**Pupil premium strategy statement report for the year 2019/20**

**St Wenn School**

**The terms of the grant are very broad and merely state:**

**‘The grant may be spent by maintained schools for the purpose of the school; that is to say for the educational benefits of pupils registered at that school, or for the benefit of of pupils registered at other maintained schools and on community facilities, for example services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated’.**

**The grant is allocated in two parts which are:**

* **Pupil premium for pupils known to be eligible for free school meals (FSM) in any of the previous six years and service children in mainstream schools**
* **Pupil premium for looked-after children and pupils eligible for FSM in any of the previous six years in non-mainstream settings.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | St Wenn | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | £12,100  (£1,320 per PP pupil £2,300 PP+ - PLAC pupils) | **Date of most recent PP Review** | July 2019 |
| **Total number of pupils** | 72 | **Number of pupils eligible for PP** | 5 FSM + 2 PP+ (PLAC) + 3 Services | **Date for next internal review of this strategy** | January 2020 |

|  |  |  |
| --- | --- | --- |
| 1. **Current attainment – 2018/19 results on exit (KS2 SATS outcomes)** | | |
|  | *Pupil premium* | *Non pupil premium* |
| **Average standardised score maths KS2** | 96 | 104 |
| **Average Standardised score in reading KS2** | 108 | 113 |
| **Average Standardised score in writing KS2** | 96 | 110 |
| **Achieved EXP reading, writing and maths KS2 combined** | No | Yes |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | Gaps in learning of disadvantaged children mean that they are not all achieving age related expectations/their full potential across the curriculum | |
|  | | Social, emotional and behavioural difficulties affect wellbeing and therefore progress/ learning behaviours | |
| **C.** | | Specific individual needs of individuals (SEND) | |
| **D.** | | Attendance and Punctuality | |
| **E.** | | Lack of parental expectations, engagement and commitment eg support with reading at home, homework, readiness for school and attendance of meetings. | |
| **F.** | | Some children are missing out on cultural experiences effecting attitudes towards equality and diversity. This is directly linked to rural setting/ lack of transport/parents attending work. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)*  *Please see section D which addresses attendance and punctuality concerns across the school* | | | |
| 1. **Desired outcomes – nature of support and links to SDP action points/OFSTED report action points** | | | |
|  | ***Intent and Implementation*** | | ***Success criteria / Impact*** |
| **A.** | Reduce the attainment gap of pupils deemed to be disadvantaged in reading, writing and maths with this evidenced through outcomes across the curriculum.  Teaching assistants to support other children in the class allowing the teacher to work with PP children so that the children receive high quality teacher support to meet their needs and support progress within the classroom setting.  Teaching assistant or teacher used to release a member of staff with particular expertise eg able, gifted and talented maths provision to give specialist support to ensure good progress for all disadvantaged children including those most able disadvantaged.  SDP/OFSTED action points:  Leadership and management – Governor monitoring activities focus on precise gains in pupils’ knowledge, skills or understanding and align more closely with the priorities set out in the school development plan and training for staff.  -PP governor appointed who holds HT to account and reports on what is in place for PP children, the impact of interventions in place and the progress they are making to FGM termly  SDP Target area 1 – Quality of Education | | \*All pupils eligible for PP make more progress than ‘other’ pupils - this may apply to children working towards GDS. Measure half termly by teacher assessments/ termly through Rising Stars formal assessment materials. Progress reviewed with targeted actions (SEND folder). Case studies track pupils who are not making this progress. |
| **B.** | Social, emotional and behavioural needs are identified and action is taken to best support outcomes of children.  Children have increased confidence in their own ability to achieve.  SDP Target area 2 – Behaviour and attitudes  SDP Target area 3 – Personal development | | \*Children making expected or better progress, closing the gap/reaching their potential across the curriculum.  \*Self-esteem and motivation improve thus enabling a positive approach to learning and risk taking.  \*More resilient learners are able to challenge and overcome barriers to learning.  \*incidents of inappropriate or concerning behaviour are reduced.  \*Increased engagement and participation in class.  \*Improved relationships with peers. |
