

Alverton Primary School

Pupil Premium Strategy 2019 – 2020



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.

Alverton Primary School: Pupil Premium Strategy Statement 2019 – 2020

1. Summary information (as at September 2019)

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| School | | Alverton Primary School | | | |
| Academic Year | 2019 – 2020 | Total Pupil Premium Budget | £89760 | Date of most recent Pupil Premium review | July 2019 |
| Total number of pupils | 302 | Number of pupils eligible for PP | 64 | Date for next review of this strategy | July 2020 |
| 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 2018 – 2019 for a fuller picture)

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

Previous Academic Year **2018 – 2019**

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 | 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 |
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| A Raise standards in Writing across the school, particularly in boys in Key Stage 1 and the EYFS. | <p>KS1 and KS2: Ensure SPaG is taught explicitly through the writing sequence as well as consolidated and applied across the curriculum. Ensure high-quality exemplar texts and modelled writing Increase children's stamina for writing, eg by ensuring sufficient independent / distanced writing tasks. EYFS: Identify children with fine motor issues early on and put intervention in place. Ensure that there are opportunities in all areas of the classroom for mark making, including outside. Provide initiatives to encourage boys to choose to write independently. Pay particular attention to the "boy-friendly areas" and ensure these activities are supported by adults. Identify children who need Phonics interventions and put 1:1 phonics practice in place.</p> | <p>Writing standards in Key Stage 1 have improved over the last year because we have explicitly linked writing across different genres to the children's own experiences. Units of work have been shorter but are still following the writing sequence: starting with a 'hook' to ensure engagement, using exemplar texts to teach key features of the genre and word and sentence-level targets on spellings, grammar and punctuation. SPaG linked to the exemplar text is taught explicitly as part of the writing sequence before final pieces are drafted and redrafted. Because the units are shorter, we are able to revisit key genres more frequently than would otherwise be possible and shorter, more accessible tasks are proving very successful in engaging and holding the focus of boys. The outdoor area enabled an easier transition for some of the younger Year 1 boys who have made good progress as a result. As a result, boys writing at KS1 is proving to be at a higher standard this year than last and the % achieving the expected standard has increased to 59% (last year 41%). The % of children achieving GDS in Writing has increased to 16% (13%) and achieving EXS has increased to 68% (62%).</p> <p>In Key Stage 2, we have held highly successful introduction days and activities for writing genres, eg using drama and roleplay and various scenarios around the school grounds! This ensured that the children were engaged from the outset and "hooked" onto the genre. SPaG is taught explicitly through the English sequence; objectives are also covered through exemplar texts. SPaG is also taught and tested in discrete lessons. It is included in planning phases and identified in whole class feedback, enabling teachers to identify common mistakes or misconceptions and then teach or reinforce these with the whole class. Pupils display a good knowledge of SPaG during writing or in Novel Study and are much more confident using the language around SPaG. SPaG linked to writing genres is having an impact on writing – more children are using taught aspects independently in their writing. There are high expectations for all children – the quantity expected is more, longer exemplar texts etc which is increasing children's stamina for writing (especially independently). This is evidenced through writing moderation and book monitoring. There is a strong focus on developing pupils' vocabulary and there is evidence across the key stage of more ambitious vocab being used in writing. Developing pupils' vocabulary features strongly; this has clearly retained its high focus (Flash Visit Dec 18). Learning walks evidence a great atmosphere in lessons and a high level of motivation. Pupils love to share their work.</p> <p>Having three key worker groups in the Reception class has worked very well and ensured that all children's strengths and areas for development are known to all staff, allowing effective interventions to be put into place. We have developed opportunities for mark making, particularly thinking about how we can do this in the outdoor area. Those children who continue to need daily practice with Phase 2 and Phase 3 phonics are having this on an individual basis as well as in group time. Approximately 40% of the boys in the class are confident writers, which is different from previous years, and are choosing to take the opportunities provided to write. 70% of boys reached the ELG for writing this year. With the take-up of two-year-old spaces in the Nursery, we are now better placed to identify children who have fine and gross motor issues and support them from an earlier age.</p> | Raising standards in writing, particularly in the earlier age groups, remains a focus for us, particularly for boys, and we will continue to make this a priority. | None from PP budget |
| A The teaching of writing includes the secure ability of pupils to spell words correctly. | <p>Whole Class Feedback sheets have a Spelling section to identify common misconceptions to address. All classes have regularly timetabled Spelling sessions</p> | <p>All classes report children's spellings are improving in their independent writing; spelling has become much higher profile across the curriculum and there are lower incidences of high-frequency words being spelt incorrectly. UKS2: In Year 5, the children have completed termly spelling tests taken from SPaG papers; 81% of the children have made progress with their spelling score across the year. In Year 6, 85% of children made progress on their spelling scores with like compared to like (a repeat of the 2018 Spelling paper). The average score has risen from 10.5 / 20 to 13.5 / 20. The less-strong spellers made progress at the same rate as their more confident peers albeit with lower starting points. At the end of KS2, the pupils scored 66% of the spellings correctly (2018 Nat 65%). LKS2: Considering spelling test scores across the year, there has been an increase in the points score for spelling for almost all children with scores improving (on average) by 0.6 per week. Higher ability children are making steady progress, with the average score increasing across all terms. With the middle ability children, there continues to be progress; however, the % of pupils making noticeable progress seems to have plateaued. The least progress is being made by the lower ability group whose weekly spelling test scores have remained steadily low.</p> | Although we have seen an improvement in children's spelling, we will continue to focus on this and ensure that every opportunity is taken to promote spelling across the curriculum. | None from PP budget |

