



Pupil premium strategy statement

1. Summary information					
School	St Erth Primary				
Academic Year	2020-21	Total PP budget	£45,000	Date of most recent PP Review	Sept 2020
Total number of pupils	108	Number of pupils eligible for PP	36	Date for next internal review of this strategy	Sept 2021

2. Current attainment – KS2 2019 <i>Kept for reference in the absence of 2020 data.</i>		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% 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

1. Current attainment – KS2 2020 <i>Data based on teacher assessment and expected progress for end of year (pre-covid)</i>		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	67%	70% (national average)
Expected level in reading	67%	75% (school average)
Expected level in writing	67%	75%
Expected level in maths	67%	75%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
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 lack a clear understanding of the learning process (Metacognition) and have a dependency on others to support their learning and organise for them.	
C.	High mobility (36%) PP pupils into the school impacting on continuity, pupils having to catch up and fit in with different learning programmes, styles etc	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for SENDPPG pupils. Persistent Absence 24% in 2018-19 (whole school 10%) Overall Attendance 92.58% (Whole school 94.9%) <i>Figures retained for 2018-19 2019-20 figures effected by Covid. However projections at half a year were on track to exceed target. See section 5.</i>	
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.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<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"> • Thrive assessments • Academic progress • Behaviour records 	<ul style="list-style-type: none"> • Thrive assessments show decrease in need for emotional support. • Outcomes at KS2: 100% of PPG pupils make expected progress or better from KS1 • Outcomes at KS1: 100% of PPG pupils make expected progress or better from EYFS. • NB: very small cohorts in both years make comparisons with previous years difficult. • Cpoms behaviour logs show decrease in negative logs and increase in positive.
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"> • Children are confident learners who identify and manage learning strategies effectively. • Pupil conferencing • Teacher assessments 	<ul style="list-style-type: none"> • Children showing a pride in their work and keen to share their learning with their peers, teachers and family. • Children develop and can articulate metacognitive strategies (ready, reflect, review) • Children develop a range of strategies to overcome barriers to successful learning.
C.	<p>Pupils new to the school to settle quickly.</p> <ul style="list-style-type: none"> • Pupils make expected progress or better from starting points identified by teachers within academic year. • Catch up if necessary by accessing targeted support – baseline assessment conducted in first 2 weeks. • Positive home – school links. 	<ul style="list-style-type: none"> • Academic progress is in line with or above expected. • Pupils are supported by flexible groups to support needs • Positive feedback from parents if additional support identified.
D.	<p>Attendance for all pupils eligible for PPG is in line with school attendance.</p> <ul style="list-style-type: none"> • Regular analysis of attendance data with educational welfare officer. 	<ul style="list-style-type: none"> • Attendance across the school is good



	<ul style="list-style-type: none"> Persistent absence rates amongst pupil premium children are in line with national figures. 	<ul style="list-style-type: none"> Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 92.58% (2018-19), 93.9% (Half year 2019-20) to 96% in line with national average for all pupils or demonstrates continuous improvement.
E.	<p>Increase parental engagement and academic aspirations. Children to have high aspirations for their life expectations.</p> <ul style="list-style-type: none"> Range of engagement methods (easy to access digital communication, 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 reflects this. Provide 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. 	<ul style="list-style-type: none"> Increased number of parents attending termly Parent Consultations Parents support children with their learning (at school and home). This is reflected in engagement with remote learning. Parents choose how some of PP allocation is used for their child to increase their opportunity and aspirations. Children able to articulate aspirational goals for the future Have an understanding of how their learning/aspirations will impact on everyday life
F.	<p>All PP children are able to participate in extra-curricular activities.</p> <ul style="list-style-type: none"> Attendance at clubs monitored. 	<ul style="list-style-type: none"> All pupils who wish to attend extra-curricular activities do so. Increasing take up from PPG children. Clubs are designed and targeted to engage individuals. Personal invites to clubs for reluctant individuals Improve on 88% attending a club in 2018-19 and in 2019-20

4. 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?
Pupils to be self- motivated and enabled to achieve well in their learning. Children improve their understanding of metacognitive strategies	Development of metacognitive strategies. Allocation of group support Thrive provision Forest School Provision	Allocation of TA support beyond normal classroom grouping to ensure all PPG pupils receive focused intervention to support needs. Engagement of pupils in metacognitive learning strategies to ensure focus and high levels of success are felt by PPG pupils. Increasing self-	PPG and SEND leads to ensure Plan Do review cycle is used on a half termly basis to allocate additional adult support across classes.	Head Senco	Half termly



