



## Pupil premium strategy statement

1. Summary information					
School	St Erth Primary				
Academic Year	2019-20	Total PP budget	£50,820	Date of most recent PP Review	Sept 2019
Total number of pupils	111	Number of pupils eligible for PP	34	Date for next internal review of this strategy	Sept 2020
2. Current attainment – KS2 2019					
			Pupils eligible for PP (your school)	Pupils not eligible for PP	
% achieving in reading, writing and maths			75%	70% (national average)	
progress in reading			+3.85	+1.37 (school average)	
progress in writing			+5.84	+0.21	
progress in maths			+2.80	+2.21	
3. 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)					
A.	High number of pupils unable to fully access learning due to barriers predominately related to social, emotional and mental health issues.				
B.	A number of pupils have a lack clear understanding of the learning process (Metacognition) and have a dependency on others to support their learning and organise for them.				
C.	High mobility (26%) PP pupils into the school impacting on continuity, pupils having to catch up and fit in with different learning programmes, styles etc				
External barriers (issues which also require action outside school, such as low attendance rates)					
D.	Attendance rates for SENDPPG pupils. Persistent Absence 24% in 2018-19 (whole school 10%) Overall Attendance 92.58% (Whole school 94.9%)				
E.	Low parental aspiration for some PPG pupils. Some pupils hold low life expectation for themselves.				
F.	Lack of opportunities for some PPG children to be involved in extra-curricular activities.				



#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Access to learning for PP pupils is enhanced as emotional needs are met and supported. Children have increased confidence in their own ability to achieve.</p> <p>Measured by:</p> <ul style="list-style-type: none"> <li>• Thrive assessments</li> <li>• Academic progress</li> <li>• Behaviour records</li> </ul>	<ul style="list-style-type: none"> <li>• Thrive assessments show decrease in need for emotional support.</li> <li>• Outcomes at KS2: R=67%, W=67%, M= 67%, RWM 67%</li> <li>• Outcomes at KS1: R=75%, W=75%, M=75% RWM 75%</li> <li>• NB: very small cohorts in both years make comparisons with previous years difficult.</li> <li>• Cpoms behaviour logs show decrease in negative logs and increase in positive.</li> </ul>
<b>B.</b>	<p>Pupils to be self- motivated and enabled to achieve well in their learning. Children improve their understanding of metacognitive strategies</p> <ul style="list-style-type: none"> <li>• Children are confident learners who identify and manage learning strategies effectively.</li> <li>• Pupil conferencing</li> <li>• Teacher assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Children showing a pride in their work and keen to share their learning with their peers, teachers and family.</li> <li>• Children develop and can articulate metacognitive strategies (ready, reflect, review)</li> <li>• Children develop a range of strategies to overcome barriers to successful learning.</li> </ul>
<b>C.</b>	<p>Pupils new to the school to settle quickly.</p> <ul style="list-style-type: none"> <li>• Pupils make expected progress or better from starting points identified by teachers within academic year.</li> <li>• Catch up if necessary by accessing targeted support – baseline assessment conducted in first 2 weeks.</li> <li>• Positive home – school links.</li> </ul>	<ul style="list-style-type: none"> <li>• Academic progress is in line with or above expected.</li> <li>• Pupils are supported by flexible groups to support needs</li> <li>• Positive feedback from Structured Conversations (AfA) with parents if additional support identified.</li> </ul>
<b>D.</b>	<p>Attendance for all pupils eligible for PPG is in line with school attendance.</p> <ul style="list-style-type: none"> <li>• Regular analysis of attendance data with educational welfare officer.</li> <li>• Persistent absence rates amongst pupil premium children are in line with national figures.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance across the school is good</li> <li>• Attendance for SENDPPG pupils shows a reduction for PA pupils.</li> <li>• Reduce the number of persistent absentees among pupils eligible for PP to 10% or below.</li> <li>• Overall PP attendance improves from 92.58% to 96% in line with national average for all pupils.</li> </ul>
<b>E.</b>	<p>Increase parental engagement and academic aspirations. Children to have high aspirations for their life expectations.</p> <ul style="list-style-type: none"> <li>• Range of engagement methods (structured conversations, open classrooms, curriculum evenings, SEN coffee mornings) for targeted pupils deliver an improvement in home school relationships that benefit pupil's well-being and academic progress. Data tracking.</li> <li>• Give a PP allocation so that Parents are able to have some choice of how it is used to support their child e.g enable access to residential experiences, learn a musical instrument, go to breakfast club etc. Take up of extra-curricular activities by PPG children to be monitored.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of parents attending termly Parent Consultations</li> <li>• Parents support children with their learning (at school and home)</li> <li>• Parents choose how some of PP allocation is used for their child to increase their opportunity and aspirations.</li> <li>• Children able to articulate aspirational goals for the future</li> </ul>