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| | where spellings are explicitly taught. A range of spelling strategies and techniques are used. | <p>KS1: It is evident from children's writing that the focus on spellings this year has had a clear impact for most children (for example with common exception words or with suffixes in Year 2). When trying to evidence and show impact on spelling this year, it has become obvious that weekly spelling scores are not providing meaningful data, especially because performance in weekly spelling tests is due to many factors, including parental involvement, and does not in any case always translate into the children's writing and memory and the data is inconsistent. Through general observations of children's writing, it is clear to see that the level of spelling has improved across classes as a whole. It has been easier to evidence impact in Years 5 and 6 where the children regularly undertake a more formal test of SPaG (which includes spelling). These were considered a better measure of progress as they were not practised and therefore a better indicator of a child's spelling ability.</p> <p>Whole class feedback is highly effective in identifying consistent spelling errors which are taught and / or revisited. <i>"It was clear that whole-class feedback is having a positive impact as almost all sessions featured common spellings identified from this"</i> (Flash Visit).</p> <p>A greater focus has been placed on spelling with targeted intervention at the start of English lessons and training has been delivered for all teaching and support staff.</p> <p>Interventions: Nessy licences increased by 25% as this has proved very beneficial for these identified pupils for whom a timetable is in place; 1:1 precision teaching is also included for some Nessy pupils. Spelling Shed is being used very competitively!</p> | | | |
| A Improve the quality of teaching and learning through learning walks. | <p>Learning walks will be completed to review the quality of teaching being delivered. These may have a particular focus or may focus more generally on teaching and learning.</p> <p>Effective practice to be shared.</p> <p>Under-performance will be challenged and support provided.</p> <p>Provide opportunities for all teaching staff to undertake individual focused learning walks within their own team or at other schools to share effective practice and provide support.</p> | <p>Regular learning walks have ensured a continual focus on providing high-quality teaching across the school. Areas for development are followed up, challenged and supported.</p> <p>We have provided CPD opportunities for all teaching staff to enable them to carry out a focused learning walk observing teachers and lessons whose practice will be of benefit to their own. In this way, good practice is shared and support provided where needed.</p> <p>Book scrutinies have a focus which enables us to identify our strengths and areas for development as a staff; this has also enabled staff to work together to review the impact of our marking system which maximising the impact of feedback to pupils.</p> | <p>Individual learning walks for CPD have proved very successful. We will continue this into 2019 – 2020 as all staff agree that it is an ideal opportunity to explore an aspect of teaching and learning of their own choosing and to learn from each other.</p> <p>Whole class marking strategies are enabling teachers to address misconceptions and target areas for development at the beginning of the next lesson and the feedback from this, even at this early stage, is very positive.</p> | | £654 |
| A Ensure progress for all groups of pupils through the collaborative development of chosen aspects of teaching and learning. | <p>In groups, teachers choose and research an aspect of teaching and learning (linked to the SDP), planning three lessons together to develop this.</p> <p>Following a lesson study model, teachers work together to teach, observe and develop plans and ideas throughout the process.</p> <p>Findings are fed back to all staff who can then observe this pedagogy in practice.</p> | <p>Our ongoing focus on developing teaching and learning continues to evolve.</p> <p>Whole-school priorities, identified in the SDP, are addressed collaboratively.</p> <p>All pupils continue to be provided with high-quality teaching.</p> <p>Teachers have supported each other with their own CPD, developing an aspect of teaching and learning of their own choice, ensuring that we continue to move forward and develop our pedagogy and practice across the school; teaching has also become more consistent as a result of the shared development of an aspect of pedagogy.</p> | <p>The impact of this project on pedagogy and practice has been such that many teachers are planning a second one. We will repeat this process again next year.</p> | | £1056 |
| A Ensure progress for all groups of pupils in all phases of a lesson through effective use of additional adults throughout the school. | <p>Increase subject knowledge in Spelling, SPaG and Maths by providing training for TAs during the Autumn Term in Spelling, SPaG and Maths.</p> | <p>The information contained within the EEF report on Making the Best Use of Teaching Assistants has been considered by all staff and advice is followed.</p> <p>Having identified TA subject knowledge, through our self-evaluation and through TA request, as an area to develop, two teachers have led training for all TAs in SPaG, Maths and Spelling. These have been universally well-received and were extremely enjoyable and staff involved have been very appreciative of our investment in their professional development. At the TAs' request, iPad training has also been delivered.</p> | <p>Ensuring that the impact of TAs on children's learning is maximised will be an ongoing focus area.</p> | | No cost from PP budget |
| A, B, C, E Further engage parental support and better enable parents to support their child with their learning at home. | <p>Ensure that parents are actively engaged with, and able to, support their child's learning at home through holding parent workshops, for example about SPaG, Maths or Phonics, particularly in response to parent requests.</p> | <p>Parent workshops for Phonics have been held, led by our EYFS teachers, empowering parents to be better equipped to support their children at home. These were attended by seven parents. This was a disappointingly low number of attendees and the Reception teachers have met individually with the parents whose children's progress in Phonics is causing concern to engage them in their children's learning and show them ways in which they can support at home with ideas, resources etc. This has had a very</p> | <p>We have had limited success with our strategies to engage with parents and will carry this forward to next year as we know that we need to do more with some of our harder-to-reach parents.</p> | | No cost from PP budget |

