



Pupil Premium Summary of Strategies 2019/20

Pupil premium money is additional funding to help schools close the attainment gap between children from low income and other disadvantaged families and their peers. Pupil Premium is allocated to schools based on the number of children who are currently known to be eligible for Free School Meals, whose parents serve in the Armed Forces and children who have been looked after in local authority care continuously for more than 6 months.

The purpose of the Pupil Premium Grant is to help schools to provide targeted support for vulnerable children – not necessarily just children who qualify for a Free School Meal.

“It is for schools to decide how the Pupil Premium, allocated to schools... is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.” (SOURCE; DFE WEBSITE)

The Pupil Premium funding (currently £1320 per eligible child, per year) is allocated to pupils who are either currently eligible for free school meals or who have been eligible in the last 6 years.

Children of Service Personnel are funded at the rate of £300 per year.

Children who are in care or who have been in care are funded at an enhanced rate of £1900 per year.

How is the impact monitored?

Assessment procedures at Tywardreath School are extremely robust and we are relentless in monitoring and evaluating the progress of all children. This is achieved by :

- o Half termly pupil progress meetings where we identify any child who is not on track or who is in danger of being left behind
- o Analysing weekly attendance data where we identify any pupil at risk of falling in to persistent absence (PA)
- o Half termly assessment points that allows us to see the academic progress of children throughout the school.

In the approaches above, pupils eligible for pupil premium funding are identified and supported through the range of resources the school has to offer.

We compare the learning and achievement of children who are entitled to pupil premium with those children who are not entitled. This provides a statistical outcome from which we can identify the areas of strength and further develop the Tywardreath School strategy for Pupil Premium and the Pupil Premium Charter.



Key issues at Tywardreath School

At Tywardreath School, pupil premium funding helps our most disadvantaged and vulnerable pupils to flourish. We spend our Pupil Premium funding carefully to maximise the impact on the life chances and education of children based on best practices and evidence as outlined by the Sutton Trust. (For more information about the Sutton Trust visit; <https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>)

The key challenges for Pupil Premium pupils is reflected in academic achievement where we are relentless in our work to close the gaps further between pupil premium pupils and their peers and in attendance data which is typically lower in some year groups. A further key issue relates to a lack of esteem, on occasion generated by various societal factors. This lack of esteem can be reflected in attendance concerns or in Thrive data. Therefore, we are looking to put in place a range of opportunities so that children can participate fully in society, free from mental health concerns and the grasp of poverty.

For more information about Pupil premium visit; <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-setting>

Number of pupils and pupil premium grant (PPG) received (2018/19)			
Total number of pupils on roll	299		
Total number of pupils eligible for PPG	<i>Children in Care/adopted</i>	<i>Free School Meals</i>	<i>Service Families</i>
	4	38	4
Amount of PPG received per pupil (indicative figures)	<i>Children in Care</i>	<i>Free School Meals</i>	<i>Service Families</i>
		£1320	Future year
Total amount of PPG received (indicative figures)	£79,000		
Total amount of planned expenditure	£77,774		
PPG left to allocate	£1226		



Strategy	How Will This Be Monitored	Intended Outcomes	Cost	Sutton Trust Impact
				Impact
<p>Achievement lead (PP Champion)</p> <p>Employment of counsellor, attendance support and parental engagement lead</p>	<ul style="list-style-type: none"> - Performance Management - Monitoring Designated behaviour and well-being lead - Social, academic and behaviour data - Thrive assessments and action plans - Attendance analysis 	<p>Employment of a senior colleague in order to ensure all vulnerable children have the possibility of achieving exceptional outcomes.</p> <p>Specific expenditure on training for engagement lead to work with the most vulnerable learners e.g. Time to talk, parent-school liaison, school engagement</p>	£14000	<p>Parental engagement PP attendance improved to 94.7% from September to February.</p> <p>Persistent absenteeism fell further to 7.7% from 8.9% last year in the same period.</p>
<p>Adult led Intervention programmes (pm support)</p> <p>Adult led intervention programmes (am support)</p>	<ul style="list-style-type: none"> - Quality assurance of teaching and learning - Outcome results of academic performance - In year progress data analysis - Pupil progress meetings <ul style="list-style-type: none"> - Quality assurance of teaching and learning 	<p>Phonics & early intervention reading programmes in KS1,(RWI) Lit+Num precision teaching KS2</p> <p>Spelling and times tables focus groups</p> <p>Reactive interventions following morning tasks.(Feedback)</p> <p>Improved behaviour for learning</p> <p>% pupils at ARE in line with national averages</p>	£10500	<p>Phonics Prediction of 80% of our PP children would have passed their phonics screening.</p> <p>Metacognition and self-regulation +7 months</p>



