

Pupil premium strategy statement

Chacewater School applies research from the Education Endowment Fund in deciding on spending allocation from the Pupil premium Grant. We apply the EEF tiered approach;

Tier 1: spending on improving teaching through professional development and ensuring that all teachers and support staff are able to be as effective in leading learning as possible is the main priority. This results in quality first teaching and impact for all children as well as Pupil premium children.

Tier 2: targeted support for those who need to make more academic progress. This may be as part of a smaller group or individually. It may be support for learning in a general context or through an initiative such as Read Write Inc for phonics.

Tier 3: wider strategies that relate to non-academic barriers to success. This could be a strategy to improve attendance or behaviour or as in our school's case to enhance children's Cultural Capital

Following EEF principles; school seeks to support the progress and attainment of middle and high attaining Pupil Premium pupils as well as those who may need support to meet expected standards. *'Tackling disadvantage is not only about supporting low attainers'* EEF guide to the Pupil premium. School chooses to identify a smaller set of priorities to give the best chance of strategies being manageable and successful. We choose strategies that can be sustained developed and improved over time to produce embedded and repeatable success.

1. Summary information					
School	Chacewater School				
Academic Year	2019-20	Total PP budget	£ 24,330	Date of most recent PP Review	October 2019
Total number of pupils	188	Number of pupils eligible for PP grant FSM, Ever 6, CiC (2019-20)	16 FSM, 3 ever 6, 4 forces , 1 adopted from care , 10%	Date for next internal review of this strategy	September 2020

2. Current attainment of Pupil premium children			
Key stage 2 outcomes 2019	Pupils eligible for PP (your school) 3	Pupils eligible for PP (LA average 2019)	national average <i>non disadvantaged</i>
% achieving EXS in reading, writing and maths	1 pupil	45%	70%
Reading EXS	66.7% 2	58%	80%
Writing EXS	66.7% 2	65%	83%
Maths EXS	33.3% 1	62%	80%
GPS EXS	100% 3	59%	No data available

Average progress for disadvantaged pupils in reading, writing and maths			
Key stage 2 2019 outcomes	reading	Writing	maths
Progress score for disadvantaged pupils	-1.69	-1.08	-1.92
Number of disadvantaged pupils	3	3	3
Disadvantaged pupils with adjusted scores	0	0	0
National average for <u>non</u> -disadvantaged pupils	0.31	0.24	0.31

Evaluation of 2018/19 strategy

	Desired Outcome	Evaluation
A	To fund Teaching assistant support for children with their Social and Emotional needs through the Trauma Informed Schools Programme	Member of staff successfully completed Trauma Informed School programme. Rolled out through school providing support for children with their mental and emotional health. Now a key part of the programme for 2019/20 is to further develop through school as part of our SDP and also pastoral focus is part of our allocation below.
B	<ul style="list-style-type: none"> To continue to run personalised intervention programmes for children across the school to ensure that all children are making good and outstanding progress in reading, writing and maths. 	Intervention from TA's included RWInc support, phonics intervention, reading, writing and maths programmes run by Teaching Assistants as well as personalised social and emotional programmes.
C	To continue to run 1:1 sessions for KS2 children to increase the attainment of children in Maths.	1:1 sessions ran for our pp children and other intervention support. We had a low cohort. Although progress is slightly lower than the previous year this was mainly down to 1 of our pp children affecting the data.
D	To engage support of EWO with all families and in particular pupil premium where attendance rates match performance	Our pupil premium attendance for 2018/19 was 93.77% - We have worked with the EWO but the school did not feel the support from them was beneficial. New steps have been taken to ensure that there is better value for money and support for next year.

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers we INTEND to address (issues to be addressed in school)	
A	Some children have had limited opportunity for language acquisition before starting school and therefore have underdeveloped communication skills and restricted vocabulary compared to peers.(indicated by baseline assessments, reflecting EEF research; Improving literacy in key stage 1) (Tier 1 Teaching professional development Tier 2 targeted support) This affects their reading and writing
Desired outcomes and how they will be measured	
<ul style="list-style-type: none"> EYFS profile communication indicators demonstrate accelerated progress from starting point for PP children (EYFS profile) 	
Success criteria	
<ul style="list-style-type: none"> PP children are on track or better in all aspects of CLLD at the end of EYFS 	

