teaching Groups: Additional Teacher time to enable small group work in English in Year 6 for identified pupils.</p> <p>Additional Teacher time to enable small group work in Maths in Year 6 for identified pupils from February to May.</p>	<p>Initial assessment in September indicated that some PP children were priority children for intervention. All children who needed targeted support received this, funded through both Pupil Premium and Catch-Up funding. Some intervention was 1:1 and some small groups; some support was teacher-led and others provided by TAs. All additional support is detailed in our Catch-Up report. Assessments showed that pupils receiving this support made good progress from their starting points; this is detailed in end of term data documents and discussed in pupil progress meetings.</p> <p>Due to the period of home learning in the Spring term, elements of this objective were inevitably on hold during this time. However, all teachers ensured that they kept in regular contact with their vulnerable children throughout; Pupil Premium children were all also able to borrow a school iPad if needed which could make a huge difference to some children's ability to access their learning. Some of our most vulnerable pupils were invited into school. On our return to school, we again ensured that we were especially aware of PP children when arranging interventions etc.</p> <p>At the end of KS2, there were 17 PP pupils in the Y6 cohort, 65% of whom achieved the expected standard in Reading and 56% in Writing and Maths. This cohort includes 1 child with an EHCP and five others identified as SENS. When considering those Pupil Premium children who do not also have SEN, our results compare well with national non-PP averages. The % of PP children achieving greater depth is higher than 2019 national PP %. These PP children received a great deal of personalised interventions across the year: seven worked in the smaller English group, eight were supported for 1:1 / small group reading, SPaG and Maths intervention (funded by both PP and Catch Up funding) and two received bespoke support and a personalised curriculum in every English and Maths lesson due to their SEND needs. Assessments across the year show that all PP children made excellent progress from their individual starting points, irrespective of whether they were assessed as achieving EXS at the end of the year.</p> <p>In Year 6, 8/9 targeted children in the teacher-led small English group made accelerated progress in Reading (including 5/6 Pupil Premium); none of these children were working at age-expected levels at the end of Year 5.</p> <p>5/6 targeted children in the small English group made accelerated progress in Writing (including 3/3 Pupil Premium); none of these children were working at age-expected levels at the end of Year 5.</p> <p>10/10 targeted children received 1:1 / small group intervention for Reading (including 8 PP children); 7 of these achieved EXS in Reading.</p> <p>8 out of 10 children receiving 1:1 and small group intervention in Maths made accelerated progress (including 4/4 Pupil Premium) and achieved EXS in Maths.</p> <p>Those children who have not yet reached age-expected standards are working closer to them and are therefore better prepared for the next stage of their education.</p>	<p>This has been a very successful and valued approach for many years which we will continue. As well as the obvious accelerated progress made by the children, the increase in their self-confidence and belief in themselves as learners is quite remarkable.</p>	23756

