

## Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
<b>School</b>	St Mary's C of E School, Truro				
<b>Academic Year</b>	18-19	<b>Total PP budget</b>		<b>Date of most recent PP Review</b>	Sep 18
<b>Total number of pupils</b>	209	<b>Number of pupils eligible for PP</b>	34	<b>Date for next internal review of this strategy</b>	July 19

2 Current attainment		
	<i>Expected</i>	<i>Greater Depth</i>
<b>Reading</b>	60% National Average (NA) 80%	0% National Average (NA) 33%
<b>Writing</b>	60% NA 83%	0% NA 24%
<b>Maths</b>	20% NA 81%	0% NA 28%
<b>R,W,M</b>	20% NA 70%	0% NA 12%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	PP Children's speaking and language skills on entry to EYFS is below that of pupils not eligible for PP
<b>B.</b>	PP children need to develop resilience when faced with more complex challenges and material in order to increase numbers of children who achieve greater depth.
<b>C.</b>	Pupils' mental health and wellbeing

<b>Additional barriers</b> (including issues which also require action outside school, such as low attendance rates)		
<b>D.</b>	A proportion of parents find supporting learning of the curriculum a challenge at home	
<b>4. Intended outcomes</b> (specific outcomes and how they will be)		<b>Success criteria</b>
<b>A.</b>	Children in Reception and KS1 will have improved language skills and more children will meet age related expectations at the end of EYFS. PP children will continue to pass the Y1 Phonics Screening Test and the PP gap will be closed at the end of KS1.	Early identification (Using ELKLAN) of pupils eligible for PP in Reception, who do not have the on entry level for speech and language, and KS1 pupils who require S&L- secure effective intervention to catch up and refer to SALT. EKLAN training to be embedded throughout EYFS and KS1 to ensure they make rapid progress. EYFS teacher will deliver individualised support for S&L throughout the year.
<b>B.</b>	The number of PP children achieving greater depth in reading, writing and maths and the end of Year 6 will increase.	The number of PP children achieving greater depth at the end of KS2 will increase. The impact of this will be tracked throughout the year through termly assessment, weekly intervention assessment and through monitoring tracking data. Lesson observations with a PP focus and book looks will also provide evidence of children working towards the standard. Day in the life observations provide evidence of the support available to PP children in class.
<b>C.</b>	Children's mental health and wellbeing will continue to be supported and access to 'emotionally available adults' will be established.	Pupils who are eligible for PP and who are facing emotionally challenging events will be supported to ensure that they are fully prepared for learning in the classroom - or in suitable alternative provision with 1:1 adults (Forest School etc) if appropriate/necessary.
<b>D.</b>	Levels of parental engagement with learning will increase, which will in turn lead to PP children making further progress with reading and writing in all year groups.	The number of parents who attend parent evenings, parent workshops and subject briefing meetings will continue to improve. We will provide opportunities for parental involvement as often as possible throughout the year and will know whether this is having an impact through measuring associated academic progress.

<b>5. Planned expenditure</b>	
<b>Academic year</b>	<b>2018-2019</b>
<b>i. Quality of teaching for all</b>	

Action	Intended outcome	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>Targeted specific intervention for pupils requiring S&amp;L</p> <p>Continue to provide parental information sessions for phonics throughout EYFS and KS1</p> <p>Cascade ELKLAN training for all staff working in EYFS and KS1</p>	<p>A. Improved language skills in Reception and KS1.</p>	<p>It was noted on our EYFS entry data that there is a gap between the language skills of PP children and their non PP peers.</p> <p><b>Education Endowment Trust + 5</b></p> <p><b>How effective is it?</b></p> <p>Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.</p>	<p>Early identification of pupils in reception and KS1 who require S&amp;L intervention</p> <p>intervention for S&amp;L timetabled with class teacher</p> <p>Provide parents with phonics knowledge and skills at parents information session.</p>	<p>KR, SLT</p>	<p>July 2019</p> <p>S&amp;L interventions £tbc</p>

