

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?
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.	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.	"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	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.	MH CW	Teaching and Learning Projects: Headteacher and Deputy Head will quality assure projects. All staff to share outcomes at staff meeting.
	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.	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.	Personalised CPD: This will be reviewed as part of mid-year performance management meetings with SLT.	CW	Personalised CPD: Through timetabled PM meetings.
	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.	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.	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.	MH CW	Monitoring the Quality of Teaching and Learning: Learning walks and book monitoring are timetabled termly.
	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.		Early Career Teachers: Regular review meetings with the NQT mentor; the process is overseen by the Deputy Head.	CW AH	Early Career Teachers: Half-termly review meetings.
	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.	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.	Teaching Assistants: CPD sessions delivered by an experienced, specialist teacher. Feedback from TAs and teachers.	MH CW	Teaching Assistants: Following training and through PM.

<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>		
<p>Total Budgeted Cost</p>					<p>£2109</p>

ii. Targeted Support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review 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					£51172

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?
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>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>
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>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</p> <p>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</p> <p>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</p> <p>As above plus:</p> <p>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>		
<p>Total Budgeted Cost</p>					<p>£33125</p>

6. Additional Detail

Additional information used to inform the statement above.

Pupil Premium Data 2018 – 2019 and 2019 – 2020.

Pupil Premium Planning and Evaluation Outlines for 1:1 Teacher-led Intervention (Year 6), targeted Year 6 English Group and social and emotional support.

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

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

Individual Case Studies.