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| | Continue to develop the Parent Liaison role to provide support for parents on any aspect affecting their child's learning. | positive impact and the children's progress is phonics is now much improved. 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 sought out for support and advice. | | |
| Total Budgeted Cost | | | | £1710 |

| ii. Targeted Support | | | | |
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| 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 |
| A Enable children to make accelerated progress and attain national standards. | <p>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>Additional Teacher time to enable small group work in English in Year 6 for identified pupils.</p> | <p>1:1 and small group support ensures targeted support is provided for identified Year 6 and Year 2 Pupil Premium children. Year 6 children identified as needing additional support and intervention through lessons in order to achieve EXS in Reading and Writing (including Pupil Premium children) have been able to work in a small group led by an experienced Year 6 teacher supported by a specialist Year 6 TA. This has had a significant impact on the progress of these pupils and led to accelerated progress:</p> <p>End of Key Stage data shows that a greater % of targeted pupils achieved EXS. In Year 6, 15 of the 15 children receiving 1:1 teaching for SPaG made accelerated progress in SPaG scores (including 5/5 Pupil Premium children) and achieved EXS; a further impact of the 1:1 SPaG teaching has seen an increase in accuracy of sentence structure and punctuation in these children's independent writing. 8/10 targeted children in the small English group have made accelerated progress in Writing (including 5/5 Pupil Premium) and achieved the Year 6 expected standard and 9/12 achieved this in Reading. 11 out of 12 children receiving 1:1 and small group teaching in Maths made accelerated progress (including 5/5 Pupil Premium) and achieved EXS for Maths. 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>In Year 2, 1:1 teaching has supported identified children in Writing, which has been a whole key stage priority. The progress of these children relative to their starting points has been very good and all children who have been supported are showing accelerated progress. At the beginning of the year, 1/8 Pupil Premium child was working at the expected level for Writing; 50% of children achieved the expected standard in Writinf (and also in Reading and Maths. Those children who did not are working significantly below these standards and have personalised interventions in place.</p> <p>In the EYFS, 50% of PP pupils reached GLD which is an increase from last year.</p> <p>Across the school, the % of PP children working at age-expected standards in lower than their non-PP peers but has increased in almost all year groups and subjects. These children receive individual, personalised interventions.</p> | <p>This has continued to be a very successful and valued approach and we will continue with it again in 2019 – 2020. As well as the obvious accelerated progress made by the children, the increase in their self-confidence and self-esteem and belief in themselves as learners is quite remarkable.</p> | £25516 |
| A Accelerate progress and enable children to attain national standards in Maths at the end of Key Stage 2. | <p>Additional teacher time to enable small group work in Maths in Year 6 for identified pupils from February to May.</p> | <p>Year 6 children (including those in receipt of Pupil Premium) identified as needing additional support in order to achieve the Expected Standard in Maths benefit from working in a small group led by an experienced Year 6 teacher with additional TA support and excellent adult : pupil ratios.</p> <p>91% of pupils achieved the Expected Standard for Maths, including 79% of Pupil Premium children.</p> <p>The Year 5 children from this Maths group also benefit as they are in a similarly small group for this time and will enter Year 6 in a very strong position mathematically.</p> | <p>This has a real benefit for these children, in terms of both Maths ability and confidence boosting and we will continue with this strategy again next year.</p> | £2233 |
| A 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 | <p>1:1 (or small group) interventions delivered by TAs to provide rapid support</p> | <p>Progress across the school shows that the % of Pupil Premium children working at age-expected standards has increased in Reading, Writng and Maths in all year groups from Year 2 to Year 6. The majority of these children receive intervention, often 1:1.</p> <p>Our Phonics provision (including our small group and individualised interventions led by TAs) has been praised by a County advisor and has, historically, proven to be very effective when it is delivered regularly. 3/9 Pupil Premium children achieved the national standard this year and those who did not have received personalised,</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.</p> | £16028 |