	<ul style="list-style-type: none"> - Outcome results of academic performance - In year progress data analysis 			<p>No results for 2020 Predicted assessment levels in Jan 20 before pandemic GLD- 75% Y1 phonics – 80% Y2 R- 67% W- 69% M- 83% Y6 R -62% W – 46% M – 46%</p>
CPD for Teaching support staff	<ul style="list-style-type: none"> - Independent learning - Questioning skills - Guided reading - Calculation policy/bar modelling - feedback 	Pupils are independent learners. % pupils at ARE in line with national averages	£5000	Metacognition and self-regulation +7 months
Trauma Informed practitioners (TIS)	<ul style="list-style-type: none"> - Designated behaviour and well-being lead - Social, academic and behaviour data - TIS assessments and action plans - Attendance analysis 	Training and employment of TIS practitioners to support emotional well-being and removal of barriers to learning.	£2,500	<p>Social and Emotional +4 months Improved attendance but no assessment data for 2020 PP attendance improved to 94.7% from September to February. Persistent absenteeism fell further to 7.7% from 8.9%</p>



				last year in the same period.
Well-being boxes	<ul style="list-style-type: none"> - To promote resilience and independent learning - To support self-regulation - Monitoring including pupil voice 	Pupils are independent and resilient learners.	£1000	Behaviour intervention + 3 months
1:1 coaching half termly	<ul style="list-style-type: none"> - Outcome results of academic performance - In year progress data - Pupil progress meetings 	Pupils to have individual/group coaching from CT, based on learning needs, this will identify targets and next steps in order raise attainment for PP children	£9000	1 to 1 tuition +5 months Feedback + 8 months Predicted assessment levels in Jan 20 before pandemic GLD- 75% Y1 phonics – 80% Y2 R- 67% W- 69% M- 83% Y6 R -62% W – 46% M – 46%



Educational Psychologist	<ul style="list-style-type: none"> - Designated behaviour and well-being lead - Social, academic and behaviour data - TIS assessments and action plans - Attendance analysis 	School support from an educational psychologist to work closely with pupils focussed on improving working memory and short term memory % pupils at ARE in line with national averages	£1044	Behaviour Intervention + 3 months PP attendance improved to 94.7% from September to February. Persistent absenteeism fell further to 7.7% from 8.9% last year in the same period.
Uniform vouchers	<ul style="list-style-type: none"> - Designated behaviour and well-being lead - Social, academic and behaviour data - Thrive assessments and action plans - Attendance analysis 	Support all children in the wearing of school uniform with pride, supporting social and emotional development and helping them feel a part of their school. Support vulnerable families and develop their relationship with school.	£1120	Parental Involvement +3 months
CPD for Class Teachers and teaching assistants including joint planning time, working memory strategies, feedback , collaborative learning	<ul style="list-style-type: none"> - Quality assurance of teaching and learning - Outcome results of academic performance - In year progress data analysis - Pupil progress meetings 	Attainment and progress data shows positive gains for PP children.	£6000	Effective use of TA DISS report Deployment, Practice, Prep Collaborative learning +5 months