| **C.** | Children with specific or individual needs are supported effectively  Pupil grouping, resourcing and opportunities are made with consideration for PP children to meet their needs.  Specific and focused groups for PP pupils enable all pupils to have their needs met. Bespoke personalised learning.  1:1 support where appropriate  SDP Target area 1 – Quality of Education | | \* Children making expected or better progress, closing the gap/reaching their potential across the curriculum.  \*Early intervention provides appropriate support  \*Whole school ‘Trauma Informed School’ approach is promoted and best supports the needs of individuals with specific barriers.  \*1:1 action plans (Education Health Care Plan / Asses, Plan, Do, Review) are in place to support the individual needs of children. |
| **D.** | Overall attendance and persistent lateness of a small core of PP children  Leadership and management – Governor monitoring activities focus on precise gains in pupils’ knowledge, skills or understanding and align more closely with the priorities set out in the school development plan and training for staff.  Attendance governor appointed who holds HT to account and reports on attendance and punctuality to FGM termly  SDP Target area 1 – Quality of Education | | \*Attendance and lateness data will show consistency in punctuality (SIMS).  \*Pupils attend school for introduction to the first lesson and are ready to learn.  \*Pupils’ knowledge and skills ‘close the gap’ /potential outcome is achieved by the end of the year and shows them making progress in line or better that non-disadvantaged pupils. |
| **E.** | Relevant intervention and support is put in place to enhance children’s academic, social, emotional and behavioural well-being. Use of Trauma informed schools training and Emotional first aid to address and support children with social, emotional and mental health needs. This supports emotional health and progress in school as part of lifelong learning.  Fresh fruit and vegetables freely available for all children at playtimes and at lunchtimes. As drive for healthy eating ensuring that all children eat fresh, raw fruit/vegetables daily. The impact of this is that children ask for it at home and are thus developing the habit of making healthy choices at home as well as at school.  Extra individual reading time in school to ensure that children are not disadvantaged if parents/carers do not read with them at home.  SDP Target area 3 – Personal development | | \*Pupils arrive at school having had breakfast (or attend breakfast club) and are prepared for learning.  \*Behaviour plans are in place if necessary. These are shared, agreed and followed by all staff and parents. They lead to evidenced impact in readiness to learn.  \*APDR in place if appropriate, and pupil included on Record Of Need.  \*Identified parents attend relevant meetings (eg parent consultations/ SATS/ School trips and residentials) and say that they are included and informed.  \*Pupils read regularly and their reading record is signed. if necessary, time is allocated for this at school. Children read a wide variety of books with fluency and talk positively about their reading experience and why reading is important.  \*Homework is completed to expected standard either at home or, if necessary, time is allocated for this at school. Homework is relevant and parents, pupils and staff value it.  \*Families are appropriately supported by school staff/external agencies and progress is made to all targets set. Communication is good and targets relevant and show impact. |
| **F.** | Opportunities for PP children to participate in a range of cultural activities is increased. Funding supports clubs,, keyboard and guitar tuition, swimming and specific events and opportunities for PP pupils including residentials.  Cultural events and experiences are a focus of school planning. This ensures that all children receive extracurricular activities to support cultural knowledge and understanding.  SDP Target area 2 – Behaviour and attitudes | | \*All children have a rich diet of extracurricular activities which broadens their experience and expands their understanding of their own culture, other cultures and Equality and diversity. This is the foundation of their leaning. Pupils, parents and staff talk about these experiences and why they are valued. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2019/20** | | | | |
| 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. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| B Social, emotional and behavioural needs are identified and action is taken to best support outcomes of children.  Children have increased confidence in their own ability to achieve.  Addressing concerns across the school ensures a universal approach balances the personalised one.  Increased personalised learning for maths and English  All staff – teaching and non-teaching- have high expectations of what pupils can achieve | Behaviour and wellbeing policy is reviewed and shared with all staff and reflects practice.  Pupil voice assembly every available Monday  Children are identified and all staff alerted to actively support positive approach to learning and social interaction throughout the school day  Children identified are given leadership roles related to their strengths  Children identified are encouraged to participate in after school clubs  Children are tracked through A Day in The Life of…where intervention lead observes a child throughout the day focusing on basics eg contributing to class discussions, time on/off task, interaction in the playground,  Parental involvement and communication with parents focuses on achievement and successes.  