

Pupil premium strategy statement

School overview

Metric	Data
School name	St Tudy CE Primary School
Pupils in school	49
Proportion of disadvantaged pupils	4%
Pupil premium allocation this academic year	2,690
Academic year or years covered by statement	2019 - 22
Publish date	November 2020
Review date	November 2021
Statement authorised by	Jennie Franklin
Pupil premium lead	Jemma Sheilds
Governor lead	Becky Shute

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	End of KS2 assessments did not take place due to school closure. 2019: 100% achieved EXS in Reading
Writing	End of KS2 assessments did not take place due to school closure. 2019: 100% achieved EXS in Writing
Maths	End of KS2 assessments did not take place due to school closure. 2019: 100% achieved EXS in Maths

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	1 pupil in Year 6. 100% predicted to achieve expected standard.
Achieving high standard at KS2	1 pupils in Year 6. 0% predicted to achieve expected standard.

Strategy aims for disadvantaged pupils - Quality teaching for all

Measure	Activity
<p>Pupils to have access to high-quality teaching and resources in early reading, phonics and whole-school reading.</p>	<p>Teachers will have sessions each week of release time to implement and track teacher-led intervention for specific pupils, this will be completed on off curriculum days on a Wednesday.</p> <p>Support staff and volunteers to receive training in the teaching of reading and use of questioning to develop pupils' comprehension skills using the VIPERS scheme.</p> <p>EYFS & KS1 staff to receive RWI training and updates in order to ensure provision for early reading is of a high standard.</p> <p>Continuation of 'Reading Karate' for a fourth year, due to the high impact from 2019/20 in terms of progress, attainment and pupil engagement (including resources).</p> <p>The daily teaching of reading in all classes as well as daily targeted support for identified pupils of all ages.</p> <p>An audit and update of early reading and higher reading texts and resources to enable all pupils to access high quality texts (and early reading texts specifically linked to school phonics scheme).</p> <p>The development of parent support sessions for the teaching of early reading to be established.</p> <p>Evidence / Rationale:</p> <p>Reading has been identified as an area of development across the school (with a specific focus on comprehension skills and KS2).</p> <p>Research from other settings and data trends from 2019/20 regarding to the impact of 'Reading Karate' on pupil engagement in reading for pleasure.</p>
<p>Pupils to have access to high-quality teacher-led intervention based on specific learning needs.</p>	<p>Teachers will have release time to implement and track teacher-led intervention for specific pupils. This will be set through analysis of pupil data to identify class / groups requiring the most targeted support.</p> <p>Evidence / Rationale: Strategy was successful in 2019/20 across the school in terms of accelerating progress for identified pupils. Live marking approaches and 'close the gap' sessions will enable teachers to address misconceptions during teacher</p>

	time. Interventions will be led by qualified teacher who understand the needs of specific pupils. All pupils will have access to high quality art teaching across the school.
Barriers to learning these priorities address	<p>The attainment and progress gaps between PP and Non-PP are still evident and Non-PP pupils achieved a higher % of progress / impact in 2018/19.</p> <p>School closure in 2020 has led to a gap in the teaching of early reading skills for all pupils.</p> <p>Parents / carers of younger pupils may require support in the delivery of home reading, through use of phonics and question stems.</p> <p>Parents / carers of PP pupils across the school may require support in the delivery of home reading, through the use of phonics and question stems.</p> <p>Support and training for all staff in the delivery of early reading strategies is needed in order to ensure all pupils are consistently supported in order to make rapid progress.</p> <p>Pupil independence & autonomy. Pupils' skills in meta-cognition and independent learning need to be enhanced across the school.</p>
Projected spending	Half a day RWI training on inset day overtime for member of staff (15 hours @ £11 = £165)

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<p>To develop a consistent spiral approach to the teaching of reading through the use of VIPERS and ninja comprehension.</p> <p>To target the lowest 20% of readers in each class to ensure the attainment gap is closed and misconceptions are addressed.</p>	Sept 2021
Progress in Writing	To close the writing gap by using accurate initial assessments of pupils' needs to implement high-quality structured interventions to a) help pupils who are struggling with the	Sept 2021

	writing process b) extend and challenge pupils that are working at and above the expected level. To close the writing gap by teaching writing composition strategies and sentence construction skills through modelling and extensive supported practice.	
Progress in Mathematics	Identify skills gaps in children's mathematical understanding and plan interventions to close these gaps, especially those children who were working at the expected level in Spring 2020.	Sept 2021
Phonics	Pupils to close the attainment gap and accelerate progress in early reading / phonics as a result of 2020 school closure.	Sept 2021
Wellbeing	To give children the opportunity to express/identify and talk about feelings through art.	Sept 2021