Higher attainment of high ability PP pupils to be a focus for all IRIS coaching throughout all year groups and for monitoring visits/ book looks.	B. Increased % of PP pupils working at greater depth for reading, writing, maths and SPAG by the end of KS2.	Fewer more able pupils eligible for PP are working at greater depth in reading, writing and maths by the end of KS2. We want to ensure that PP pupils can achieve greater depth in a wider range of subjects.	Provide coaching time in staff meetings for IRIS coaching to improve teacher practices, ensuring quality time is provided for reflection.	LP, KR, LR, MC, SLT	July 2019
Participation in a maths specialist mastery programme. Lessons learnt from this, disseminated to all staff to support the teaching of the maths curriculum and approach to mastery of mathematics.		<b>Education Endowment Trust + 4</b> <b>How effective is it?</b> Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	Use Fiction Express materials to ensure that open ended reading opportunities are provided and that children are exposed to rich vocabulary on a daily basis.		
Year 6 teacher to participate in a maths hub research project by taking part in a lesson study which focuses on the reasoning skills of MA pupils.			Inspire children with writing opportunities that are real and purposeful, with regular feedback from non-biased audiences.		Year 4 Maths specialist 1 hr twice a week= £2449.39
Early identification for specific teaching for most able pupils.			Use staff meetings and IRIS focus to provide further staff training for MA, to upskill and develop ALL staff (including support) who have direct contact with teaching pupils the maths curriculum choice and approach to mastery teaching of mathematics, developing further reasoning and problem solving skills for the MA mathematicians. Outcomes reviewed through 'book looks' during staff meetings, lesson observations and pupil conferencing.		Year 6 maths specialist 1 hr 4x a week= £3829.17
			Lessons from training and specialist mastery programme to be embedded throughout the whole school.		Times Table Rockstars= £50
			Develop pupil's rapid recall of mental calculations further across all year groups by continuing to raise the profile of Times Table Rockstars		
			Ensure that maths displays support a mastery approach and are used well by pupils to support teaching and learning daily.		

**Total budgeted cost** £6328.56

**ii. Targeted support**

Action	Intended outcome	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review
Targeted specific intervention for pupils requiring S&L  Continue to provide parental information sessions for phonics throughout EYFS and KS1	A. Improved language skills in Reception and KS1.	It was noted on our EYFS entry data that there is a gap between the language skills of PP children and their non PP peers.	Early identification of pupils in reception and KS1 who require S&L intervention  intervention for S&L timetabled with class teacher  Provide parents with phonics knowledge and skills at parents information session.	KR, SLT	July 2019  S&L interventions= tbc

**Commented [LR2]:** Iris coaching for using metcognition techniques has impacted directly on teaching. Evidence found in Day in the Life observations and lesson observations. Children developing independence and resilience

**Commented [LR1]:** Metacognition Iris focus involved more able mathematicians from each year group. Feedback from children showed that they found the activities supportive yet challenging

**Commented [LR3]:** Year 5 writing project -

		<p><b>Education Endowment Trust + 5</b></p> <p><b>How effective is it?</b></p> <p>Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.</p>			
<p>Focussed daily intervention to recap learning from morning lessons, when required. These sessions planned by class teacher from DfE recommended maths scheme or school's literacy approach.</p> <p>MA small group tutoring for maths from specialist tutor</p> <p>Forest School sessions for PP across the school to provide engaging learning opportunities</p>	<p>B. Increased % of PP pupils working at greater depth for reading, writing maths and SPAG by the end of KS2.</p>	<p>Specialist maths tutoring for higher ability pupils in year 6 previously has had a positive impact on progress and attainment.</p> <p>Focussed, regular interventions that are provided on a daily basis have been seen to have more impact than longer, weekly sessions (see last year's PP review)</p> <p><b>Education Endowment Trust + 4</b></p> <p><b>How effective is it?</b></p> <p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p>	<p>Forest School timetable established</p> <p>Review system set up on PP Software</p> <p>Early identification of pupils who are best suited to tuition in Spring Term</p> <p>An Easter School with a maths focus was discussed with parents and due to popularity was run for 3 sessions during the Easter break. 17 pupils, including 3 out of 5 PP premium children attended (2 were away on holiday) and although end of Key Stage data is not available yet, impact has been seen through application of skills into day to day lessons.</p>	<p>LR, SLT</p>	<p>July 2019</p> <p>Daily interventions in the afternoon= £4647.14</p> <p>Pupil premium software= £1080</p> <p>Small group tutoring for maths= £1766.64</p> <p>Forest school sessions= £693.90</p>