New school website is up to date and in use. This includes FAQ, weekly newsletter, policies and events.  Curriculum information, spellings, homework  Open door policy across the school so that parents and carers can contact staff quickly.  Midyear parent survey  LPA focus on resilience, perseverance and avoiding distractions, resourcefulness, reasoning and reflection  Children are actively  Encouraged to participate in class and take part in constructive and co-operative play.  CPD in vocabulary and spelling – specifically in developing vocabulary across the curriculum and number talk  Regular monitoring  Effective marking and feedback  Parent workshops on vocabulary development and number talk  Referrals to outside agencies for support where necessary | Inclusion of all in reviewing school approach to behaviour and wellbeing.  Pupils will actively support ethos of school when they are consulted, acknowledged and listened to.  Evidence through pupil conferencing reports and ‘A Day in the Life of…’ reports. SEND folder.  Identifying individual children and encouraging them to take an active, positive part in school life leads to positive approach to learning and is reflected in outcomes. Evidence in data folder.  APDR reviews show targeted support is having an impact on pupils’ attitude and readiness to learn. Evidence in SEND folder  Evidence in outcomes to action points resulting from ‘A Day in the Life of…’ report which identifies barriers to learning. Evidence in SEND folder  Parents talk about improved attitude to learning. Evidence in SEND folder  Evidence in Performance management folder – lesson observations with PP focus and SEND folder - pupil conferencing.  LPA improves readiness and approach to learning by valuing these skills and teaching them explicitly  Evidence in Performance management folder – lesson observations with PP focus and SEND folder - pupil conferencing. | Governors monitor policy reviews and attend assemblies/feedback to HT  Monitoring of children and pupil conferencing shows positive approach to school and learning  Achievers’ assemblies celebrate successes  Children talk about their roles and successes  Monitoring shows barriers are identified and are addressed. This has an impact on self-esteem and social interaction/readiness to learn  Impact is demonstrated through positive parental involvement. Parents say they are included and informed, and that their opinions are listened to.  Lesson observations and pupil conferencing show children understand and can explain these concepts and how they apply to themselves and their learning  Lesson observations, Book scrutinies and pupil conferencing show wider variety and precision of vocabulary choices and confidence in number talk and reasoning.  Increased attendance in parent workshops. Feedback in parent questionnaires and in response to workshops. | SB  TC  SB  Teachers  Support staff  Dinner staff  LW  SB  SB  Class teacher | January 2020  January 2020  January 2020  Parent consultations in October and February  January 2020  January 2020 |
| **Total budgeted cost** | | | | | £2,000 |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| A Reduce the attainment gap of pupils deemed to be disadvantaged in reading, writing and maths with this evidenced through outcomes across the curriculum.  C. Children with specific or individual needs are supported effectively  Pupil grouping, resourcing and opportunities are made with consideration for PP children to meet their needs.  Specific and focused groups for PP pupils enable all pupils to have their needs met.  1:1 support where appropriate (PLAC children)  E Relevant intervention and support is put in place to enhance children’s social, emotional and behavioural well-being.  F Opportunities for PP children to participate in a range of cultural activities is increased. | PP governor appointed to monitor implementation and impact.  PP children to be focus on monitoring visits.  PP children to be focus of case studies if expected outcomes do not match intent.  PP children to be a focus for regular pupil conferencing.  PP children are named on planning so that all adults know who they are and can target appropriately during lessons.  PP children to receive targeted interventions for identified gaps in learning and misconceptions.  Interventions are tracked and monitored by intervention lead, overseen by HT.  PP children to be encouraged through collaborative learning and celebration to ensure high levels of success are acknowledged  Spelling reward system to be introduced across the school - this has been identified as a weakness in PP children and non-PP children. PP pupils monitored weekly.  Intervention is in place and APDR reports complete for children where appropriate. This may take the form of Quality first teaching, resources, in class group work, intervention or 1:1 support.  