

Pupil premium strategy statement (primary)

1. Summary information					
School	Fowey Primary School				
Academic Year	2019-2020	Total PP budget	42,980	Date of most recent PP Review	
Total number of pupils	159	Number of pupils eligible for PP	23	Date for next internal review of this strategy	Jan 2020

2. Current attainment (Year Six 2019- 18 pupils, with 6 pupils eligible for Pupil Premium)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	33.3%	71% (difference of 2 pupils)
% making achieving the expected standard + in reading	50%	78% (difference of 1 pupil)
% making achieving the expected standard + in writing	83.3%	83%
% making achieving the expected standard + in maths	66.7%	84% (difference of 1 pupil)

3. 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.	Poor initial language skills, including early language use in EYFS
B.	Delayed acquisition of phonics leading to lower attainment of GDS in reading
C.	Increased occurrences of early childhood trauma
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lack of access to wider activities and events within the local area, including home reading and online resources
E.	Continued focus to ensure that the attendance gap between PP children and their non-PP peers is narrowed

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved early language skills, including oral language acquisition and use in EYFS	All PP children screened using Language Link in EYFS. Intervention in EYFS allows children who need additional support in Language to make accelerated progress across EYFS. Children identified in EYFS make good or better

		progress in the CLL strands in EYFS, ideally to reach GLD
B.	Pupil Premium children to attain the expected standard in Communication, Language and Literacy strands of the EYFS curriculum Pupil Premium children to attain as well as their non-pupil premium peers in the Phonics Screening Check Clear intervention programme in place for pupils who do not achieve the expected standard in the phonics screening check to ensure that	All pupil premium children in Year One pass the PSC Any pupil premium children who did not pass the PSC pass on re-take in Year Two.
C.	Children able to access all areas of the curriculum and supported by trained school staff and professionals, where needed. Increased range of professional support including play therapy, Yoga and Forest Schools. Children supported in a nurture group provision to allow them to access the main school curriculum in smaller bursts while having regular adult support to regulate and maintain appropriate and safe behaviour in a school environment.	No exclusions of pupil premium children. Additional therapy and assessments funded for PP children, where identified. Pupil Premium children prioritised for TiS work and provision in nurture group, where needed.
D.	All Pupil Premium children to have increased opportunities to access a wide range of trips, activities and visitors to school to increase their cultural awareness and exposure. Subsidised trips and residential offered to Pupil Premium children.	All pupil premium children access at least three trips per year and a residential. Pupil Premium children given priority for additional school trips and activities. Pupil Premium children automatically offered two clubs each term.

5. 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?
Increased opportunity to a range of home reading books	Increased investment in home reading using match funding from Kernow English Hub	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	Continued contact with the English Hub and attendance at Hub training events.	KS	Jan 20

	to ensure that RWI texts are used for both home and school reading.	The EEF Phonics Evidence Summary notes that 'The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).' Currently Fowey Primary has used OUP reading books and RWI to teach phonics in school. This means sound acquisition is not matched and children are exposed to different sounds and formats at home to those they have experienced at school. We see this is a significant barrier to their progress.	Classroom monitoring of books read. Parental questionnaire and pupil feedback at regular intervals.		
Improved phonics outcomes and intervention for children who have not achieved a pass at PSC in Year One.	RWI training for new staff (2 day course)- supply cover for training days. Language Link training for TA's	RWI Evidence of effectiveness https://www.ruthmiskin.com/media/filer_public/c5/55/c5551189-25bf-4cdb-99c5-284c0756dd3d/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evid	HT to lead on regular pupil assessments. Paired RWI challenge work with another school in the trust.	JJ	Jan 20
Children able to access all areas of the curriculum and supported by trained school staff and professionals, where needed.	Increased range of professional support including play therapy, Yoga and Forest Schools.	https://www.lboro.ac.uk/media-centre/press-releases/2017/october/study-reveals-forest-school-benefits/	Regular HT monitoring Parental feedback sought during annual questionnaires	KS	Jan 20

Total budgeted cost					£500 Books £10,000 TA salaries £500 RWI training £3500 Forest Schools and Yoga
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?
Children to remain in the classroom without disrupting the learning of others. Improved behaviour on the playground and reduction of instances of children hurting each other in rough play.	Children supported in a nurture group provision to allow them to access the main school curriculum in smaller bursts while having regular adult support to regulate and maintain appropriate and safe behaviour in a school environment.	https://www.nurtureuk.org/research-evidence/impact-and-evidence/nurture-group-research-faq	Regular HT monitoring Individual behaviour plans for all children accessing provision Regular meetings between Nurture group staff, class teachers, HT and Parents	KS/TG/MB	Ongoing review- formal review in Feb 20
Children to have access to TiS worker and opportunities to explore that Trauma in a safe space where needed.	Three afternoons per week with TiS Lead Practitioner	https://www.traumainformedschools.co.uk/ Currently recommended as best practice across Cornwall	Regular SENCO monitoring	MB	Jan 20
Total budgeted cost					£3000 Play Therapist £1000 trips and external residentials subsidy £22025 Nurture group staffing costs £6980 TiS worker