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| standards and to make expected progress. | | targeted interventions which will continue next year to ensure that accelerated progress is made. | Without this intervention, this would be very difficult for some children. | |
| A Accelerate progress in reading for targeted children. | The Reading University programme. | <p>The children who have completed this ten-week programme this year have made an average of between 12 months and 18 months of progress in their reading age and have moved through several book bands. They have gone from reading ages of 4 or 5 months below their chronological age to between 7 months and 11 months above.</p> <p>The children's confidence in themselves as readers and learners has also increased.</p> | <p>The Reading University programme has demonstrated great success for all the pupils who it has supported to date. This success is measured not just in rapid improvements in reading ages but also in less tangible benefits such as increased confidence.</p> <p>Parents are equally pleased with the results.</p> | £1408 |
| A and B Accelerate progress for Pupil Premium children in the EYFS, in relation to their communication needs. | Pupil Premium children are "headlined" on entry and interventions immediately put into place to address specific areas for development, including specialist Speech and Language support. | <p>Children with communication needs are identified on entry to the EYFS. Regular, appropriate and effective interventions have been put into place as soon as possible.</p> <p>Accelerated progress has been made by many of the children receiving these interventions, which has led to an increased % of children achieving a GLD and the ELGs in Communication and Language. If GLD is not achieved, the attainment "gaps" with other children will have narrowed as progress accelerates and the children will be better able to access the Year 1 curriculum that they would otherwise have been.</p> <p>A key action has been to provide additional support for Pupil Premium children - even those who would not normally be identified as requiring additional support - to ensure that they don't fall behind.</p> <p>Parent workshops for Phonics have been held, led by our EYFS teachers, empowering parents to be better equipped to support their children at home. These were attended by seven parents. This was a disappointingly low number of attendees and the Reception teachers have met individually with the parents whose children's progress in Phonics is causing concern to engage them in their children's learning and show them ways in which they can support at home with ideas, resources etc. This has had a very positive impact and the children's progress in phonics is now much improved.</p> <p>The EYFS are fortunate in having a range of students and volunteers working with the children for four days each week. The EYFS staff have a readily available detailed list of individual interventions which the students and volunteers work through. This is regularly reviewed and is proving very successful in enabling the children to meet key skills.</p> <p>This year, the % of Pupil Premium children who reached GLD increased to 50% but these are all girls. Personalised interventions supported the boys with their individual areas of need.</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. | No specific cost from PP budget except Sp and L below |
| B Children receive specialist support to develop their language and communication skills. | <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>Through this intervention, 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 all aspects of daily life.</p> <p>Specialist HLTA intervention with pupils across the school has supported pupils in addressing particular Speech and Language needs, allowing targeted pupils to better access their learning. This provision is reviewed regularly. In 2018 – 2019, ten children have been discharged from the Speech and Language therapist, including three Pupil Premium children. Our HLTA is currently working with four 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.</p> <p>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> | 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 early in their school life as possible. | £6704 |
| A and B Ensure that transition between EYFS and Year 1 enables all pupils to be ready for, and | Reception and Year 1 teachers work closely together to increase children's independence in the Summer term and provide a more EYFS-like approach for those children who need this during the Autumn term. | Pupils settled well into Key Stage 1. The Key Stage 1 outdoor area, which is now an attractive and welcoming area that has been resourced to encourage children to continue learning through playing and exploring, was used regularly by Year 1 for outdoor learning during the Autumn term and transition activities helped to improve transition from the EYFS for key children. More children moved confidently into Year 1 and made good progress as a result. | Creating an outdoor area has been very successful and we will continue to develop its use in 2019 – 2010. | £2000 |