Whole school TIS approach supported by trained TA  Regular review of ‘additional to’ and ‘different from’ provision to reflect priority areas based on termly assessments of gaps and strengths  Intervention lead teacher employed 1 day/week  Identify targeted intervention  Develop restorative approaches and focus on positive behaviour Staff training  APDR where appropriate  Monitor consumption of breakfast  Follow up if parents miss meetings and consultations  Reading at home and homework monitored and parents involved in promoting and sustaining this.  Mental health training/Trauma training (DP and JW)  Staff meeting time allocation  Funding made available to support PP children attending all workshops and visits/residentials.  Funding supports clubs, swimming and specific events and opportunities for PP pupils  Cultural events and experiences are a focus of school planning  Keyboard and guitar lessons offered to all PP children | Evidence through governor reports (Governor folder). Governor monitoring challenges systems and outcomes thus ensuring that these are implemented and impact is evidenced. PP governor reports in termly FGM meeting on progress of PP children and challenges are recorded in minutes  Evidence through case studies (SENDCO folder). These identify patterns and help to explain gaps in learning which can be rectified through Quality first teaching/intervention.  Evidence through governor/teacher reports (Governor folder) Pupils explain their learning/reasoning/barriers to learning.  Evidence in planning folders  This ensures that all staff (including supply cover) are rigorous in targeting PP children  Evidence in SEND folder. Rigorous tracking ensures impact.  Impact of support staff is monitored  Evidence through outcomes in termly formal assessments and pupil progress reports. More PP pupils are achieving ARE when compared with ‘other pupils’ (100%). Children with potential for GDS achieve this. Pupil progress is better than ‘others’.  Pupil conferencing demonstrates positive approach to learning, resilience and risk taking/learning through mistakes.  Evidence through outcomes in termly formal assessments and pupil progress reports. Children talk of the importance of correct spelling and the value of editing in pupil conferences.  Evidence in SEND folder. Performance Management folder  Focused and carefully planned intervention and support addresses barriers to learning.  Evidence in data folder and SEND folder  Evidence in performance management folder - Lesson observations and learning walks show that pupils are ready to learn at the start of the day.  Increased awareness and knowledge to support and improve outcomes for pupils with anxiety and low emotional resilience  Early identification of pupils needing counselling support  Evidence from teachers – parent consultations and attendance at meetings.  Evidence in reading records and homework books. Targeted reading and homework enhances earning and ensures practice and fluency.  TIS training is embedded in culture of school. Evidence in conversation with children and observation throughout the school day  Evidence in data folders and childrens’ writing (class books)  Children explain and can articulate the positive benefits of increased openness to a wider variety of experiences. Communication skills and social skills are enhanced through activities beyond the curriculum  Outcome evident in writing progress  Evidence through pupil conferencing and lesson observations  Enjoyment. Development of communication skills, coordination concentration, listening, self-expression and confidence. | Regular monitoring of classroom practice.  Governor challenge  Case studies are carried out in the Autumn term and targets set. Action points are reviewed termly.  Monitoring of planning  Monitoring of APDR  Monitoring of outcomes  Monitoring of interventions and outcomes  Book scrutinies  Lesson observations  Pupil conferences  Data and pupil progress reports  Planning identifies groupings and TA support  Lesson observations show impact of groupings/1:1 support in class or as intervention group.  Mappix and assessment outcomes show accelerated progress  Mappix and assessment outcomes show accelerated progress  Ensure identification of target pupil is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.  Pupil conferencing reflects children’s understanding with regard to making informed choices about healthy choices and mental wellbeing.  Book scrutiny  Lesson observations  ‘A Day in the Life of…’ studies show identified PP children are developing in communication and social skills, confidence and recognition of benefits of diversity  Lesson observations demonstrate impact on listening, self confidence in contributions in lessons and group work | SB  CF  SW  Newly appointed governor  LW  SB  SB  SB  LW  SB  CF  SB  LW  Teachers  SB  LW  MC – wellbeing champion  SB  SB  CF | January 2020  January 2020  January 2020  January 2020  January 2020  January 2020  January 2020  March 2020 |
