

1. Summary information

School	Lanlivery Primary School				
Academic Year	2019-2020	Total PP budget (3 terms)**	£7840	Date of most recent PP Review	
Total number of pupils (incl UFS)	68	Number of pupils eligible for PP	5	Date for next internal review of this strategy	January 2020 April 2020

** Including post-LAC (adopted) children

Pupil Premium Impact 2019-2020

Predicted outcomes for Pupil Premium pupils in year 6 were at least expected in all areas and greater depth in maths. Pupil in year 2 were on track to make expected progress from EYFS pupil's were emerging in EYFS were predicted to achieve working towards, pupils achieving expected were on track to achieve expected. All pupil premium pupils (except one in Year 4 writing) made expected progress up to April of at least 2 points progress in reading, writing and maths. Pupil premium pupils in year 2 made accelerated progress in maths with over 3 point progress made in two months. New target books used by all pupil premium pupils showed children achieving small steps in progress every half term. Target books allowed parents to be more involved in pupils progress as they were aware of their targets every half term. Pupil in year 2 who had not achieved the phonics screening result in year 1 made good progress in phonics (up to April) and were now secure in all of phase 2 sounds and most of phase 3 with good progress in blending seen. Pupil premium pupils had greater attendance than non-pupil premium 97.9% compared to 96%. Additional forest school intervention and ELSA sessions showed pupils were becoming more engaged and focused in lessons. Pupil premium pupils engaged in a range of extra-curricular clubs and activities. 80% of pupil premium pupils participated in sporting competitions increasing confidence and resilience.

1. Current academic outcomes

	School 2019			National 2019		
	PP	NPP	Diff	PP	NPP	Diff: Sch PP - Nat NPP
EYFS - % reaching Good Level of Development 2018-19 (1PP, 5NPP)	0%	80%	-80%	%	%	%
% achieving the threshold 32/40 to pass the Phonic Screening test (Yr1) (1 PP, 5NPP)	0%	40%	-40%	70%	84%	-70%

KS1 - % reaching expected standard 2018-19 (0 PP, 8 NPP)						
Reading	-	88%	-			NA
Writing	-	75%	-			NA
Mathematics	-	88%	-			NA
R, W & M	-	75%	-	NA	NA	NA
KS2 - % reaching expected standard 2018-19 (2 PP, 6 NPP pupils)						
Reading	100%	71%	+29%	58.2%	77.4%	+41.8%
Writing	100%	71%	+29%	65.5%	81.7%	+34.5%
Mathematics	100%	100%	0%	61.6%	80.8%	+38.4%
GPS	100%	86%	+14%	59.5%	78.2%	+40.5%
R, W & M	100%	63%	+37%	45%	67.2%	+55%
KS2 - Average Scaled Score 2018-2019						
Reading	106	106.6	-0.6	101.2	105.1	+4.8
Grammar, Punctuation and Spelling	105	104.4	+0.6	102	105.6	+3
Mathematics	107	105.1	+1.9	101.5	104.9	+5.5
KS2 – Average Progress Score 2018-2019						
Reading	2.31	3.83	-1.52			
Writing	0.54	-2.44	+2.98			
Mathematics	1.91	-0.12	+2.03			

Identifying Potential Barriers to learning for Disadvantaged Pupils (ie not necessarily present for all PP pupils)

Barriers	A - separation/ bereavement
Desirable Outcomes	Children physically and emotionally ready to learn each day Children have strategies to support their feelings associated with bereavement and separation
Barriers	B - self-esteem and self-worth
Desirable outcomes	Children's self-belief increases and believe they can achieve and succeed

	Children can identify what makes them special/ what they are good at Children believe they are capable and can achieve
Barriers	C - SEND
Desirable outcomes	All PP pupils including ones with SEND make at least the expected progress in reading, writing and maths (3 points) Pupils understand what they need to do to make progress Pupils meet their half termly targets set by their teacher and feel a sense of achievement

2. Planned expenditure					
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					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	Intended impact/Actual impact

<p>PP children to make at least expected progress in reading, writing and maths (C)</p>	<p>Literacy and Maths leads work alongside leads across trust to share best practice. Invite leads in to support and develop practice</p> <p>Additional training for teachers and support staff to support pupils with particular needs/ SEND (£1000)</p> <p>Work with Kernow literacy Hub to audit current provision – particularly in reading and phonics</p>	<p>Quality first teaching with teacher clarity and quality feedback can have the biggest impact (Visible learning effect scores: 0.75 – nearly two years progress) Early intervention – 0.47 effect</p> <p>Staff who receive additional training have run higher quality interventions – maths key skills etc and pupils have made expected progress as a result.</p>	<p>Regular meetings to share training/ support received</p> <p>Classroom monitoring</p> <p>Audit of support staff skills</p>	<p>Head</p> <p>Head</p> <p>Head</p>	<p>All pupil premium pupil make at least expected progress</p> <p>Jan – PP pupils made an average of over 1 point progress in reading and maths. All years made at least expected progress in writing – except year 4.</p> <p>April – All pupils made an average of at least 2 points progress in reading and maths. All years (except year 4) made average progress in writing. Year 4 have made average progress in writing since January. PP have made particularly strong progress in maths in year 2.</p>
budgeted cost					£2700
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	Intended impact/Actual impact