**Commented [LR7]:** Interventions now being tracked online at regular intervals

**Commented [LR5]:** Internal data showed that Y6 maths progress for Spring term was accelerated for PP pupils and attainment levels were nearing GDS in 50% of Y6 PP pupils.

**Commented [LR8]:** Yes – this was successful and work in books suggests that misconceptions being addressed quickly is supporting progress

**Commented [LR6]:** Impact of these sessions remains good, but we have concerns around children missing sessions of curriculum sessions during the afternoons. We value the arts (music, drama) and have significant focus on physical wellbeing (PE) etc. We feel removing children from these subjects to recap learning from English and maths affects their access to a broad and balanced curriculum. Alternative provisions to be investigated.

**Commented [LR4]:** Impact recorded on separate document

<p>Small groups of children who are experiencing effects of trauma will receive opportunities to develop relationships with emotionally available adults.</p> <p>Draw and Talk sessions will continue and will provide children with a safe place to discuss worries and strategies for managing emotions.</p>	<p>C. The mental health and wellbeing of PP pupils' needs are met and supported through challenging periods of their lives.</p> <p>Children will feel safe and confident to engage with learning in school</p>	<p>Learning from the 10 day Trauma Informed Schools Diploma, we have recognised that children need to be emotionally secure in order to access learning.</p> <p><b>Education Endowment Trust + 4</b></p> <p><b>How effective is it?</b></p> <p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p> <p>We have also learned that in times of emotional need, an available adult is needed to be able to recognise the needs of the children and regulate them, before approaching academic learning.</p> <p><b>Education Endowment Trust + 2</b></p> <p><b>How effective is it?</b></p> <p>Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.</p>	<p>Two Trauma Informed Practitioners are now working with groups of children to provide planned and specific interventions to develop relationships.</p> <p>Further groups will be arranged when required.</p> <p>Early identification of need is vital to ensure impact.</p> <p>Identification of pupils will be through observations by class teachers, reports from parents or concerns recorded on school safeguarding software.</p> <p>Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe.</p> <p>Regular top-up training for TIS Practitioners is required.</p>	<p>LR, LP, SLT</p>	<p>July 2019</p> <p>Draw and talk/ TIS sessions= £1016.12</p>
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**Commented [LR9]:** Yoga provided for Year 6 during SATs week  
Impact evident through calm and relaxed approach to the exams. High levels of resilience noted by chair of governors during a monitoring visit.

**Commented [LR11]:** Online reporting system allows effective identification and recording of progress. Referrals have also been made as a result of Operation Encompass calls. These methods ensure intervention is started as quickly as possible. One practitioner now has dedicated time to deliver interventions.

**Commented [LR10]:** Pupil voice tells us that 100% of children feel safe at school

**Commented [LR12]:** Practitioners attend once per term and disseminate updates to the rest of the staff team. Impact is that all staff are attentive and empathetic to the needs of vulnerable learners.