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| <p>able to access, the Year 1 curriculum.</p> | <p>Increase transition arrangements to enable children to meet their new teacher and spend time in their new classroom with their new class during the Summer term.</p> <p>Develop the Year 1 outdoor space, ensuring opportunities are built in to develop key areas (eg Communication and Language, PSED).</p> <p>Maximise the impact of the expertise of staff across both settings.</p> | <p>Targeted children, especially boys, have transitioned more easily into Year 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>The outdoor space was effectively used in the Autumn term, allowing the children to access a wider range of activities and resources which complemented the direct teaching which had taken place. Providing additional staff ensured that the outdoor area was utilised. Lessons were adapted to ensure smooth transition.</p> <p>We have also seen a significant improvement in parents' perception of the move to Year 1 and fewer anxious parents because the children were talking more positively about their Year 1 experience.</p> <p>During the Autumn term, the Year 1 teacher, who spent time in the Reception classes as part of her own CPD, adapted her practice to take a more EYFS approach, looking at individual next steps for children and working with small groups to further develop transition arrangements to ensure that fewer children feel overwhelmed by the Year 1 curriculum.</p> <p>Having a Reception teacher job share for 1.5 days a week during the Autumn term in Y1 ensured a smoother transition between Reception and Y1. Through her prior knowledge of the children, she ensured that they were well supported and scaffolded for their next steps.</p> <p>This will remain on our SDP action plan next year as we need to resource and further utilize this space. We will also further develop our practice next year, particularly in the Autumn Term, taking note of best practice and training attended.</p> | | |
| <p>C Pupils' emotional wellbeing is supported by providing social and emotional support for those children who need it, including in the EYFS.</p> | <p>"Nurture" support is provided through 1:1 Thrive support, Pastoral support at lunchtimes and social and emotional interventions in the EYFS.</p> <p>Thrive practitioner 4xpm weekly.</p> <p>Pastoral Lead weekly allocated time for pupil support.</p> <p>Pastoral Support daily in the library at lunchtime.</p> <p>Develop the role of Lunchtime Supervisors to include pastoral care.</p> <p>Additional support in Key Stage 1.</p> | <p>Dedicated Thrive practitioners work with some of our most vulnerable children. Seven children regularly meet with our Thrive practitioner – five 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 manage the school day, access school life and to 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 TIS practitioner 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 have provided a daily menu of activities for them. In addition to the support on the library, our outdoor learning leader runs activities based around woodland learning and other lunchtime supervisors lead sport, music and art and craft activities from which the children can choose if they wish. We have found that issues at lunchtimes have reduced and that children have access to a wider range of adults, and therefore support, if they need it.</p> <p>The Library provides a quiet space each lunchtime for children where children can access additional support from a member of the Pastoral Team and between 15 – 20 children use this each day. Some just want to sit and read (or be read to) quietly but others seek out the TLC provided by the member of staff or use this as time to talk to her about friendship or similar issues and use her advice and support to help them sort these out. This is particularly beneficial to those children who find unstructured times tricky.</p> <p>Additional support has been provided in Key Stage 1 to support the cohort of children coming into Year 1 who have already been identified as requiring social and emotional support.</p> <p>We have employed a member of staff to lead our outdoor provision who has had a very positive impact on the children with whom she works in the outdoor environment who can be disenchanted by elements of the school day. 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.</p> <p>From a teacher: "The positive impact of her input has been invaluable throughout the year; children have had the opportunity to learn new, real-life skills and experience the fulfilment of 'creating' and building something from scratch. From planning a garden and learning about different plants and materials, to physically lifting, moving and using tools to dig out and build the garden, the entire process has been extremely impactful and memorable for the children who have taken part. The relationships built with this member of staff throughout the time spent together creating the garden have also enabled many socially and emotionally supportive conversations to be had; this has enabled children to reflect upon attitudes and behaviour in the classroom, as</p> | <p>The importance of the support which our TIS practitioner and outdoor co-ordinator 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>£9662</p> |

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| | | <p>well as at home, whilst in a completely different context. Overall, the impact of her work this year has been extremely positive and has had a substantial impact on those children who have had to opportunity to collaborate and work on the garden."</p> <p>From the member of staff: "The biggest positive impact of my role is having an extra member of staff who has the time to get to know students and can build up a relationship in a different way than a teacher – time to work with students individually and in groups so that they can be listened to and nurtured outside the classroom. How we are doing things and spending time together is more important in outdoor learning than the end result. And it is different than other areas of pastoral support in school in that doing and making can sometimes be all the student/s need, or it can make a better space for communication.</p> <p>It is student led – if we find something interesting or something comes up, we can just go in that direction. Lots and lots of opportunity to praise children as they can relax, the rules are different (we can be louder, more active, more spontaneous) so some find them easier to stick to, and as different parts of children's personalities and hidden skills come out there is chance after chance to pick up on that. (The hyperactive child who is the best digger, the daydreamer who finds all the beetles).</p> <p>It's a pressure relief valve for teachers too – they know that children can go and work off some energy, or calm down, or have some space.</p> <p>Overall, I think that at the end of the year I realise that it's great to have lovely growing spaces and the school to look nicer, but my main focus is to make people happy. And I think this role does that."</p> <p>This year, we have also used our Pupil Premium funding to provide 1:1 support in times of crisis.</p> | | |
| <p>C Children's specific learning and emotional needs are identified and addressed to help the child be readied for learning.</p> | <p>Educational Psychologist time is bought in so that targeted support and advice can be given to staff and families of Pupil Premium children.</p> <p>We also buy into specialist behaviour support for those children in need of this.</p> | <p>Support from the Educational Psychologist and the Behaviour Support worker enables parents and staff to work together even more effectively to support individual children's specific learning and emotional needs.</p> <p>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.</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> | £2240 |
| Total Budgeted Cost | | | | £65791 |