<p>Children manage feeling and reactions (A)</p>	<p>ELSA (emotional literacy support assistant)</p> <p>DP to continue to attend network meetings with ELSAs in area to share best practice</p> <p>(£2140 ½ day extra per week TA to run interventions)</p> <p>Additional forest school sessions for individuals and groups to build learning skills (£1000)</p>	<p>50% of PP children have been affected by the bereavement, separation or significant life changes or have high mobility</p> <p>EEF states – metacognition and self-regulation activities could add +7 months</p> <p>ELSA intervention in previous year proved to support PP pupils to make improved progress from the previous year</p> <p>Pupils want to take part in sessions and improves their attitude – EEF outdoor adventurous learning +4 months</p>	<p>Carry out baseline assessments of children (Sept)</p> <p>DP to attend regular updates</p> <p>Monitored by head/ SENCO and education psychologist</p>	<p>Head</p>	<p>Baseline and end assessments/ pupil questionnaires show a shift in understanding mood/ emotions for the 50% PP children</p> <p>Children on task quicker and for longer – class observations</p>
<p>Children understand targets and make progress C</p>	<p>All PP pupils will have target book with targets set by the pupil and teacher. This will be reviewed half termly.</p> <p>Booklets shared with parents to support pupils with learning at home (£0)</p>	<p>The effect score for children's expectation of themselves is 1.44 (around 3 years progress). If children understand how they can learn they will be able to have higher expectations of themselves.</p>	<p>Head of school and SENCO will review target books</p> <p>Target books sent home 1st week of every half term</p>	<p>Head</p>	<p>Jan – Target books in place. Pupils have had targets set half termly. PP using target books have achieved at least 2/3 targets set so far.</p> <p>April – Target books have continued to be used. Children have maintained their level of success of achieving at least 2/3 targets set</p>

<p>PP children make at least expected progress in maths</p>	<p>1:1 support for pupils on key skills in maths (£1500 – TA/ teacher time)</p> <p>Use of iPads and Apps to engage and develop fluency and recall (£200)</p>	<p>EEF states 1:1 tuition can +5 months progress. Use of digital technology +4 months</p> <p>Last year pupils in year 6 reached expected standard in all areas and progress in line with peers or better as a result of 1:1 tuition/ support</p> <p>60% of PP are below age expectations</p>	<p>Pupil progress meetings half termly to review progress</p> <p>Interventions/ 1:1 observed by head of school to check quality</p>	<p>Maths coordinator</p>	<p>Data shows at least 3 points progress</p> <p>Jan – Maths progress is expected in all year groups for PP</p> <p>April – Progress expected in all age groups – above expectation in year 2</p>
<p>Children to make expected progress in reading (C)</p>	<p>Access to better range/ quality of text – Member of Cornwall Education Library Service (£500)</p> <p>Work with Kernow literacy hub to carry out an audit in to our current provision</p> <p>Update reading scheme</p> <p>Regular 1:1 reading for targeted children (£500)</p>	<p>80% of PP below ARE, 20% PP were achieving above in EYFS and KS1.</p> <p>Focusing on phonics and mastering it could lead to +4 months progress (EEF)</p>	<p>Allocate staff to hear particular pupils</p> <p>Record reading in diaries – Literacy lead to monitor reading diaries</p>	<p>Literacy coordinator</p>	<p>Data shows PP making expected progress (3 points)</p> <p>Jan – reading progress is expected in all year groups for PP</p> <p>April – Progress expected in all age groups – above expectation in year 2</p>
<p>Pupils in year 1 and 2 to achieve the phonics screening standard</p>	<p>Additional phonics teaching (£800)</p>	<p>Reading is a fundamental skill for all learning and master phonics is key to this - Focusing on phonics</p>	<p>Phonics observations (October 2019)</p>	<p>Literacy lead</p>	<p>Half termly data shows pupils are able to confidently recall and use a wider range of sounds</p>

	<p>Half termly monitoring and assessments to track progress carefully (£0)</p> <p>Use of ICT/ Apps to revisit and apply phonics learnt and to engage learners (as above)</p> <p>Use of additional forest school to practice phonics and engage reluctant learners, particularly boys (as above)</p> <p>Ensure classes are following a consistent phonics approach (£0)</p>	<p>and mastering it could lead to +4 months progress (EEF)</p>	<p>Phonics tracking half termly</p> <p>Monitor phonics in outdoor environment</p>		<p>Jan – Closer monitoring of phonics in place. Tracking sheets being used. Visit from Kernow Literacy Hub to review approach to phonics</p> <p>April -</p>
budgeted cost					
iii. 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	Intended impact/Actual impact

Pupils are fully engaged in school and have the same opportunities as other pupils	Support pupils in attending additional activities – after school clubs, trips, residential	Socio economic status can have 0.52 effect for children, children may have a lack of experience and lack of opportunity.	Work with pupils and families to offer support where needed	Head of school	April – Pupils have participated in a range of activities in school and out of school including trips and sporting events – building their confidence, self esteem and opportunities
budgeted cost					
Total budgeted cost					

This plan will be reviewed at the end of term, taking into account the progress of pupils, their wellbeing and opportunities for further support to be implemented.

*Money has been set aside from the total budget to finance the introduction of strategies and support programmes for PP pupils in January. These support programmes include literacy and maths based resources that will enable disadvantaged pupils to diminish the difference between themselves and non-disadvantaged pupils.