<ul style="list-style-type: none"> Progress data for phonics (RWI) indicates that PP children are making expected or better progress 				
Chosen action / approach IMPLEMENTATION	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	RQT to take part in training course through teaching school £100
<ol style="list-style-type: none"> Support for RQT from Assistant Head appointed to lead the phase EYFS networking for good practice paired work with Roche school Support staff training in vocabulary development and questioning that develops language Teacher/TA/leader visits to exemplar settings Establishing learning environment and resourcing learning environment for continuous provision in EYFS to promote language development 	EEF Tier 1 Professional development and support for early career development	<ul style="list-style-type: none"> Lesson observation support and focus from AHT Specific lesson observation focus for teacher and support staff focusing on development of language and communication and reading Phonics assessment data half termly DM EYFS baseline and end of year comparison SHIP partner focus TPAT education lead assessment as part of trust EYFS focus	DM EL LT	
<ol style="list-style-type: none"> Read Write Inc implemented from the start of autumn term for all All EYFS staff trained to deliver RWI RWI differentiated and focused in to groups at autumn half term 1:1 extension/ support for PP children in phonics S&L provision in EYFs available for PP children 	EEF Tier 2 Structured intervention Small group intervention One to one support	<ul style="list-style-type: none"> Assessment of data outcomes for PP children in phonics progress Regular RWI coaching/assessment from phonics lead 		Additional RWInc staffing
<ol style="list-style-type: none"> Provide rich and meaningful learning experiences (cultural capital) that establish contexts for learning; visits, visitors, super learning days Stimulate talk and inspire writing. Introduce new vocabulary 	EEF Tier 3 Wider strategies	<ul style="list-style-type: none"> Ongoing assessment of broader curriculum provision Outcomes in children's work derived from experiences 		This point crosses over with point D on development of cultural capital and is costed there.
Barriers to future attainment (for pupils eligible for PP, including high ability)				
In-school barriers we INTEND to address <i>(issues to be addressed in school)</i>				

B	<p>School has identified poor reading ability as a key barrier to future attainment for Pupil Premium children.</p> <p>Characterised by ;</p> <ul style="list-style-type: none"> • unfamiliarity with variety of text • lack of confidence in reading resulting in an inability to make progress in comprehension • underdeveloped vocabulary from lack of exposure to breadth of vocabulary from text which impacts on their ability to communicate effectively in writing and struggle with language use in mathematical problem solving. • Undeveloped understanding (fluency) of variety of grammatical styles and structures and genre specific structures. • Children struggling to use new vocabulary and subject specific vocabulary (vocab gap Quigley) • Lack of a love of reading or a perception of reading as being an enjoyable or valuable activity. • Lack of life experience to support with inference <p>Factors include;</p> <ul style="list-style-type: none"> • Minimal exposure to books at home prior to starting school • Books and reading not valued as an activity at home • Few books in the home • Not being able to read fluently which leads to an unenjoyable and frustrating experience • Poor reading ability meaning that they can't access appropriate reading content for their age • Poor reading ability compared to peers impacting on self esteem • Not experiencing progress in learning to read, not understanding that they are improving or how to improve. • Not experiencing success in learning reading skills • Poor fluency in reading making the process laborious and daunting
Desired outcome	Success criteria
<p>Progress in reading and writing;</p> <ul style="list-style-type: none"> • EYFS progress and outcomes for PP children will be in line with or better than cohort. (EYFS profile, TT assessment) • Progress and attainment in phonics (RWI) for PP children will be in line with or better than rest of cohort (half termly assessment of phonics from Reception onwards and Year 1 phonics assessment) • Accelerated Reader progress outcomes for PP children will be in line with or better than cohort (AR data scrutiny). • Target Tracker assessment of reading and writing will indicate equivalent rates of progress in reading and writing to the rest of cohort. • Moderation of writing at all levels will indicate that PP children's progress is in line with or better than cohort • KS1 and KS2 assessment outcomes for PP children in reading will be in line with or better than national outcomes • KS1 and KS2 assessment outcomes for PP children in writing will be in line with or better than national outcomes. 	<ul style="list-style-type: none"> • PP children in all year groups make expected or better progress in reading. • PP children in all year groups make expected or better progress in writing. • PP children are able to access all aspects of the curriculum effectively

Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	£5000
<div><div>1.</div>Training and continuing professional development for teaching and leadership of phonics RWI</div> <div><div>2.</div>Develop approach of RWInc in Reception</div> <div><div>3.</div>Professional development of support staff to enable them to teach reading strategies</div> <div><div>4.</div>Develop the impact of Accelerated Reader on progress in reading, staff training on the assessment features of AR</div> <div><div>5.</div>Organisation of in class support from teaching assistants to prioritise PP children</div> <div><div>6.</div>Joint staff training on developing VIPERS with Threemilestone school</div> <div>EEF Tier 1 Professional development in teaching reading and phonics</div>	RWI quality assured and developed. offsite training, development days led in school, school’s own phonics lead, staff training focused on developing approaches to reading.	DM/EL,CG		
<div><div>7.</div>Training of all KS1 staff to enable differentiation of RWI across as many groups as required</div> <div><div>8.</div>Additional reading activity led by support staff in small groups</div> <div><div>9.</div>Additional reading activity led by support staff at 1:1 level</div> <div>EEF Tier 2 Structured intervention Small group and 1;1 intervention</div>	RWI provision led and coached in school by phonics lead (monitoring cycle for phonics) Support staff leading reading activity Quality assured by CG (monitoring schedule)	SMT		
Barriers to future attainment (for pupils eligible for PP, including high ability)				
In-school barriers we INTEND to address (issues to be addressed in school)				
C School identifies that some PP children require extra support in a range of aspects of their learning to achieve at the same level as their peers. School therefore				