		<ul style="list-style-type: none"> <li>Have an understanding of how their learning/aspirations will impact on everyday life</li> </ul>
<b>F.</b>	<p>All PP children are able to participate in extra-curricular activities.</p> <ul style="list-style-type: none"> <li>Attendance at clubs monitored.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils who wish to attend extra-curricular activities do so.</li> <li>Increasing take up from PPG children.</li> <li>Clubs are designed and targeted to engage individuals.</li> <li>Personal invites to clubs for reluctant individuals</li> <li>Improve on 67.5% attending a club in 2018-19</li> </ul>

## 5. 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 well?	Staff lead	When will you review implementation?
<p>Pupils to be self- motivated and enabled to achieve well in their learning. Children improve their understanding of metacognitive strategies</p> <ul style="list-style-type: none"> <li>Children are confident learners who identify and manage learning strategies effectively.</li> <li>Pupil conferencing</li> <li>Teacher assessments</li> </ul>	<p>Development of metacognitive strategies. Allocation of group support Thrive provision Forest School Provision Additional TA support (e.g PD group daily)</p>	<p>Allocation of support beyond normal classroom grouping to ensure all PPG pupils receive focused intervention to support needs. Engagement of pupils in active learning through collaborative learning structures to ensure focus and high levels of success are felt by PPG pupils. Increasing self-esteem and creating positive feelings about school are shown to increase engagement and lead to academic progress. This provision will directly address barriers A and B identified above. EEF research shows that schools with the highest PPG attainment have invested in developing a metacognitive approach to learning. This would build on good work already in place.</p>	<p>Keep class sizes under 30 where possible</p> <p>PPG and SEND leads to ensure Plan Do review cycle is used on a half termly basis to allocate additional adult support across classes.</p> <p>Classroom observations of teaching and learning</p> <p>Tracking individual attainment and progress data half termly.</p> <p>Monitoring of pupils attitudes towards learning.</p>	Head	Half termly



Pupils new to the school to settle quickly. Catch up if necessary by accessing targeted support	Baseline assessment conducted in first 2 weeks. Positive home – school links.	The pupil premium cohort has a historically high rate of mobility. In 2018-19 27% of PPG children cohort joined that year or the summer before. 23% of the PPG pupils currently on roll joined after their reception year. Early assessment and targeted support for academic or pastoral needs is crucial. Children are supported so that they are ready to learn.	Additional TA time available for targeted support.  Teachers to meet with parents within first 2 weeks.  Targets set for individuals following baseline and reviewed half termly.	Head  Class teachers	Half termly
PP outcomes at KS1 and KS2 reflect good progress and high aspiration for individuals. KS1: R=75%, W=75%, M=75% RWM 75% KS2: R=67%, W=67%, M=67% RWM 67% NB: very small cohorts in both years make comparisons with previous years difficult.	Additional targeted support for Maths in Y2 & Y6 in particular TA support AM  TA support 2hrs PM in 3 classes 30hrs	Allocation of support beyond normal classroom grouping to ensure all PPG pupils receive focused intervention to support needs Engagement of pupils in active learning through collaborative learning structures to ensure focus and high levels of success are felt by PPG pupils. Development of metacognitive learning strategies	Termly pupil progress meetings and half termly data monitoring.  PP outcomes will be reported on separately at governor meetings to create further oversight.	Head  RH/EB	Half termly
<b>Total budgeted cost</b>					Targeted Maths support Y2/Y6 £6969 Additional TA support £9146 ICT £1000 Metacognition training and supply cover £800 <b>TOTAL = £17915</b>
<b>ii. Targeted support</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>When will you review implementation?</b>