Children are confident learners who identify and manage learning strategies effectively. This is reflected in pupil conferencing and assessment data evidence.	Additional TA support to increase capacity for individual support by teachers and TAs.	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 approach has been established and will be developed further throughout the year.	Classroom observations of teaching and learning Tracking individual attainment and progress data half termly. Monitoring of pupils attitudes towards learning.		
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. At the start of the 2020-21 year 28% of PPG cohort joined the school within the previous 12months. 36% 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. Children at the end of KS1&2 make expected or better progress across the key stage. 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 Class teachers	Half termly
Total budgeted cost					Targeted Maths support Y2/Y6 £6969 Additional TA support £9146 ICT £1000 Metacognition training and supply cover £800 TOTAL = £17915
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	When will you review implementation?
<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. This is developed further by making them empowered learners using metacognitive approaches.</p>	<p>Identify a targeted behaviour intervention for identified students through connect. 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.</p>	<p>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 and 2019/20 (pre-lockdown) 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.</p>	<p>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.</p> <p>Careful analysis of pupil progress in connect through profiling. Forest school reports shared with teachers through drop box.</p> <p>Monitor pupil's attitude toward learning, through conferencing and staff observations.</p>	<p>Head Senco Connect practioners</p>	<p>June 2021</p>
<p>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.</p>	<p>Increased parental engagement developed on digital platforms is maintained and developed to ensure effective working relationships are in place.</p> <p>Dedicated time for staff to maintain relationships is put in place.</p> <p>Develop metacognitive</p>	<p>Ensuring that relationships between home and school are effective has a huge bearing upon children's attitude to school, what they can achieve and their personal aspirations. Time spent ensuring these relationships are well managed will improve outcomes for children. The further development of metacognition will enable children to feel more in charge of their own learning and make goals more attainable.</p>	<p>Records of parental attendance at meeting to be kept to ensure thorough attempts are made to engage all.</p> <p>Ensuring effective platforms of communication are in place to respond to remote schooling.</p> <p>Monitoring of teaching and learning using metacognition.</p>	<p>Head/Senco</p>	<p>Termly</p>
<p>Total budgeted cost</p>					<p>Forest School £6000 Thrive Staffing £4480 Supply Cover (SC's) £300</p> <p>TOTAL= £10,780</p>



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	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 in particular is increased. Persistent absence rates are in line with or below national averages	<p>Provision of additional admin support to monitor pupils and follow up quickly on absences. First day response provision and provide clarity of attendance in relation to covid issues.</p> <p>Class rewards for attendance as a group.</p> <p>Clarifying school's expectation on attendance and approach to absence requests.</p>	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. Throughout covid restrictions extra care on communication to ensure clarity and confidence amongst the whole school community will support good attendance.	<p>Regular attendance monitoring by Headteacher and formally with EWO as issues arise.</p> <p>Parents kept informed of their child's in year attendance at 3 points in the year.</p> <p>Regular review of communication with parents regarding covid restrictions to ensure clarity.</p>	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. The school will make efforts to continue to extend pupils' experience as far as possible within covid restrictions.	<p>Options are given to parents on consent forms for trips/residentials to use their PP allocation where applicable</p> <p>Excel spreadsheet in place which records and monitors where allocation has been spent</p> <p>Opportunities within school and available through schools links will be highlighted to PP parents.</p> <p>Spend reviewed termly to ensure opportunities are being extended.</p>	Head JC	Termly
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. This will be hampered by covid restrictions but is an essential service and will be brought online as soon as possible.	<p>Monitoring of attendance at activities on half termly basis. Target 100% to have accessed a club.</p> <p>Intervention to support families to attend.</p> <p>Allocation for additional resources to individuals to support attendance: football boots, cookery ingredients etc</p>	Head JC	Termly



Pupils in receipt of FSM receive school milk					
Total budgeted cost					Admin support £1242 Individual PP allocation £9k Extra Curr act £3308 Breakfast Club £2038 School Milk £720 TOTAL = £16308

OVERALL BUDGETED TOTAL = £45,003
Underspend = 0
Any underspend that occurs due to activities being paused by Covid restrictions will be monitored throughout the year and re-invested for the benefit of PPG pupils.

5. Review of expenditure				
Previous academic year		2019-20		
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 and enabled to achieve well	Development of metacognitive strategies.	Use of metacognitive teaching approaches is having an impact upon children's application to their learning. The development of the	The approach will continue to be developed and embedded to	Additional TA support