		<p>At the end of KS1, there were nine children receiving Pupil Premium in the Y2 cohort. One child has an EHCP and another is identified as having SENS. Both are working below the level of any formal assessments. A further two are On Alert. Across the year, all pupils have made at least expected progress in Reading, Writing and Maths with 6 making more than expected progress in Reading and Writing and 5 in Maths. Interventions were funded by both PP funding and Catch Up funding and made a real difference to their outcomes.</p> <p>In Year 1, seven of the eleven children who receive Pupil Premium in this cohort reached the required standard in Phonics. Those who did not receive, and will continue to receive, individualised intervention.</p> <p>In the EYFS, 3/6 PP pupils were assessed as achieving GLD, despite spending almost a term at home. Those who were not received personalised interventions specific to their individual needs.</p>		
<p>A Pupils, including those in receipt of the Pupil Premium, develop detailed knowledge and skills across the curriculum and achieve well.</p> <p>Learning is accelerated in English and Maths across the key stages for those pupils who require additional support to meet the requirements of age-expected standards.</p>	<p>TA 1:1 and Small Group Interventions: These interventions are delivered as soon as possible after the point of identification to provide rapid support.</p> <p>Phonics: TA-led intervention enables children to close gaps in their phonics knowledge as soon as they appear.</p>	<p>Across the school, the % of PP children working at age-expected standards is lower than their non-PP peers but they have made at least expected progress. These children received individual, personalised interventions where needed, often 1:1. Catch Up funding this year has allowed for increased interventions (see Catch Up documentation) which have ensured that all pupils who need additional support have received this in reading, writing and Maths. This has enabled the children to make at least expected progress and fill any learning "gaps", thus enabling them to access learning alongside their peers and not fall further behind.</p> <p>In order to support children in making the best possible progress in Phonics, we have dedicated Phonics intervention TAs who worked with pupils identified as needing extra teaching to "plug the gaps" in both KS1 and LKS2. This was underpinned by our rigorous assessment system which allowed for short-term or long-term intervention, either individually or in small groups, depending on pupils' needs and personalised to the pupil's needs.</p> <p>In the screening in November, 5/6 Pupil Premium children reached the expected standard and, in June, 7/11 Pupil Premium children were assessed as achieving this. The children who have not have received personalised, targeted interventions which will continue next year to ensure that accelerated progress is made.</p> <p>The children's confidence in themselves as readers and learners has also increased.</p>	<p>Our assessments and pupil progress meetings show that intervention in Reading, Writing and Maths, which the majority of our Pupil Premium children receive, has a real impact on the children and allows them to keep up with the rigours of the new curriculum. It cannot be underestimated that this is a real challenge for some children but specific and targeted intervention enables them to make at least expected progress. Without this intervention, this would be very difficult for some children.</p>	14468
<p>A and B EYFS</p> <p>Ensure that the EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs.</p> <p>Accelerate progress for Pupil Premium children in the EYFS, in relation to their individual needs.</p>	<p>Personalised Intervention: Pupil Premium children are "headlined" on entry and interventions immediately put into place to address specific areas for development. There are good adult to child ratios in the EYFS, enabling personalised interventions to be effective.</p> <p>Speech and Language: A specialist HLTA provides Speech and Language intervention and additional, focused, targeted support that develops children's language and communication skills and self-confidence. This support is particularly targeted towards children in the EYFS and into Key Stage 1.</p>	<p>3/6 Pupil Premium children were assessed as achieving GLD. Personalised interventions supported children with their individual areas of need. If children are not on track to achieve GLD, the attainment "gaps" with other children have narrowed as progress accelerates and the children are therefore better able to access their learning than they would otherwise have been.</p> <p>A key action is to provide additional support for Pupil Premium children - even those who would not normally be identified as requiring this - to ensure that they don't fall behind.</p> <p>A programme of social and emotional support supports some children. PSED can impact on all areas and a big focus is given to developing this area and, if any Pupil Premium children require this support, it is provided. The effectiveness and regularity of this intervention has "worked wonders" through giving these children the opportunity to be supported in their play, access their learning and make better progress in PSED.</p> <p>Children with communication needs are identified on entry to the EYFS. Regular, appropriate, and effective interventions are put into place as soon as possible. Accelerated progress is made by many of the children receiving these interventions, which has led to an increased % of children being assessed as reaching the ELGs in Communication and Language.</p> <p>Our specialist Speech and Language HLTA provides very effective intervention, through which children are empowered to reach their fullest potential in terms of their speech and language and communication development which in turn will enable them to function and participate more fully in</p>	<p>We will continue with interventions in a similar way next year because progress is evident as having a positive impact on the children's readiness to learn.</p> <p>The aim of speech and language support is to enable children to reach their fullest potential in terms of their speech and language and communication development which in turn will enable them to function and participate more fully in all aspects of daily life. We consider that it is necessary to address speech and language concerns as early as possible in order to provide children with the best opportunities to succeed as</p>	10507