| **Total budgeted cost** | | | | | £9,000 |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| D Small core of persistent late PP children shows 100% on time.  Overall attendance remains in line or above national expectations (at present 95.8%) | Attendance and punctuality governor to be appointed  Parent meet to clarify importance of arriving on time for the benefit of that child’s readiness to learn and the avoidance of distraction for the other children in the class.  Letter on school website advising parents of the laws surrounding school holidays  Unauthorised holidays are G coded and letters go out to parents explaining the consequences. Where necessary county is informed and EWO involved  Letters to parents where attendance the previous year was below 90%. To be monitored closely and, if drops again, attendance meeting called.  Verbal reward for consistent punctuality  Intervention needed for catch up when children are late | Increased punctuality promotes better learning outcomes and a more positive attitude towards learning.  Parents have renewed understanding of the importance of punctuality and work with teachers and children to sustain this.  Need for intervention is reduce as children are in school for introduction of lesson. Less disruption to class  Evidence through SIMS  Punctuality essential to learning as the start of lesson is intense and knowledge, inspiration or assessment focused.  Essential for clarity of instructions which if relayed after the whole class introduction may lack the stimulus. | Class teacher to monitor and record punctuality daily and summarise half termly.  Mappix and assessment outcomes show accelerated progress | SB  Teachers  Secretary | Half Termly  December data drop and pupil progress meeting |
| **Total budgeted cost** | | | | | £1000 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2018/19** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated 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 Reduce the attainment gap of pupils deemed to be disadvantaged in reading, writing and maths so that 100% reach ARE in all three subjects. | Intervention. 1:1 support in lessons/intervention/  targeted catch up  Pupil conferencing  Spelling focus  ‘Maths of the Day’ purchase  Thrive training | **Intervention lead teacher supported across the school –** Y6 SATS 100% children achieved EXS in reading and SPaG /80% in maths and writing.  Y2 SATS maths and reading 91% /67% in writing | We will continue with this approach with a focus on spelling (see SDP) and editing in writing.  Approach has led to positive outcomes so, in addition to quality first teaching, we will continue targeted interventions.  Mental wellbeing Champion appointed to support individual needs and also identify children to focus on for case study / ‘A day in the life…’ to track and identify more closely areas of need.  Approach has led to positive outcomes so, in addition to quality first teaching, we will continue targeted interventions.  Outcomes in KS1 clearly again show school focus to be spelling, grammar and writing (see SDP) | £3,000 |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated 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** |
| B&C Social, emotional and behavioural needs are  Identified and action planned to best support outcomes.  D. Access to learning for PP pupils is enhanced as emotional needs are met and supported. Children have increased confidence in their own ability.  E Relevant intervention and support is provided to support children’s academic, social, emotional and behavioural well-being  F Children attend all cultural events and take up opportunities  G Targeted intervention – Maths mastery | Deployment of support staff  Targeted intervention  Introduction of restorative approach  LPA training  Headstart/TIS training  Staff meeting time to lead change  Funding made available to support PP children attending all workshops and visits/residentials.  Deployment of support staff | 100% attendance at parent meetings and all PP children attended residential in KS2. All offered support in financing this. 1 child decided at the last minute to join the residential due to PP funding.  All children attended a variety of workshops and visits through this academic year including the arts, drama, sport, historical property, local woods…  Maths progress is very good across disadvantaged pupils | Monitoring and personalised tracking of children who remain a concern  Although LPA has been introduced and British Values are threaded through the curriculum, this is not yet embedded and remains a focus for the coming year. CPD and more emphasis on use of displays, assemblies which is evidenced through lesson observations and pupil conferencing focusing on identified PP children and PLAC  Need for wider diversity of visitors and choice of trips including different religions  Ongoing (see SDP) | £8,500 |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated 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 Small core of persistent late PP children shows 100% on time. | Individual meetings with parents and targets set  Intervention needed for catch up when children are late |  | Ongoing monitoring | £500 |
|  |  |  | **Total Budgeted cost** |  |

|  |
| --- |
| 1. **Additional detail** |
| Pupil premium budget of £7,200 for 2017/18  Pupil premium budget of £12,000 for 2018/19  Pupil premium budget of £12,100 for 2019/20 |