<p>and in maths varied fluency training.</p>				<p>Predicted assessment levels in Jan 20 before pandemic</p> <p>GLD- 75%</p> <p>Y1 phonics – 80%</p> <p>Y2 R- 67%</p> <p>W- 69%</p> <p>M- 83%</p> <p>Y6 R -62%</p> <p>W – 46%</p> <p>M – 46%</p>
<p>Subsidised outdoor and residential experiences and educational visits</p>	<ul style="list-style-type: none"> - Social, academic and behaviour data - TIS assessments and action plans - Attendance analysis 	<p>Improved participation in residential trips allowing all children to have equal experiences and learning opportunities</p>	<p>£2000</p>	<p>Outdoor Adventure Learning +4 months</p> <p>PP attendance improved to 94.7% from September to February.</p> <p>Persistent absenteeism fell further to 7.7% from 8.9% last year in the same period.</p>
<p>Attendance awards and certificates for improved attendance</p>	<ul style="list-style-type: none"> - Attendance data monitoring 	<p>Improved attendance for Pupil premium children</p>	<p>£500</p>	<p>Parental Involvement</p> <p>+3 months</p> <p>PP attendance improved to 94.7% from September to February.</p>



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Curriculum enrichment for HAP	- Social, academic and behaviour data - Attendance analysis	Ensure children have equal opportunities to their peers re music, sporting, social, academic opportunities.	£500	Arts/music participation +2 months
Whole class novel and reading comprehension Oral language intervention	Teaching and Learning monitoring cycle every term. SLT Drop-ins by English Lead.	Reading attainment is at least in line with national figures. The % of PP achieving greater depth standard is increasing year on year. Pupils are able to articulate their thinking	£3000	Reading comprehension strategies +6 months Oral Language intervention +5 months Predicted assessment levels in Jan 20 before pandemic GLD- 75% Y1 phonics – 80% Y2 R- 67% Y6 R -62%



<p>Reserve fund for vulnerable children through year, including costs for external agencies.</p>	<ul style="list-style-type: none"> - Quality assurance of teaching and learning - Outcome results of academic performance - In year progress data analysis - Pupil progress meetings 	<p>Development of appropriate provision – to be bid for, plus for specialist intervention training (music therapy, dreadingnoughts etc.)</p>	<p>£1500</p>	
<p>Educational welfare service- SLA</p>	<p>-Attendance data monitoring</p>	<p>Improved attendance for PP children. Improved engagement with hard to reach parents.</p>	<p>£1000</p>	<p>Parental enegagement + 3 months PP attendance improved to 94.7% from September to February. Persistent absenteeism fell further to 7.7% from 8.9% last year in the same period.</p>
<p>Develop resources to promote independent learning</p>	<ul style="list-style-type: none"> - Quality assurance of teaching and learning - Outcome results of academic performance - In year progress data analysis - Pupil progress meetings 	<p>English and Maths chests available in all classes to support teaching and learning and therefore improve outcomes for pupils.</p>	<p>£1200</p>	<p>Metacognition and self-regulation +8 months Predicted assessment levels in Jan 20 before pandemic GLD- 75%</p>



				<p>Y1 phonics – 80%</p> <p>Y2 R- 67%</p> <p>W- 69%</p> <p>M- 83%</p> <p>Y6 R -62%</p> <p>W – 46%</p> <p>M – 46%</p>
<p>1-1 and small group learning support/intervention</p>	<ul style="list-style-type: none"> - Quality assurance of teaching and learning - Outcome results of academic performance - In year progress data analysis - Pupil progress meetings -lunch time and break time structured/supervised activities 	<p>Employment of learning support staff to provide targeted support to pupils, or to release Class Teachers, to ensure they make at least expected progress and reach age appropriate expectation in RWM,GPS</p> <p>Including reading comprehension programme, spelling programme and knowledge of number schemes</p>	<p>£23000</p>	<p>1 to 1 / group tuition</p> <p>Reading comp +5months</p> <p>Predicted assessment levels in Jan 20 before pandemic</p> <p>GLD- 75%</p> <p>Y1 phonics – 80%</p> <p>Y2 R- 67%</p> <p>W- 69%</p> <p>M- 83%</p> <p>Y6 R -62%</p> <p>W – 46%</p> <p>M – 46%</p>



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