| iii. Other Approaches | | | | |
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| 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 |
| D 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>To continue to use the rigorous monitoring systems on a monthly basis.</p> <p>HT and Parent Liaison officer to work directly with parents of children whose absence is causing concern.</p> <p>Continue to work closely with the EWO service in tackling PA 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>Overall attendance 18-19 is 94.9%. Pupil Premium attendance is 94.2%. Persistent absence % have all improved across the year although both <86% and <90% are above national. We have no pupils with <81% attendance.</p> <p>When considering the twenty-five children at our school with the lowest attendance, 24% of these receive Pupil Premium. This is in line with the % of children across the school who are in receipt of Pupil Premium.</p> <p>24% of children (6) whose attendance <90% receive Pupil Premium (last year 29%). An issue which is impacting on our attendance is that of term-time holidays. We have tried really hard to adopt a common sense approach to families taking children out of school for holidays in term-time. Despite repeated requests for families to avoid taking holidays in term-time, this year we have had more children absent through holidays being taken than ever before .To illustrate this, as at 10 June, there had been 533 days recorded where children were absent from school because of holidays, involving approximately 40% of our pupils.</p> <p>The Learning Well partnership is proving to be very positive initiative and has been nationally recognised as well as reported as an example of best practice from the overall Cornwall S175 report.</p> <p>There have been notable successes for a number of children who previously had poor attendance following input from the Headteacher / Parent Liaison Officer.</p> <p>Where there are instances of low attendance amongst our Pupil Premium children, these are well supported by our own systems and by the EWO as needed; where attendance falls below thresholds, it is followed up by the Headteacher and / or Parent Liaison Officer.</p> <p>The EWO has been involved with two families this year where persistent absence is of particular concern and the school's actions have not seen the desired improvements. One of these is in receipt of Pupil Premium.</p> <p>Attendance remains high profile across the school and is discussed with all parents at parent consultation meetings.</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, attendance amongst Pupil Premium children remains a key target area and we intend to develop further the strategies used to address this.</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 in 19-20</p> | £2000 |
| C and D To provide a social start to the day with opportunities for interaction with staff and their peers through a Breakfast Club. | <p>To provide an opportunity for pupils to eat breakfast in school which is free for Pupil Premium pupils who may also attend pre-school clubs at no cost.</p> <p>Where attendance or punctuality is an issue, parents are directly approached and encouraged to use Breakfast Club for their children.</p> | <p>The number of Pupil Premium children attending Breakfast Club is steadily increasing with approximately 33% of those attending each day being eligible for Pupil Premium (approximately 13 Pupil Premium children each day). Pupil Premium funding has been used to encourage children to attend Breakfast Club by providing 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.</p> <p>Breakfast and a range of activities is also available (at a cost of £2 per day) to other children and parents who need childcare before school are able can use the Breakfast Club and know that their children are being well-cared for.</p> <p>Where attendance or punctuality is an issue, parents are directly approached and encouraged to use Breakfast Club for their children. This has made a real difference for some children.</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.</p> <p>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> | £4449 |