<p>Ensure that transition between EYFS and Year 1 enables all pupils to be ready for, and able to access, the Year 1 curriculum and meets the needs of all pupils.</p> <p>Ensure that the transition arrangements in all year groups supports all pupils to return to school confidently after the COVID-19 pandemic.</p>	<p>Social and Emotional Support: There are a range of social and emotional programmes in the EYFS including individualised support, Thrive to Five and a Nurture / Social and Emotional intervention group.</p> <p>Transition: PRIORITY DUE TO COVID-19 Arrangements put in place to enable transition to occur virtually. Increased information for parents provided online. Opportunities provided to get to know new teachers / pupils as far as possible from a distance. Curriculum reviewed for Autumn term to take into account the potential need to provide additional PSHE as well as addressing any curriculum "gaps" which have emerged. Continue to develop the Year 1 outdoor space, ensuring opportunities are built in to develop key areas (eg Communication and Language, PSED).</p>	<p>all aspects of daily life. This intervention supports pupils in addressing particular Speech and Language needs, allowing targeted pupils to better access their learning. This provision has been reviewed regularly. Five children have been discharged from the Speech and Language therapist, including two Pupil Premium children. Our HLTA is currently working with nine Pupil Premium children. The HLTA attends SENS review meetings, meaning that all those involved with the children know how best to support their learning needs. Our HLTA works primarily with our youngest children, meaning that communication needs are identified and addressed as early as possible in order to provide children with the best opportunities to succeed early in their school life.</p> <p>Despite the disruption to the 19-20 school year, resulting in no transition activities, pupils settled very well into Reception and Key Stage 1. This has been evidenced by anecdotal information and teacher / TA observation as well as by the engagement and learning of the children.</p> <p>We were conscious of parents' anxieties about the move to Year 1 but ensuring that they received a great deal of clear information meant that was less than in previous years. Changing our pick up and drop off points (because of Covid arrangements) meant that they were able to see their child go directly into their classroom each day and also able to speak to their teacher if needed. This helped enormously to reassure both parents and children.</p>	<p>early in their school life as possible.</p>	
Total Budgeted Cost				£48731

iii. Other Approaches: Impact				
Intended Outcome	Action	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>C and D Pupils have high attendance and come to school on time. When this is not the case, the school takes appropriate, swift</p>	<p>To continue to use our rigorous monitoring systems.</p> <p>The Headteacher and Parent Liaison officer to work directly with parents of children whose absence is causing concern.</p>	<p>This data is for the Autumn term and then from 8 March 2021; from the beginning of January until 5 March, the country was in lockdown and a period of home learning was in place. Overall attendance in 20-21 was 96.6%% (National 17-18 (last available) 95.8%). Pupil Premium attendance was 95.2%.</p> <p>53% of children (9) whose attendance <90% receive Pupil Premium and individual reasons for this are known. There are no particular patterns with the attendance of groups of pupils through FSM / Pupil Premium children's</p>	<p>The NFER briefing for school leaders identifies addressing attendance as a key step and we know that we need to continue to allocate additional funding in order to address attendance amongst our pupils, particularly those in receipt of the Pupil Premium.</p>	<p>£9880</p>