<p>in their learning. Children improve their understanding of metacognitive strategies</p> <ul style="list-style-type: none"> Children are confident learners who identify and manage learning strategies effectively. Pupil conferencing Teacher assessments 	<p>Allocation of group support Thrive provision Forest School Provision Additional TA support (e.g PD group daily)</p>	<p>language 'Ready, Reflect, Review' as a frame for pupils to discuss their learning process has been introduced. This has been supported by the development of individual targets for writing and the children's monitoring of their own success against them. Further TA support has allowed greater dialogue with pupils on a one to one basis using Ready, Reflect, Review as a frame, which has increased its impact. Pupils are generally more confident and less reluctant to engage in their learning. There has been marked progress in the presentation of barriers A and B</p>	<p>maximise its impact. As described in the EEF document 'Meta-cognition and self-regulated learning' the approach takes time to develop and staff training will be on-going. The impact of Covid lockdown makes data comparison difficult. However, the full opening of school in September was made smoother by pupils having greater awareness of how to navigate through their learning.</p>	<p>£9146</p> <p>Metacognition training and supply cover £800</p>
<p>Pupils new to the school to settle quickly. Catch up if necessary by accessing targeted support</p>	<p>Baseline assessment conducted in first 2 weeks. Positive home – school links.</p>	<p>Of the PPG pupils currently on roll 27% joined in the previous 12 months. Those pupils are well settled in school and making good progress. Positive relationships have been developed with pupils and parents. Staff rapidly established need and individual programs of support were put in place where appropriate.</p>	<p>Approach will continue. Establishment of effective relationships is central to pupil's success. Additional adult support ensures time is dedicated to this purpose.</p>	<p>Additional TA support £9146</p>
<p>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.</p>	<p>Additional targeted support for Maths in Y2 & Y6 in particular TA support AM TA support 2hrs PM in 3 classes 30hrs</p>	<p>Hard to qualify impact due to the school year being disrupted by lockdown. However prior to school's being closed pupils in KS1 & 2 were on track to meet or exceed the targets set. Additional TA support is effectively deployed by teachers using short, focused interventions that ensure children receive rapid support should they fall behind.</p>	<p>Approach will continue. Ensuring that TA support used in a targeted and timely fashion supports pupils to meet or exceed their academic expectations. Progress towards targets set for 2019-20 demonstrates that the approach has impact.</p>	<p>Targeted Maths support Y2/Y6 £6969 Additional TA support £9146</p>
ii. 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
<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. This is developed further making them empowered learners using metacognitive approaches.</p>	<p>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</p>	<p>PPG pupils represent the vast majority of pupils in receipt of extra support through the schools support program, Connect - which is informed by TIS and Thrive practice. Observational evidence, pupil progress and conferencing evidences that pupils in receipt of support are more focused and faster to engage with learning. They are crucially more resilient to challenges and are developing more strategies to manage their own learning as they move through the school. Forest school interventions also had measureable positive impact in attitude and focus for pupils. The providers are Thrive trained and communicate very effectively with staff ensuring that work is targeted and purposeful for pupils.</p>	<p>Approach to be continued. Providing children with the skills to manage their emotions and their learning process is resulting in an incremental improvement in attitude and approach. PPG pupils are ready to learn and meet challenges in the classroom.</p>	<p>Thrive Staffing £4480 Forest School £6000</p>



	metacognition amongst students. Tailor teaching to support. Forest School provision to develop all of the above.			
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 the development of teaching and learning with metacognition evidenced in the previous section. Lockdown had a significant impact on the volume of conversations that were able to take place. However, huge positives can be taken from the increased communication digitally. The development of the school's online seesaw platform and weekly phone calls for pupils and parents enhanced school/home relationships. This has supported a positive return to school in September.	Approach to be developed in the following year. Providing time for staff to regularly stay in contact with families of PPG children while Covid restrictions make face to face difficult.	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.	Analysis of data to draw comparisons to previous years and national data is difficult due to the disruption caused by lockdown and the non-compulsory phased return to school from June –July. However attendance to the end of Autumn 1 can be analysed, prior to covid having an impact. This shows PPG attendance overall of 94%, which is on track to exceed previous years when considering this is a half yearly total and each absence is worth a higher percentage, additionally this is after winter when sickness rates are higher. Persistent absence rates were also on track to be lower at 17% to the half year. Weekly group awards have raised the profile of attendance throughout the school and allowed positive outlooks to be maintained. Regular updates for parents on children's attendance through formal letters 6 monthly and through parent consultations have ensured expectations are clear. Extra admin support has been invaluable, particularly during the full reopening of school in September to chase absence and clarify covid guidance for parents, driving up attendance.	Approach to continue. Data demonstrates that impact was being made prior to lockdown. Maintaining the strategy will enable proper analysis in Sept 2021 and provide necessary support to drive improvement in attendance during covid restrictions.	Admin support £1242
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. 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. This spend of this fund was significantly curtailed by the impact of covid restrictions in 2020. However, it remains a powerful tool for the school in addressing the barriers identified.	Approach will be continued. The school are aware that full spend on residential and other extra-curricular activities could be curtailed by covid restrictions. However the barriers to learning identified have only been enhanced by restriction and the school must be in a strong position it address these as soon as restrictions allow. The school will also pursue opportunities to extend experience within covid guidelines.	Individual PP allocation £10k



<p>All PP children are able to participate in extra-curricular activities.</p>	<p>Wide variety of afterschool activities for all pupils. Specifically encouraging/ supporting attendance for PPG pupils.</p>	<p>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. In 2019-20 the school was unable to provide the range of activities it has previously due to Covid restrictions, therefore comparison with previous years is not possible. 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.</p>	<p>Approach to be continued. Providing pupils with the opportunity to succeed and develop a wider range of skills, develop social skills and well-being is crucial in addressing barriers or pupils at St Erth, both in lack of opportunity and in raising aspiration.</p>	<p>Extra Curr act £4962 Breakfast Club £4075</p>
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