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| <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 governor) 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>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 governor to attend training.</p> | £500 |
| <p>C and E</p> <p>To continue to find ways to help promote children's wellbeing, confidence and resilience as well as engagement.</p> | <p>Ensure that children eligible for Pupil Premium are encouraged to take part in arts-based activities.</p> <p>Continue to keep the arts high profile across the school.</p> <p>Continue to provide a range of arts-based activities and to look to extend this further where possible.</p> <p>Ensure that there are no financial barriers to pupils' aspirations.</p> <p>Increase the range of books available for pupils to borrow from class libraries.</p> | <p>Pupils' independence, self-confidence and resilience has increased through taking part in activities which has broadened their experiences.</p> <p>Pupils are able to take part in all the opportunities they would like to access. These have included Songfest, Minack Theatre workshops, pottery lessons, author visits, Music activities, art workshops and drama productions.</p> <p><u>Music</u> LKS2: 15 Pupil Premium children are part of our choir and have performed in a range of events at different venues LKS2: 7 Pupil Premium children had weekly recorder lessons during the Spring term UKS2: 8 Pupil Premium children were part of a series of workshops with visiting Japanese artists / musicians KS2: 9 Pupil Premium children have individual music lessons from peripatetic music teachers</p> <p><u>Dance</u> LKS2: 28 Pupil Premium had a series of Bollywood dancing sessions UKS2: 10 Pupil Premium children had weekly dance sessions as part of their rehearsals for The Little Mermaid</p> <p><u>Drama</u> KS1: 17 Pupil Premium children watched a theatre performance 8 Pupil Premium children took part in a drama workshop at the Minack Theatre LKS2: 28 Pupil Premium children watched the Squashbox Theatre UKS2: 10 Pupil Premium children were part of our production of The Little Mermaid</p> <p><u>Art</u> KS1: 17 Pupil Premium children enjoyed an additional pottery session LKS2: 18 Pupil Premium children took part in lantern-making workshops UKS2: 8 Pupil Premium children were part of a series of workshops with visiting Japanese artists / musicians</p> <p>Pupils are able to read a broader selection of books with all the benefits that this brings.</p> | <p>We already take every opportunity we can to enable the children to take part in arts-based 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> | £3400 |
| <p>C and E</p> <p>Ensure that Pupil Premium children are financially able to attend school camps.</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>Children are not prevented by financial barriers from accessing all the opportunities available to them and to 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.</p> <p>9/10 Year 3 Pupil Premium pupils went to camp. 15/17 Year 4 Pupil Premium pupils went to camp. 6/6 Year 5 Pupil Premium children went to camp. 12/13 Year 6 Pupil Premium children went to camp. Any children who did not go to camp chose not to do so for reasons that were not financial.</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 in 2019 – 2020.</p> | £4505 |

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| C and E Children are able to talk part in the opportunities available to them enabling any financial or aspirational barriers to be removed. | <p>Parents of Pupil Premium children can use up to £100 of their funding 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>Some funding is also allocated to enable us to respond to individual need.</p> | <p>Children have taken part in all the extra-curricular opportunities that they would like to do and are not prevented from doing so by financial barriers.</p> <p>So far, this has been taken up by 65 / 70 of the parents of our Pupil Premium children and the others have been encouraged to do so.</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 in 2019 – 2020. | £7800 |
| Total Budgeted Cost | | | | £22654 |

| 6. Planned Expenditure | | | | | |
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| Academic Year | | 2019 – 2020 | | | |
| 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 programme including mentoring, working alongside experienced teachers, pedagogical support, additional training and the Cornwall Teaching School NQT programme. | 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. | 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. | | Teaching Assistants: CPD sessions delivered by an experienced, specialist teacher. Feedback from TAs and teachers. | MH CW | Teaching Assistants: Following training and through PM. |

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| <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. 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. 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. This year, the % reaching the Year 1 Phonics screening pass mark has dipped to 70%, identifying this as a focus area.</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 Key Stage 1 team will take phonics as their focus for their teaching and learning project. The English Lead will have 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 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>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 to work together to ensure the role is effective.</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> |

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| | <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>Having analysed our end of key stage results in 2019, it is clear that the majority of pupils who did not reach 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> | | | |
| Total Budgeted Cost | | | | | £2909 |

| ii. Targeted Support | | | | | |
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| 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 section for 2018 – 2019 in this document 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 have made accelerated progress in Writing (including 5/5 Pupil Premium) and achieved the Year 6 expected standard and 9/12 achieved this in Reading. None of these children had been working at age-expected standards at the end of Year 5 in either Reading or Writing. 11 out of 12 children receiving 1:1 and small group teaching in Maths made accelerated progress (including 5/5 Pupil Premium) and achieved EXS for Maths. 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>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>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> |

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| | | 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. | | | | |
| A Pupils, including those in receipt of the Pupil Premium, develop detailed knowledge and skills across the curriculum and achieve well. 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. | TA 1:1 and Small Group Interventions: These interventions are delivered as soon as possible after the point of identification to provide rapid support. Phonics: TA-led intervention enables children to close gaps in their phonics knowledge as soon as they appear. Reading University: The Reading University programme accelerates progress in reading for targeted children. | 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. 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. 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. Our own evidence (primarily from feedback from pupils, TAs and teachers) is that this intervention is much more effective when delivered 1:1. Phonics: Our Phonics provision (including our small group and individualised interventions led by TAs) is regularly and has been praised by a County advisor and has, historically, proven to be very effective where it is delivered regularly. Please see the Impact section of the 2018 – 2019 strategy above for further details. 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. | TA 1:1 and Small Group Interventions: Ongoing review of pupils’ needs and progress between TAs and class teachers. Use of achievement data and children’s work to frequently check whether interventions are working and make adjustments accordingly. Regular assessment and moderation. Data progress meetings. Pupil conferencing. Phonics: External audit of Phonics provision. Regular monitoring of teaching, interventions and assessments by English Lead. Reading University: Regular discussion between the English lead, class teachers and those delivering the programme. | CW COR JD BC AP | TA 1:1 and Small Group Interventions: Daily review of who is receiving intervention and what this needs to be. Formal review with termly pupil progress meetings. Phonics: Ongoing and specifically at the end of each term. Reading University: Formal review at the end of each programme (every eight – ten weeks). | |
| A and B EYFS Ensure that the EYFS curriculum provides no limits or barriers to the children’s achievements, regardless of their backgrounds, circumstances or needs. Accelerate progress for Pupil Premium children in the EYFS, in relation to their individual needs. | 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. 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. Social and Emotional Support: | 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. 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. 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. 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. | Personalised Intervention: Ongoing assessments by the EYFS team led by the EYFS lead who is a County moderator. Speech and Language: This provision is reviewed regularly alongside the SENDCo, class teacher and Speech and | KH YD KH HH SMc SMc | Personalised Intervention: Ongoing Formal review at termly Pupil Progress meetings Speech and Language: Regular monitoring of progress. Termly SENS meetings. | |