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?
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of 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
A wider range of quality teaching techniques, which accelerate progress and attainment for pupil premium children to be in place throughout the school.	Each member of teaching staff to spend at least one day observing practice at exceptional schools nationally, observing best practice in pupil premium.	Action did not take place	To be continued in future years as school priorities allow.	£0
Curriculum design for 2018-2019 to have a good regard to techniques observed in other schools and effective methods of targeting pupil premium attainment and progress.	Staff to review current curriculum content to review if current curriculum meets the needs of all learners (as mapped in academy development plan).	New Project Based learning curriculum implemented across the school. Feedback from parent and pupils very positive-improved attendance (PA reduced to 4%) largely accredited to pupil's increased enthusiasm for learning through Projects.	PBL to continue. Impact on outcomes of PP children to be measured again in 2019-2020.	£2989.41 spent on trips/enrichment opportunities for Pupil Premium children, £620 spent allowing PP children to access camps and residential.

Progress gap in writing will be narrowed, as will the whole school attainment gap.	Dedicated writing days for Pupil Premium children in KS1 and KS2 (outside of school). Range of books purchased for whole class reading to increase the text knowledge of PP children.	No dedicated days offered in Year 6 writing- PP pupils performed as well as their non PP peers nationally (83.3% at Fowey, 83% nationally). Impact from Year 5 Writing days in 2017-2018 still evident in the enthusiasm of some PP children to write. Attainment gap mixed across school. In KS1, PP pupils outperform their non-PP peers, in KS2 outcomes vary per year group but numbers of PP children are very low (in some year groups, only one or two children).	Continue a personalised approach to narrowing the gap for PP children, focussing on specific interventions where needed and the quality of educational provision overall.	£500 writing project days for Year Six
Children's basic maths skills are improved, increasing their ability to access higher order thinking, reasoning and problem solving confidently.	Monitoring of maths teaching by MB. Continuation of CPD programme from 2016-2017	Maths to be main school focus for improvement in 2019-2020		
Attendance is not a negative factor in any child's attainment or progress.	Attendance of pupil premium children is reported to the headteacher fortnightly	Attendance across the whole school has improved significantly but, on the whole, pupil premium attendance has not improved at the same rate as that of non-pupil premium children. So, although pupil premium children's attendance improved to 94.57% in 2018-2019 the gap between pupil premium attendance and that of non-pupil premium children increased (to 1.89%).	More analysis is needed as to the reasons why Pupil Premium attendance is lower than that of non-pupil premium peers with due consideration given as to whether this is due to the circumstances of individual children or due to wider factors which the school could influence. Systems and structures are now in place to challenge absence, particular persistent absence, which need to continue to be a focus.	£500 attendance officer
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>Targeted intervention in KS1 and EYFS ensures that PP children make rapid progress and achieve a good level of development in EYFS.</p> <p>Daily phonics interventions ensure that PP children achieve a pass in their phonics screening check.</p>	<p>Monitor and evaluate the effectiveness of RWI phonics, ensuring that PP children are making accelerated progress.</p> <p>PP children to be a focus in pupil progress meetings. PP children to be included in 50% of book scrutinies and all pupil panels. PIRA testing termly.</p>	<p>All PP children in EYFS and Year One achieved an expected level of development or achieved at greater depth- this does, however, represent two very small cohorts of pupil premium children.</p> <p>At the end of KS2, which is a larger cohort of six, our pupil premium children achieved in line with non-pupil premium children in all areas. This is also the case over a 3 year trend.</p>	<p>Identification of Pupil Premium children in EYFS and KS1 remains a focus, as numbers identified are very low. Currently it is difficult to say if this is due to changing demographics across the school (for example last year's year 6 had a very high PP rate), cohort specificity or a decline in children attending the school who are eligible for the pupil premium.</p>	<p>£29000 staff salaries</p>
<p>Progress gap in writing will be narrowed, as will the whole school attainment gap.</p>	<p>Reading and Writing interventions with teaching assistants including Rapid Reading.</p>			

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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: www.aschool.sch.uk

£1011.98 spent on resources for the Green Room (Trauma Informed Schools) space- furniture and resources

£969.96 spent on general resources for use by pupil premium children across the school (including specialised chairs, wobble cushions and SEND resources, desk screen and other materials)

£500 spent on Team Teach training as required by the risk assessment for one pupil premium child