

Due to the rapidly changing situation caused by the COVID-19 pandemic, the detail in this Pupil Premium strategy is subject to review. Our use of the funding will be adapted to meet students' needs as they arise, whilst maintaining where possible the principles outlined in this document.

We have drawn on these publications from the Children's Commissioner and the Education Endowment Foundation:

<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/04/cco-tackling-the-disadvantage-gap-during-the-covid-19-crisis.pdf>

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/>

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf)

We will continue to follow guidance and advice from relevant bodies as it emerges, in consultation with other stakeholders.

### 1. Summary information

<b>School</b>	Pelynt Primary Academy				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£24,210	<b>Date of most recent PP Review</b>	11.09.20
<b>Total number of pupils</b>	90	<b>Number of pupils eligible for PP</b>	27	<b>Date of impact review</b>	December 2020

### 1. Current academic outcomes

	School 2020			National 2019		
	PP	NPP	Diff: Sch PP - Nat PP	PP	NPP	Diff: Sch PP - Nat NPP
<b>EYFS - % Reaching Good Level of Development 2020-21</b>	%	%	%	57%	74%	-17%
<b>% that achieved the threshold 32/40 to pass the Phonic Screening test (Yr1) (4 Pupils)</b> <b>Based on Spring assessment – on track</b>	50%	100%	-50%	72%	85%	-13%
<b>KS1 - % Reaching Expected Standard 2019-20</b> <b>Based on Spring TA~ on track</b>						
Reading	50%	89%	-39%	62%	79%	-17%
Writing	33%	100%	-77%	55%	74%	-19%
Mathematics	33%	78%	-45%	63%	80%	-17%
<b>KS2 - % Reaching Expected Standard 2019-20</b> <b>Based on Spring TA~ on track</b>						
Reading	75%	75%	0%	64%	80%	-16%
Writing	75%	67%	+12%	67%	83%	-15%

Mathematics GPS R, W & M	75%	67%	+12%	64%	81%	-17%
<b>KS2 – Average Progress Score 2019-20</b> <b>BASED ON 2 TERMS</b>						
Reading	1.8	1.9	-0.1			
Writing	2.3	2	+0.3			
Mathematics	1.8	1.9	-0.1			

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

<b>Barriers</b>	<b>A –</b> Closing the gap due to extended closure (COVID-19) Limited language/restricted vocabulary, Poverty (including experience) SEND
<b>Desirable outcomes</b>	To diminish average achievement difference between “Disadvantaged” and “Other” pupils in all year groups.  To accelerate progress made by disadvantaged children to maximise percentage of pupils attaining ARE.  Children able to talk about their learning.  To diminish differences as early as possible~ identifying EYFS and focusing on language development and early learning skills.
<b>Barriers</b>	<b>B –</b> Low attendance and lack of family engagement with learning Home/life changes
<b>Desirable outcomes</b>	Increase parent involvement in learning so parents can support children effectively  Increase attendance for PP children  All pupils physically and emotionally ready for learning each day.

<b>Barriers</b>	C - Emotional Health and Wellbeing – low self-esteem/confidence/resilience Lack of motivation/ aspiration /self-belief
Desirable Outcomes	<p>Children physically and emotionally ready to learn each day</p> <p>Children can identify what makes them special/ what they are good at.</p> <p>Children believe they are capable, can achieve and succeed.</p> <p>Management of/ reaction to situation handled more effectively and pupils can reflect on and talk about feelings</p>

<b>2. Planned expenditure</b>					
<b>Academic year</b>	<b>2020-2021</b>				
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Intended impact/Actual impact</b>