<p>and effective action.</p>	<p>Investigate the possibility of buying in EWO support through a source other than the Local Authority, possibly as part of TPAT; once this is in place, work closely with them to tackle Persistent Absence pupils.</p> <p>Continue to reward good attendance for pupils and keep attendance as high profile.</p> <p>Continue to develop the Learning Well Project with local GPs to target PA pupils.</p> <p>Continue to increase attendance rates to ensure that children in receipt of the Pupil Premium are not disadvantaged through low levels of attendance or punctuality.</p> <p>Where attendance or punctuality is an issue, parents are directly approached and encouraged to use our Breakfast Club for their children. This enables pupils to eat breakfast in school and is free for Pupil Premium pupils who may also attend pre-school clubs at no cost.</p>	<p>attendance is, on average, slightly lower. We continue to treat each child individually, regardless of whether they are part of any particular group.</p> <p>We monitor attendance closely on a week by week basis with detailed monthly analysis. This analysis leads to intervention for pupils with persistent absence concerns which includes meetings held between parents and our in-house parent liaison officer and, where necessary, the headteacher. Where there are instances of low attendance amongst our Pupil Premium children, these are well supported by these systems as needed.</p> <p>The Headteacher or Parent Liaison Officer work hard to change the situation where there is persistent absence. There have been notable successes for a number of children who previously had poor attendance following this input. Where pupils have shown high levels of persistent absence or broken weeks, parents have been contacted to discuss possible reasons for this and agree actions to improve attendance. EWO support has been effective this year to help address and challenge the more complex attendance issues.</p> <p>The number of Pupil Premium children attending Breakfast Club remains steady with approximately 38% of those attending being eligible for Pupil Premium (approximately 15 Pupil Premium children). Pupil Premium funding has been used to encourage children to attend Breakfast Club by providing free breakfast and a range of free pre-school activities and we actively encourage attendance. Pupils can benefit from a good breakfast and the opportunity to have a positive, and often active, start to the school day and be ready to learn. Breakfast Club is also available to other children at a cost of £2.50 per day.</p>	<p>Although the actions and approaches have had an impact on individual children, attendance amongst Pupil Premium children remains a target area.</p> <p>Ofsted (February 2018) praised our rigorous approach to ensuring good attendance for all groups of pupils.</p> <p>Attendance remains a whole-school priority.</p> <p>A good breakfast means a great start to learning for the day. Supporting a daily breakfast club allows us to support our pupils who may not have breakfast every day as well as those parents who need childcare before school. We will continue to use this to also further support our attendance initiative as attendance amongst Pupil Premium children is an area we continue to address.</p>	
<p>C High-quality pastoral support is provided; pupils' emotional wellbeing is supported by providing social and emotional support for those children who need it.</p>	<p>Social and Emotional Support: "Nurture" support is provided through 1:1 and small groups Thrive support, Pastoral support at lunchtimes and social and emotional interventions in the EYFS. including Thrive to Five.</p> <p>A key aspect of our Outdoor Learning Leader's role is to provide individual and small group support for some of our vulnerable pupils.</p> <p>Our Pastoral Lead weekly allocated time for pupil support and to co-ordinate our provision.</p> <p>Additional support to be provided following COVID-19 for those children who need this.</p> <p>Educational Psychologist: Educational Psychologist time is bought in so that targeted support and advice can be given</p>	<p>We have found that our pastoral support has been particularly important this year.</p> <p>Dedicated Thrive practitioners work with some of our most vulnerable children. Ten children regularly meet with one – seven of these are eligible for Pupil Premium. This support ensures that these children develop strategies to understand and manage their feelings which helps them to better negotiate the school day, access school life and make sense of what is going on in their world. They are able to discuss worries and try to find solutions to these. The children know that they have a safe and secure space and that they can seek out this member of staff if they need to and staff regularly liaise with our Thrive practitioner and Pastoral Lead about any concerns (with any pupils) that they have. This support allows individual issues and concerns to be addressed as well as building self-confidence and readiness to learn.</p> <p>Several of our children find lunchtime difficult so we provide additional support for them through our outdoor learning leader who runs activities based around woodland learning. This year, we have run a staggered lunchtime system; where some children found this particularly challenging, we have allocating additional staff to support where needed.</p> <p>Our Outdoor Leader has had a very positive impact on the children with whom she works (who can be disenchanted by elements of the school day) in the outdoor environment. In addition to completing projects outdoors, the children are given help and support in how to manage the aspects of school that they find more challenging. This support is child-led and there are lots of opportunities to praise children as they can relax, the rules are different (they can be louder, more active and more spontaneous) which some find easier and, as different parts of children's personalities and hidden skills come out, there is chance after chance for positive praise. Our teachers have widely praised this</p>	<p>The importance of the support which our Thrive practitioner and Outdoor Leader provide is recognised across the school.</p> <p>We would like to increase the number of children who can be supported in this way and continue to explore ways to provide additional support.</p> <p>We will allocate additional funding for external support next year as we recognise that some children will particularly need this following such a disruptive time.</p> <p>For a few children and their families, the support provided by the Ed Psych is invaluable and we intend to continue to use this next year.</p>	<p>15189</p>