Access to learning for PP pupils is enhanced as emotional needs are met and supported. Children have increased confidence in their own ability to achieve. This is developed further making them empowered learners using metacognitive approaches.	Identify a targeted behaviour intervention for identified students e.g Thrive/TIS. Use Thrive practitioners/SENDCO to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours. Promote understanding of learning process and metacognition amongst students. Tailor teaching to support.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Data and monitoring from 2018/19 shows these approaches had significant impact in helping children be ready to learn. This work again directly addresses the internal and external barriers identified above. The EEF toolkit also identifies the development of metacognitive approaches as the most effective intervention in raising attainment for PPG pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour/emotional well-being & whether improvements in behaviour /self-esteem translate into improved attainment.  Careful analysis of pupil progress in Thrive and TIS through profiling. Forest school reports shared with teachers through drop box.  Monitor pupil's attitude toward learning, through conferencing and staff observations.	Head  Senco  Thrive/TIS practioners	June 2019
Children to have high aspirations for their life expectations. They are confident, aspirational learners empowered to do well in the next stage of their education.	Increase parental engagement through Structured Conversations for targeted pupils. Develop metacognitive learning strategies.	Success in previous years is evident and a strong reason for continuing with this approach. Parental engagement has increased. As a result parents are more aware of their child's individual needs and how the school supports these. More creative ways to be explored to reach all parents, including home visits where needed. The further development of metacognition will enable children to feel more in charge of their own learning and make goals more attainable.	Records of parental attendance at meeting to be kept to ensure thorough attempts are made to engage all.  Monitoring of teaching and learning using metacognition.	Head/Senco	Termly
<b>Total budgeted cost</b>					Forest School £6000 Thrive Staffing £4480 Supply Cover (SC's) £300  <b>TOTAL= £10,780</b>
<b>iii. Other approaches</b>					



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?
Attendance for all pupils eligible for PPG is in line with school attendance. Attendance for SEND Pupils who are PPG is increased to good. Persistent absence rates are in line with or below national averages	Provision of additional admin support to monitor pupils and follow up quickly on absences. First day response provision.  Class rewards for attendance as a group.  Clarifying school's expectation on attendance and approach to absence requests.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Group rewards replace individual as research shows they are more effective. Parents will be kept informed of their child's in year attendance at 3 points in the year. Formal letters responding to each absence request will reinforce school's expectation regularly and develop dialogue with parents regarding attendance.	Regular attendance monitoring by Headteacher and formally with EWO each term.  Parents kept informed of their child's in year attendance at 3 points in the year.	Head JC	Termly
Give a PP allocation so that Parents are able to have some choice of how it is used to support their child e.g enable access to residential experiences, learn a musical instrument, go to breakfast club, take part in extra-curricular activities, etc	All PP children allocated a sum of £250 whereby parents can request it's use.	Gives parents some ownership of experiences/support that their child may benefit from. Develops the relationship between school and home and allows parents to be more aspirational in their approach without finance being a concern. This directly addresses barriers identified. Breakfast club and music tuition will be promoted regularly. Parents are to be kept informed of what remains in their child's allocation.	Options are given to parents on consent forms for trips/residentials to use their PP allocation where applicable Excel spreadsheet in place which records and monitors where allocation has been spent  Opportunities within school and available through schools links will be highlighted to PP parents.	Head JC	July 2020
All PP children are able to participate in extra-curricular activities.	Wide variety of afterschool activities for all pupils. Specifically encouraging/ supporting attendance for PPG pupils.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. There is a lack of opportunity in the local community for the children to engage in sport or other activities outside of school. In particular is transport is an issue.	Monitoring of attendance at activities on half termly basis. Target 100% to have accessed a club. Intervention to support families to attend Allocation for additional resources to individuals to support attendance: football boots, cookery ingredients etc Provision of transport for children travelling by taxi outside of normal school hours.	Head JC	Termly
Pupils in receipt of FSM receive school milk					
<b>Total budgeted cost</b>					Admin support £1242 Individual PP allocation £10k Extra Curr act £4962 Breakfast Club £4075 School Milk £720