prioritises PP children of all abilities for support in class with aspects of learning. A system is in place to ensure that support staff and teachers prioritise checking the progress of this group in each learning activity				
Desired Outcome		Success criteria		
<ul style="list-style-type: none">Teachers are able to deploy support staff in class to prioritise PP children for support and assessment of learning		<ul style="list-style-type: none">Evidence in work indicates support staff intervention and assessment of PP children is carried out as frequently as possible and more so than in non-PP children’s work.PP children make the same levels of progress or better than their peersAttainment of Pp children is in line with peers in all curriculum areasPP children are able to access the entire curriculum.		
Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well	Staff lead	In addition to other areas of funding for support staff from PP (points A and D) school assigns £15,000 of Pp budget towards recruitment and retention of support staff. (approx. 7% of total spend on support staff) £8330
Ensure that support staff levels in each class are maintained at a level that facilitates the support desired	EEF Tier 1 Recruitment and retention to enable quality first teaching	Monitoring of work indicates quantity and quality of support for learning in class (green pen marking) Lesson observations of support taking place. Programmes of training described under points A and D	teacher’s deployment in class. PP leadership	
Barriers to future attainment (for pupils eligible for PP, including high ability)				
In-school barriers we INTEND to address (issues to be addressed in school)				
D	<ul style="list-style-type: none">Our pupil premium children do not always consistently make the progress in line with their peers in mathsThis is down to developing number senseSupport from home			
Desired outcome		Success criteria		
<ul style="list-style-type: none">Progress outcome for PP children will be in line with peers for mathsAssessments will show that group of children are making better than expected progressAll PP children will have more than 30 marks on the arithmetic paper		<ul style="list-style-type: none">Pupils will make better than expected progress in maths – it will not be a – from their KS 1 starting pointsChildren will be entering Y6 without having to narrow the gap		

Chosen action/approach		What is the evidence / rationale	How will you ensure it is implemented well.	Staff lead	Cost of 1:1 tutor
1:1 tuition delivered by specialist teacher – 45 minute session per week for pupil premium children		This has been a proven method of support highlighted in EEF studies and has been shown to make a difference to the progress that pupils make	SMT will monitor progress of groups	CG/EL – JB	£10,000
Support from teacher, HLTA and HT for pp children in preparation for SATS tests		This ahs been very effective as means of support in the past	Governors to be presented with data	SMT	Time for HT to work with children , HLTA
Barriers to future attainment (for pupils eligible for PP, including high ability)					
External factors affecting access to curriculum, inclusion, opportunity, engagement and enjoyment including provision for SEND and CiC					
D	The context of the school in terms of hidden deprivation experienced by many children including PP children mean that they often have limited opportunity and experience of activities that develop their Cultural Capital.				
Desired outcomes and how they will be measured IMPACT			Success criteria		
Children develop cultural capital through a varied range of curriculum based experiences many of which provide the context for learning in other areas including reading and writing Derived from; <ul style="list-style-type: none">Understanding and appreciation of the place and culture within which they live. Distinct Cornish identity.Understanding and appreciation of the country within which they live and its diversityUnderstanding of cultural diversity in the UKUnderstanding of culture in terms of the arts Engagement and enjoyment of learning is enhanced by placing learning in meaningful and engaging contexts. Attendance rates are improved target for our pupil premium children			Children know what is distinct and special about the place they live (history, natural environment, outdoor learning/activity opportunities) Children are open, accepting and tolerant of different cultures and understand how they enrich the country they live in . Children are inspired by achievement in art, theatre, literature and develop an appreciation and interest that would not otherwise be provided by their locality or life experience so far.		
Chosen action/approach		What is the evidence rationale for this approach	How will you ensure it is implemented well	Staff lead	

<p>1. Curriculum in all classes is planned with a variety of cultural activities including; visits linked to topic, theatre trips, standalone activities such as special events as well as whole school enrichment activities, including Cornish workshop, bikeability etc..</p> <p>2. School camps and trips for pupils in receipt of pp to be funded by school.</p>	<p>Tier 3 Wider strategies</p> <ul style="list-style-type: none"> • Financial stress is a constant concern for many families in school • School values its broad and rich curriculum which sometimes requires additional financial contribution to deliver. • Children do not have wider life experiences 	<p>Curriculum assessment to indicate consistency of opportunity for all children</p>	<p>CG all staff</p>	<p>£1000</p>
<p>Total planned Pupil premium spend</p>				