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| <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>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: Reception and Year 1 teachers work closely together to increase children's independence in the Summer term and provide a more EYFS-like approach for those children who need this during the Autumn term. Transition arrangements have been increased to enable children to meet their new teacher and spend time in the Summer term, enabling them (and their parents) to feel ready for the changes. We continue to develop the Year 1 outdoor space, ensuring opportunities are built in to develop key areas (eg Communication and Language, PSED). We take note of best practise and training attended to further develop Year 1 pedagogy and practice, particularly during the Autumn Term.</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.</p> <p>Our Early Years Pupil Premium document, which details how we spend Pupil Premium for those children in our Nursery setting, is available separately.</p> <p>Social and Emotional Support: See below.</p> | <p>Language therapists.</p> <p>Transition: Regular review by the EYFS and KS1 team leaders.</p> <p>Social and Emotional Support: See below.</p> | <p>KH JD</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> |
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| <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. 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>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>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.</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 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>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>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> | <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 headteacher as necessary.</p> |
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| | We also buy into specialist behaviour support for those children in need of this. | 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. | | | |
| Total Budgeted Cost | | | | | £67418 |

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? |
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| 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 the rigorous monitoring systems on a monthly basis.</p> <p>The Headteacher and Parent Liaison officer to work directly with parents of children whose absence is causing concern.</p> <p>Continue to work closely with the EWO service in tackling 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>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>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>Effective liaison with EWO about existing absence issues.</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> | MH YD | <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 and D The school provides high-quality support for pupils including a Breakfast Club. | <p>To provide an opportunity for pupils to eat breakfast in school which is free for Pupil Premium pupils who may also attend pre-school clubs at no cost.</p> <p>To provide a social start to the day with opportunities for interaction with staff and their peers through a Breakfast Club.</p> <p>Where attendance or punctuality is an issue, parents are directly approached and encouraged to use Breakfast Club for their children.</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>We also use the Breakfast Club to further support our attendance initiative as attendance amongst Pupil Premium children is an area we continue to actively address.</p> <p>The number of children attending our Breakfast Club has increased and we know that it is of great value to all those parents who use it.</p> | <p>Regular meetings between MH and Breakfast Club staff to discuss provision, attendance etc.</p> <p>Pupil conferencing.</p> <p>Parent consultation on provision, requirements etc.</p> | MH | Ongoing and as needed. |
| 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>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> | CW TB LA MH | <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> |
| C and E The curriculum is designed to give all pupils, especially | <p>Continue to provide a range of arts-based activities and to look to extend this further where possible, ensuring that children</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>Pupil Premium case studies</p> | CW COR KH BC | As opportunities arise but especially as part of termly planning days. |

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| <p>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>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>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>Termly reviews of Pupil Premium children</p> <p>Planning and evaluation form</p> | | <p>Music / Art Leaders review annually.</p> |
| <p>C and E</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>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>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>School office staff hold records to ensure money is used and reminds parents if this 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>VG AS</p> | <p>Ongoing and June / July annually</p> |
| Total Budgeted Cost | | | | | £21301 |

7. Additional Detail

Additional information used to inform the statement above.

Pupil Premium Data 2017 – 2018 and 2018 – 2019.

Pupil Premium Planning and Evaluation Outline for 1:1 Teacher-led Intervention (Year 6) 2016 – 2017.

Pupil Premium Planning and Evaluation Outline for targeted Year 6 English Group 2017 – 2018.

Pupil Premium Planning and Evaluation Outline for social and emotional support 2018 – 2019.

Confidential Pupil Premium Data Analysis 2017 – 2018 and 2018 – 2019.

Pupil Premium Progress and Achievement Data 2017 – 2018 and 2018 – 2019.

Individual Case Studies.