Total budgeted cost £9203.80

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review
<p>A whole school trauma informed approach. Continue to build a team of experts and 'emotionally available adult' to ensure all pupils' needs can be met and supported through challenging periods of their lives.</p> <p>Plan and hold a whole school wellbeing festival in the Spring Term. (To be updated when more information is available).</p>	<p>C. The mental health and wellbeing of PP pupils' needs are met and supported through challenging periods of their lives.</p>	<p>Research evidence shows that education and health are closely linked. Pupils with better health and wellbeing are likely to achieve better academically.</p> <p><b>Education Endowment Trust + 4</b></p> <p><b>How effective is it?</b></p> <p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p>	<p>Use our knowledge of the science of Adverse Childhood Experiences (ACE's) to inform our day-to-day practices, our policies and the ways in which we support children.</p> <p>Ongoing TIS training for all staff to embed TIS practice throughout the school, creating a trauma informed school.</p> <p>Staff trained in 'PACE' modes of interaction.</p> <p>Identify and develop a 'safe' area removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well with an emotionally regulating adult.</p> <p>Introduce further provision for mental health and wellbeing support, continuing to build a team of experts and 'emotionally available' adults to ensure that all pupils needs are being met and supported. Outcome reviewed through wellbeing survey.</p> <p>Ensure trusted adults take on an active role in supporting vulnerable pupils.</p> <p>Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe.</p>	<p>LR, LP and SLT</p>	<p>July 2019</p> <p>Meet and greet for particular pp children= £2,399.32</p> <p>Wellbeing festival= £tbc</p> <p>TIS training for 2 teachers</p>

**Commented [LR14]:** Whole school behaviour policy updated to a relationship policy, based on restorative justice and ensures children are not 'shamed'. Shared with parents at parent group.

**Commented [LR13]:** With changes to the curriculum, this event has not yet taken place. This outcome will move to the PP plan for 19/20.

**Commented [LR15]:** Additional adult support put in place for two afternoons in one class where emotional support needed regularly. The impact of this is seen through continued first quality teacher during afternoon sessions, with vulnerable pupils able to access the learning.

**Commented [LR16]:** See Motional case study

Provide parental workshops to further support parents to help with their child's home learning. <u>Increase home learning engagement further. Promote during assemblies, newsletters, Facebook and texts to parents.</u>	Improve parental engagement, expectation and understanding for PP pupils.	Pupils who receive consistent support from both home and school make more progress (as researched and evidenced by the EEF) <b>Education Endowment Trust + 3</b>	<u>Increase parent engagement at termly IEP meetings and continue to have high attendance at parents' evenings.</u> <u>Develop 'upskilling' for parents by increasing parental engagement further. Encourage parents to attend these sessions through child participation within class assemblies where pupils demonstrate how they can be supported with their learning.</u>	LR, LP and SLT	July 2019
		The single most important finding from recent research undertaken by the DFE has a large and positive impact of children's learning 'Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement.	<u>Increase the engagement of pupils with PP completing home learning tasks.</u> <u>Rigorous monitor PP chn's home learning, reading records and spellings.</u>		
<b>Total budgeted cost</b>					<b>17,931.68</b>

**Commented [LR18]:** Attendance at parents evenings continues to be high – 94% IEP meetings are well attended. Staff are flexible with appointments and always catch up with those who cannot attend to ensure information is shared with 100% of PP parents.

**Commented [LR17]:** Parent-friendly flyers have been shared via social media. Feedback includes "great information letter, thank you" and "I'd love to learn more about metacognition". Next steps include a parent workshop on metacognition to support learning

**Commented [LR19]:** English and Maths sessions – a crèche facility was provided so that parents could attend with free childcare. This increased the number who attended and received positive feedback. A larger proportion of PP parents attended than before a crèche was available.

**Commented [LR20]:** Having changed our curriculum, homework has also been updated. New PP document needs to include this focus as this target is not yet achieved.

Cost of Pupil Premium leaders time once a week= £4,199.58 (Supply teacher cover costs for 2 classes).

Total= £22,131.26

**Additional spending, not included in PP strategy but impacting on PP children:**

**Total annual spend on PP support at St Mary's for 2018-19 = £42,240**