	<p>to staff and families of Pupil Premium children. Children's specific learning and emotional needs are identified and addressed to help the child be readied for learning.</p> <p>We also buy into specialist behaviour support for those children in need of this.</p> <p>We work with Dreadnought, the local Women's Refuge and counsellors (eg CLEAR) with those children who need this additional support.</p>	<p>intervention: "Children have a real sense of purpose and achievement as they have the opportunity to learn new, real-life skills and experience the fulfilment of creating and building something from scratch. The relationships built throughout this time have also enabled many socially and emotionally supportive conversations to be held which has allowed children to reflect upon attitudes and behaviour in the classroom, as well as at home, whilst in a completely different context". We have increased our allocation of Pupil Premium to support this as it has been proven to be extremely valuable.</p> <p>Support from the Educational Psychologist and a Behaviour Support worker enables parents and staff to work together even more effectively to support individual children's specific learning and emotional needs. This additional advice and support for teachers and support staff enables children to better access the curriculum as pinpointing their specific needs enables these to be addressed so that the child can be readied for learning. Staff, pupils and parents report that the support from the Behaviour Support Worker has been considerable and had an extremely positive impact.</p> <p>A few children have needed external counselling this year in order to understand and deal with events that they are facing and Pupil Premium funding has been used for this. This has been invaluable for these children.</p>		
<p>All The school makes the best use of the Pupil Premium, ensuring that the children receive the highest quality provision possible from the funding.</p>	<p>Allocate funding to ensure the effectiveness of the leadership of Pupil Premium (both Pupil Premium Lead and Pupil Premium governors) and to ensure that our information is up-to-date and informs best practice.</p> <p>The Pupil Premium Lead, along with the Headteacher, ensures that an ethos of achievement and expectation is created across the school.</p> <p>Our strategy and resulting action plan are implemented effectively.</p>	<p>School leaders keep up to date with research and good practice and are well-informed when making decisions about Pupil Premium provision and spending.</p> <p>The Pupil Premium governors also attend training and are able to bring new ideas and challenge from this; meetings with the Pupil Premium Lead and governors are very productive.</p>	<p>Some funding will continue to be allocated to ensure the effectiveness of the leadership of Pupil Premium and to ensure that our information is up-to-date and informs best practice.</p> <p>Funding will enable both Pupil Premium lead and Pupil Premium governors to attend training.</p>	<p>£500</p>
<p>C and E The curriculum is designed to give all pupils, especially the disadvantaged, the knowledge and cultural capital they need to succeed in life. Pupils have access to a wide, rich set of experiences and opportunities to develop their talents and interests.</p>	<p>Continue to provide a range of arts-based activities and to look to extend this further where possible, ensuring that children eligible for Pupil Premium are encouraged to take part in these.</p> <p>Ensure that there are no financial barriers to pupils' aspirations.</p> <p>Further increase the range of reading books available.</p> <p>A Key Stage 2 cooking group will promote healthy eating and lifestyle choices.</p>	<p>Pupils' independence, self-confidence and resilience has increased through taking part in activities which have broadened their experiences.</p> <p>One of our priorities is to ensure that our curriculum exposes all children to a range of experiences, opportunities and knowledge to develop their cultural capital. This year has obviously had an impact on this as trips, visiting experts etc have not been possible. In addition to this, the opportunities we usually provide through taking part in a huge range of activities led by our local secondary schools, local theatres, dance and music events through Cornwall Music Hub have not happened. Many PE opportunities, too, have not been possible.</p> <p>However, we have promoted and extended their cultural capital in other ways and to provide the children with a range of experiences, albeit different ones. Examples of this include the Two Minutes of Listening initiative (where children listen and respond to a wide range of music) and selecting different units in our music curriculum (learning the ukulele rather than the recorder). 18 Pupil Premium children in KS2 received individual or small group instrumental lessons from our specialist Music HLTA. We have also endeavoured to provide children with in-house PE and sporting opportunities, such as intra-school competitions. Our new approach to teaching reading uses a wide range of texts and genres, which enhances and extends the children's cultural capital.</p> <p>All classes have enhanced their class libraries; as our school library has not been open in the usual way, books from the library have supplemented these to ensure the children still have a wide range to choose from.</p>	<p>We already take every opportunity we can to enable the children to take part in extra-curricular activities but allocating funding specifically for this has increased our awareness of the need to encourage our Pupil Premium children to take up all opportunities open to them. We will therefore continue this initiative next year.</p> <p>Encouraging a love of reading is a whole-school priority and we fully subscribe to the need to continue to keep our stock of books up to date with the latest titles.</p>	<p>£2500</p>