Targeted academic support for current academic year

Measure	Activity
Pupils to have access to high quality teacher-led intervention based on specific learning needs.	<p>Teachers will have one session each week of release time to implement and track teacher-led intervention for specific pupils this will be on off curriculum day on a Wednesday.</p> <p>This will be set through analysis of pupil data to identify class / groups requiring the most targeted support.</p> <p>Evidence / Rationale: Strategy was successful in 2019/20 across the school in terms of accelerating progress for identified pupils. Live marking approaches and 'close the gap' sessions will enable teachers to address misconceptions during teacher time. Interventions will be led by qualified teacher who understand the needs of specific pupils. All pupils will have access to high quality art teaching across the school.</p>
PP pupils in KS2 will be targeted with extra support in the classroom.	Additional support staff in KS2 with a specific focus on supporting identified PP pupils both academically and socially / emotionally. Pupils to access wider

	curriculum 'house days' in order to develop collaboration and communication skills and provide a range of different experiences for pupils. Evidence / Rationale: The two pupil in KS2 that are pupil premium they also need time with TIS practitioner to support social and emotional needs. The additional support will provide specific targeted intervention and provision for identified pupils, beyond that provided by the class support staff.
Barriers to learning these priorities address	PP pupils did not make the same level of accelerated progress in 2019/20 as Non-PP pupils. Pupil independence & autonomy. Pupils' skills in metacognition and independent learning need to be enhanced across the school.
Projected spending	£1790 (15 hours of experience TA)

Wider strategies for current academic year

Measure	Activity
Parents & wider family members will be supported for identified PP pupils.	To provide parent workshops and support based on need. To provide support with early opening provision in order to ensure identified pupils have a positive start to the school day and identified families are supported. Provide free / subsidised access to clubs, trips & residential for identified pupils. Evidence / Rationale: Early opening provided by support staff, known to the children, in a nurturing environment at the start and end of the day. Provision for trips proved effective in 2019/20 in ensuring all pupils have access to a range of activities and experiences.
Identified families will receive support in school attendance, with the aim of increasing attendance % and reducing persistence absence.	To provide support for attendance for identified families, through regular communication and meetings. To provide rewards and incentives for identified pupils to recognise improvement in school attendance. Evidence / Rationale: The attendance gap between our disadvantaged and non-disadvantaged pupils is a contributing factor for the lower % of progress and attainment.
Barriers to learning these priorities address	School needs to provide further support for identified families and seek coaching / workshops and signpost to agencies where necessary for bespoke support. The overall attendance % for our PP and disadvantaged pupils is lower than other key pupil groups. 5 Lower attendance for identified PP

Projected spending	<p>Money from PSF from £1000 for resources for the children that need them.</p> <p>Afternoon from EWO £225 – to keep on track of attendance</p>
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>The attainment and progress gaps between PP and Non PP are still evident and Non-PP pupils achieved a higher % of progress / impact in 2018/19. School closure in 2020 has led to a gap in the teaching of early reading skills for all pupils. Parents / carers of pupils may require support in the delivery of home reading, through use of phonics and question stems. Support and training for all staff in the delivery of early reading strategies is needed in order to ensure all pupils are consistently supported in order to make rapid progress. Pupil independence & autonomy. Pupils' skills in metacognition and independent learning need to be enhanced across the school.</p>	<p>Half-termly monitoring of reading provision across the school. This will be done through data analysis, learning walks and scrutiny of evidence for writing. Class teachers will be responsible for the half termly tracking of data for PP pupils. The Reading Lead will establish and lead ongoing CPD and coaching for staff at all levels. HoS and Reading Lead will implement and monitor the impact of Reading Karate & VIPERS.</p>
Targeted support	<p>PP pupils did not make the same level of accelerated progress in 2019/20 as Non-PP pupils. SEMH needs currently act as a barrier to learning for a large % of PP pupils. Pupil independence & autonomy. Pupils' skills in metacognition and independent learning need</p>	<p>Half termly monitoring of intervention provision and progress tracking. Support from SENDCO and HoS to ensure pitch and challenge are appropriate for all pupils. Half-termly monitoring of reading provision across the school. This will be done through data analysis, learning walks and scrutiny of evidence for</p>

	to be enhanced across the school.	intervention sessions. Class teachers will be responsible for the half termly tracking of data for PP pupils.
Wider strategies	School needs to provide further support for identified families and seek coaching / workshops and signpost to agencies where necessary for bespoke support. The overall attendance % for our PP and disadvantaged pupils is lower than other key pupil groups. Lower attendance for identified PP pupils has led to less progress and lower attainment.	Ensure specific families are signposted to provision, HoS drop ins to monitor provision, parent and pupil feedback. Ensure SENDCO & HoS liaise to provide parental support and opportunities for workshops and coaching based on need. Ensure admin team fully advertise and inform identified parents / carers with regards to provision. Continuous analysis of attendance data by HoS / EWO with a plan to intervene and support identified pupils and recognise achievement.

Review: last year's aims and outcomes

Aim	Outcome
To raise the attainment of disadvantaged pupils, PP and SEN in order to increase the number of pupils making Age Related Expectations in reading, writing, maths and SPaG.	We are continuing to try and raise the attainment of PP children against non PP children
Raise attainment of vulnerable groups through providing effective interventions which shows progress and impact	Quality interventions are being provided to close gap but due to staffing shorting not happening a regular as wanted too.