	<b>TOTAL = £20999</b>
--	-----------------------

<p style="text-align: right;"><b>OVERALL BUDGETED TOTAL = £49,694</b></p> <p style="text-align: right;"><b>Underspend = £1126</b></p> <p style="text-align: right;"><b>To be held as a contingency for any overspend in the areas above</b></p>
---

6. Review of expenditure				
Previous academic year		2018-19		
i. Quality 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
Pupils to be self- motivated to achieve well in their learning. Children improve their independent skills for life.	Kagan learning structures Allocation of group support Thrive provision Forest School Provision Additional TA support (e.g PD group daily) ICT Resources e.g Maths shed, Clicker, Mathletics, Spellodrome etc	Development of metacognitive strategies has been identified as the best means of enabling children to become more independent in their learning. Staff spent time researching these in 2018-19 and the development of a whole school approach has been written into the school's SDP and pupil premium strategies for 2019-20. Forest school provision provided excellent support to pupils, allowing them to feel empowered, taking this forward into the classroom. Thrive support contributed to the children involved making better than expected progress. Emotional awareness development ensured children were able to manage behaviour in class and at playtimes	Embedding a precise language for learning and understanding of metacognitive strategies will take time. Language must be clearly defined for children to act upon. Ready, Reflect, Review to be developed as a whole school model for metacognition. Additional support, thrive and forest school all have significant impact. Ensuring the	Targeted Maths support Y2/Y6 £5212 Additional TA support p.ms £10965. Forest School £6000



	Leadership to research successful programs for developing metacognition in schools.	more effectively. This resulted in less learning time being lost and improved overall development. Children's language for learning is developing and they have better understanding generally of how they learn and how to manage this process independently. Further opportunities need to be sought for children to share and celebrate their work with peers and parents.	children are able to understand and articulate their learning process will enhance this further. This must be underpinned by precise targets for PP children.	Thrive Staffing £4365
Pupils new to the school to settle quickly. Catch up if necessary by accessing targeted support	Baseline assessment conducted in first 2 weeks. Positive home – school links.	Pupils who joined in KS2 achieved positive Sats results in 2019, making better than expected progress from their starting points on entry to the school. Feedback from parents of pupils joining has been very positive. They appreciate the high expectation and aspiration the school has for their children.	Ofsted action point on precision of pupil premium targets applies here. Pupils benefited from precise individual targets being put in place rapidly. This will continue.	
PP outcomes at KS1 and KS2 are improved. KS1: R=75%, W=75%, M=50% RWM 50% KS2: R=75%, W=75%, M=50% RWM 50% NB: very small cohorts in both years make comparisons with previous years difficult.	Additional targeted support for Maths in Y2 & Y6 in particular TA support a.m  TA support 2hrs p.m in 3 classes 30hrs	Targeted support resulted in very positive outcomes for all in KS2 and KS1 and pupil premium in particular. KS2 targets were exceeded in reading, maths and RWM combined with 100% achieving the expected standard in reading, maths and grammar. At KS1 targets were exceeded in reading, maths and RWM combined. Children were motivated and rightly proud of their achievements. More precise targets introduced in 2018-19 and have been met following Ofsted feedback in Oct 2018.	Approach will continue. Targets set will be relevant to year group context and aspirational. They will develop to incorporate progress and greater depth targets.	Targeted Maths support Y2/Y6 £5212 Additional TA support p.ms £10965
<b>ii. Targeted support</b>				
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Access to learning for PP pupils is enhanced as emotional needs are met and supported. Children have increased confidence in their own ability to achieve.	Identify a targeted behaviour intervention for identified students e.g Thrive/TIS. Use Thrive practitioners/SENDCO to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.	Loss of learning time due to emotional dysregulation is on a downward trend. A tight focus on children's application of Thrive strategies in key stage 2 classrooms has had impact. Close communication with home creates continuity for pupils in expectation and approach. Children feel safe and secure and understood in school, creating effective learning environments. As detailed above forest school plays an important role in meeting emotional needs. Children's ability to apply behaviour strategies in the playground is in need of development to ensure learning time is not lost to resolving issues.	This support remains essential to enable children to be ready to learn. As was praised in the school's 2018 Ofsted report. Review of behaviour at lunchtimes required to identify ways of reducing conflict and enabling children to resolve conflicts independently.	Forest School £6000 Thrive Staffing £4365
Children to have high aspirations for their life expectations	Increase parental engagement through Structured Conversations for targeted pupils	Increase in attendance at parents evenings has been notable, SEN review meetings also. Structured conversations allow parents to develop good relationships with staff, as a result parents are clear about what school expects and how to support this.	Additional ways of creating positive relationships to be explored. This is to attempt to reach all families and provide support with academic studies at home. Class assemblies to be introduced in 2019-20 to create more informal opportunities to meet parents.	Supply Cover (SC's) £300