		<p>We have increased our provision of cookery equipment and this has enabled all children to cook more frequently and gain a better understanding of healthy eating choices. Pupil Premium money has been used to purchase ingredients (eg for the packed lunch activities during Health and Wellbeing week) as pupils' healthy food choices were identified as a priority following the return to school after the Spring 2021 lockdown.</p> <p>Where there is any financial cost to parents, we ensure that this is no barrier to our Pupil Premium children.</p>		
<p>C and E As above plus:</p> <p>Potential financial and aspirational barriers are removed enabling children to take part in the opportunities available.</p>	<p>Parents of Pupil Premium children can use up to £100 to enable their children to access extra-curricular activities (eg to pay for music lessons, after-school clubs which attract a cost, or to cover the cost of school trips) or in the way that they need it most (eg to help buy school uniform).</p> <p>Half of the cost of Key Stage 2 camps are funded for Pupil Premium children so that they can access all the opportunities available to them.</p> <p>Some funding is also allocated to enable us to respond to individual need.</p>	<p>Children are not prevented by financial barriers from accessing all the opportunities available to them and usually take part in a wide range of enrichment activities including a visit to London and outdoor pursuits such as coasteering and kayaking, thereby broadening their experiences. All camps and many trips were cancelled in 2021 due to coronavirus.</p> <p>70 / 72 of the parents of our Pupil Premium children used their funding to help pay for uniform etc.</p> <p>During lockdown, we provided art and craft packs for Pupil Premium children in Reception. The children were delighted and the parents extremely grateful; this meant that all children had the resources at home to take part in the activities set by their teachers.</p> <p>There are other ways in which we have supported pupils financially this year but these are confidential and so not detailed here. Because of Covid-19, this funding proved to be particularly important this year.</p>	<p>We consider children's cultural capital and equality of opportunity to be very important aspects of our Pupil Premium provision and will continue this as part of our strategy.</p> <p>We also consider it to be extremely important that we are able to support children when they need it.</p>	<p>£7500</p>
Total Budgeted Cost				£35569

1. Additional Detail

Additional information used to inform the statement above.

Pupil Premium Data 2018 – 2019, 2019 – 2020 and 2020 – 2021.

Pupil Premium Planning and Evaluation Outlines for 1:1 Teacher-led Intervention (Year 6), Targeted Year 6 English Group, Social and Emotional Support and Behavioural Support.

Confidential Pupil Premium Data Analysis 2018 – 2019, 2019 – 2020 and 2020 – 2021.

Pupil Premium Progress and Achievement Data 2018 – 2019, 2019 – 2020 and 2020 – 2021.

Individual Case Studies.