<p>PP children to make accelerated progress (more than one point per term) in reading, writing and maths to diminish the difference.</p> <p>(A &amp; C)</p>	<p>Visible Learning Programme continued to embed effective use of metacognition strategies across the school and continue to support improvement to quality first teaching £600</p> <p>Additional and targeted interventions to support those pupils most affected by the school closures. Especially focused upon early interventions (KS1) £2000</p> <p>To enhance and continue to provide individualised feedback to move learning forward. Focus on how this is received and presented to those children who need it most. Verbal feedback instantly where possible. Focus on the feedback for PP progress.</p> <p>Work with the Trust English lead to ensure assessment supports next steps accurately. £600</p> <p>Work with the Kernow English Hub~ Early reading and phonics systematic approach to high quality first teaching from pre-school upwards. (free support)</p> <p>CPD across the subjects. Including TA training in house. Familiarisation on assessment and year group expectations, scaffolding support. £400</p> <p>Restructure the TA support to ensure consistency and availability for intervention support. Full time equivalent in each class. £5700</p>	<p>PP pupils performed less well than their non-disadvantaged peers at the end of KS1.</p> <p>VL effect size 0.75 where there is quality first teaching with quality feedback.</p> <p>EEF evidence suggests metacognition and feedback gain 8 months+ progress.</p> <p>Early intervention ~ 0.47 effect size</p>	<p>Monitor the impact of feedback~ book scrutiny, pupil conferencing, data analysis.</p> <p>Teacher CPD – INSET days/ staff meetings/ monitoring Support staff CPD~ use of FLICK learning and in house training, TEAMS training</p> <p>Pupil Progress Meetings evidence strategies employed to support eligible groups and individuals with agreed action</p> <p>Moderation of work and monitoring progress in books.</p> <p>In class intervention records show children included and impact</p> <p>Monitor teaching and learning in phonics/early reading. Lesson observations and assessment analysis.</p> <p>Monitoring Reading and in particular in EYFS and KS1 to ensure new books are matched suitably and being used effectively</p>	<p>HoS/maths lead</p> <p>English Lead</p> <p>EYFS lead</p>	<p>High quality teaching supports all children and ensures struggling pupils have resources to help progression children make at least 4 points progress.</p> <p>Interventions are well planned, focused, monitored and evaluated to ensure progress/ impact (intervention records – monitored in Pupil progress meetings)</p>
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**ii. Targeted support**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
<p>Parents more involved in learning and children make expected progress in maths and reading(C)</p>	<p>Home learning/homework structured to reflect learning in class.</p> <p>TT rock stars to support learning at home and promote mental maths skills.</p> <p>Teach your monster to read to be used to support class and home learning in KS1.</p> <p>Access to reading online at home through signing up to online library resources.</p> <p>Produce home learning parent support sheets in line with our calculation policy, each child has one to match strategies used in class.</p> <p>Targets shared with parents at parent consultations.</p>	<p>Use of digital technology +4 months</p> <p>ICT as a tool engages learners. The children are able to be independent when accessing it at home,</p> <p>Parental involvement has an effect score of 0.49 (at least a year's progress)</p> <p>EEF – digital technology can +4 months progress</p>	<p>PP progress meetings half termly to review progress and identify gaps/barriers.</p> <p>Observe interventions.</p> <p>Monitor progress in books.</p> <p>Consistent information shared with parents monitored by HoS</p>	<p>HoS/Maths lead</p>	
<p>Early identification of language development and learning skills.</p> <p>Focused and targeted support within class.</p>	<p>Sign up to 'I Can Communicate'</p> <p>EYFS action plan to reflect the development of language and vocabulary.</p> <p>Planned and specifically targeted language support/intervention, working closely with Speech and Language advice.</p>	<p>EEF guidance identifies positive impact of diminishing differences as early as possible.</p> <p>EEF + 5 months</p> <p>Historic data</p> <p>25% of class one children S&amp;L</p>	<p>Regular progress meetings held with class teacher to ensure accelerated progress for PP pupils in Class One.</p> <p>Half termly Pupil progress meetings with HT and AHT to ensure pupils are on track and making progress</p>	<p>HoS &amp; EYFS lead</p> <p>English lead</p>	

	<p>Daily shared stories, poems and rhymes. Resources to support language development and communication. £400 TA/HLTA to support high quality speech and language interventions and to release teacher to provide focused support. £1500</p>				
<p>To increase the % of pupils in year 1 and 2 to achieve the phonics screening standard</p>	<p>Half termly monitoring and assessments to track progress carefully.</p> <p>Use of ICT games and apps</p> <p>Systematic approach followed carefully. Purchase additional books to match phonics ability in additional to hub support. £500 for KS2 readers</p> <p>Work with the Kernow English Hub~ Early reading. Identify bottom 20% in each class. Plan for intervention/reading support. Train class TAs to provide reading support/intervention.</p>	<p>Reading is a fundamental skill for all learning and master phonics is key to this - Focusing on phonics and mastering it could lead to +4 months progress (EEF)</p>	<p>Work with the support of the English Hub recommendations for intervention, release English lead on a weekly basis to monitor and observe.</p> <p>Phonics observations</p> <p>Phonics assessment and tracking half termly.</p> <p>Phonics opportunities to be enhanced in the outdoor provision.</p>	<p>Class teacher English Lead  HoS</p>	
<p>For pupils to be able complete homework challenges which will support them in their learning at school and increase their chance of achieving ARE at the end of the year.</p>	<p>A homework club set up so that PP pupils have the opportunity and support to access home learning, resources they need and adult support should they need it. Focused Y3/4 &amp; Y5/6 club 2<sup>nd</sup> Half Autumn,</p> <p>Snack and drinks available.</p>	<p>EEF + 2 months</p>	<p>Feedback from staff and pupils. Register of attendance. Resources prepared and ready for use.</p>	<p>HoS &amp; class teachers</p>	