iii. 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
Attendance for all pupils eligible for PPG is in line with school attendance. Attendance for SEND Pupils who are PPG is increased to good+ Persistent absence rates are in line with or below national averages	Provision of additional admin support to monitor pupils and follow up quickly on absences. First day response provision.  Class rewards for attendance as a group.  Clarifying school's expectation on attendance and approach to absence requests.	Attendance for PPG pupils in 2018-19 was below targets set and behind the rest of the school population. Overall attendance of the cohort was 92.58% compared to a whole school average of 94.9%. Persistent absence levels were also higher and did not meet targets. PPG pupils had 24% PA in 2018-19 compared to a whole school figure of 10%. PPG pupils made up 91% of pupils persistently absent. Class rewards were introduced in the spring term and had impact. Additional admin was used effectively to open dialogue with parents and address issues. The school developed a greater understanding of individual issues. By addressing these trends attendance improved throughout the year, but in many cases were starting from a low base. Addition of a free breakfast club provision for PPG pupils also had a positive impact and will be maintained.	Current responses are having impact and early patterns in 2019-20 are positive. Careful monitoring of developing issues effecting attendance is essential to intervene at an early stage. Whole class rewards have raised profile but new initiatives are needed to maintain a high profile for attendance issues.	Admin support £1116 Attendance rewards £1000
Give a PP allocation so that Parents are able to have some choice of how it is used to support their child e.g enable access to residential experiences, learn a musical instrument, go to breakfast club etc	All PP children allocated a sum of £250 whereby parents can request it's use	Gives parents some ownership of experiences/support that their child may benefit from. Develops the relationship between school and home and allows parents to be more aspirational in their approach without finance being a concern. This directly addresses barriers identified. It has been instrumental in providing experiences such as school residential (which have a huge positive impact on well-being) which would have not been possible otherwise. Keeping parents informed of what remains in their allocation and how it can be spent has received positive feedback.	Approach to be continued. Breakfast club has been made free at point of use to those in receipt of pupil premium. Opportunities for parents to fund extra-curricular activities must be better promoted to ensure awareness. The approach is very effective in creating good relationships between school and home.	Individual PP allocation £10k
All PP children are able to participate in extra-curricular activities.	Wide variety of afterschool activities for all pupils. Specifically encouraging/ supporting attendance for PPG pupils e.g Pegasus	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. 88% of those eligible for PPG attended an extra-curricular club in 2018-19. An increase from 75% in the previous academic year. Although an increase still not at the 100% desired. The school worked with parents to enable attendance wherever possible, rearranging taxis for clubs pupils wanted to attend for example. Increased attendance generally had a positive impact for all, enabling a wider range of clubs and more competition. The provision adds to pupils' wellbeing and motivation in school.	Provision has been effective and will remain in place. Wider variety of clubs increased take up. Increase is required in the number of clubs available to KS1.	Extra Curr act £2235 Breakfast Club £3724 Pegasus £1669
Pupils in receipt of FSM receive school milk	Fund extra milk to enable this.	Children received the extra milk throughout the year. Healthy starts to the day supported. This supported children's ability to focus during class work.	For some this has become part of a daily routine that helps them to feel settled and ready to learn. It will be continued.	School Milk £720