	£50				
<p>All PP pupils to be ready every day to access learning and make the expected/above progress in reading, writing and maths.</p> <p>(A, B, C)</p>	<p>Use of individual, group and class collaborative based learning.</p> <p>TIS trained practitioners up to date CPD, time to plan and evaluate support.</p> <p>TIS trained TA to support key children in upper KS2, running 1:1 sessions and pupil learning strategy support. Include support at lunch where necessary. £2000</p> <p>PP progress meetings and Pupil conferencing so teachers are clear on how they can best support the PP children in their class and pupils know how to improve</p> <p>Mindfulness – strategies for focusing, maintaining</p> <p>Celebration assemblies and parental links.</p> <p>Specific sensory assessment for individual child, school funded as part of CIN support.</p> <p>Total £800</p>	<p>High levels of support by a trusted adult increased percentage of time pupils engage in opportunities to learn.</p> <p>Number of behaviours recorded reduced</p>	<p>Timetabled specific support for TIS.</p> <p>Regular TIS practitioner meetings to update/refresh/reflect and discuss pupil needs.</p> <p>Monitor impact on behaviour for learning.</p>	<p>Class Teacher with TIS practitioners.</p> <p>HoS monitor</p>	

Children to make expected progress in writing. (A&C)	Ensure there is access to quality texts to inspire writing. Access to Literacy Shed plus subscription. Writing target focus daily Handwriting daily TA training and dedicated time for support key children.  £600	33% KS1 PP achieved ARE  ICT as a tool can engage reluctant learners.	Regular assessment and on the spot feedback. Assessment sheets used to target support. In class incentives. Displays of high quality writing Monitor and moderate accurate assessment.	Class teacher HoS	
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**budgeted cost    £5,850**

**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	Impact
Children able to access experiences which inspire, motivate and build confidence  (A, B & C)  Pupils are fully engaged in school and have the same opportunities as other pupils	Support families to finance trips.  Build upon the support from Early Help and Caradon family Hubs, to support and signpost families financially.  Whole school days to promote different cultures, religions and experiences. £500  Support pupils in attending additional activities – after school clubs, trips, residential trips. Access to bikeability KS2 and balanceability KS1	Socio economic status can have 0.52 effect for children, children may have a lack of experience and lack of opportunity.  66% of pupils in Y6 PP	Work with pupils and families to offer support where needed, communication links.  Monitoring of club attendance  Involvement in Bikeability/balanceability/learn to ride monitored/ school day and residential trips.	HoS  Class teachers	



	Analysis of PP attendance at extra-curricular activities using Absolute Education package.  £600				
<b>B, C</b> Aspirations to rise and social , emotional wellbeing of pupils increases	Training/release time for TIS including SLT. TIS update training.  TIS practitioner 3 x afternoons per week for nurture support. Meet and greet earlier morning access to school for key children x 5 mornings.  (TA for support across KS2 £5000)	Raising the self-esteem of pupils enables them to access new challenges confidently and with the mind set to succeed.  EEF +3	Observations and monitoring of TIS provis	SENDCo  KE, SP, RH	
<b>B C</b> Children's social skills are improved. Children's self-confidence improves and children manage relationships positively	Additional lunchtime supervisor employed to run activities which promote positive social interaction TIS trained <b>£3000</b>	Teachers identify poor social skills as an important barrier to learning  EEF +3	Monitoring of behaviour at lunchtime Pupil conferencing Conferencing with teachers to ensure pupils having a positive lunchtime leads to increased learning in the afternoon	KE	
<b>Budgeted cost</b>					<b>£9,100</b>



**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.**

EEF states 1:1 tuition can +5 months progress.