



## Pupil premium strategy statement: Luxulyan CP School 2019-20

1. Summary information					
<b>School</b>	Luxulyan CP School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	28618	<b>Date of most recent PP Review</b>	Oct 2019
<b>Total number of pupils</b>	104	<b>Number of pupils eligible for PP</b>	18 (17.3%)	<b>Date for next internal review of this strategy</b>	Jan 2020

2. Current attainment (KS2 Y6 2018)		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading</b>	100%	71%
<b>% achieving expected standard or above in writing</b>	100%	71%
<b>% achieving expected standard or above in GPS</b>	100%	71%
<b>% achieving expected standard or above in maths</b>	100%	71%
<b>% achieving expected standard or above in RWM combined</b>	100%	71%
<b>Progress measure reading</b>	8.0	7.1
<b>Progress measure writing</b>	9.3	6.9
<b>Progress measure maths</b>	10	7.4

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Raise reading levels and oral fluency across KS1 and KS2, predominantly focusing on KS1
<b>B.</b>	Engagement with and enthusiasm for writing, further hampered by a lack of additional experiences and real world experience to enrich writing
<b>C.</b>	Pupils achieving ARE in Reading, Writing and Maths at the end of KS1
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Maintain increased attendance at after school clubs for pupils who are pupil premium
<b>E.</b>	Parental expectations, engagement and commitment
<b>F.</b>	Continue to support mental health and well-being

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Raise reading levels and oral fluency across KS1 and KS2, predominantly focusing on KS1	Raise achievement of PP children to ARE by end of KS1 and maintain ARE for the end of KS2
<b>B.</b>	Writing will be inspired by more planned in school and out-of-school experiences.	Progress and attainment of PP writing to continue to be in line with national average by the end of KS2 and enriched by out of school activities. KS1 writing levels to be monitored too.
<b>C.</b>	Pupils achieving ARE in Reading, Writing and Maths at the end of KS1	Percentages of all pupils (PP) achieving ARE in Reading Writing and Maths to be in line with national average by the end of KS1.
<b>D.</b>	Maintain increased attendance at after school clubs for pupils who are pupil premium	Compare attendance ratios for PP and non-PP children at clubs.
<b>E.</b>	Improve parental engagement, expectations and understanding for PP pupils.	Number of PP parents attending parents evenings / afternoons will increase.
<b>F.</b>	Continue to work hard to make sure mental health and wellbeing of PP pupils' needs are met and supported through challenging periods of their lives.	Outcome reviewed through wellbeing survey and regular verbal feedback from experts.

Planned expenditure	
<b>Academic year</b>	<b>2019/20</b>

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	Term Reviews and review dates
<p><b>A</b> To continue to raise reading levels and oral fluency across KS1 and KS2, predominantly focusing on KS1.</p>	<ul style="list-style-type: none"> <li>• Intervention sessions by TAs and teachers to target PP and non-PP students with low levels.</li> <li>• New phonics lead.</li> <li>• Phonics to be delivered five days a week rather than four.</li> <li>• Word of the Week – to raise vocabulary awareness.</li> <li>• No nonsense spelling scheme implemented from Sept 2018</li> <li>• Cracking comprehension resource available.</li> <li>• AR reader implemented effectively across KS1 and KS2.</li> <li>• CGP comprehension tasks for support and intervention in KS2.</li> </ul>	<p>Lower attainment in comprehension assessment.</p> <p>Low levels of oral ability and limited levels of vocabulary across KS1 And KS2.</p> <p>Low levels of inference noted in KS2.</p>	<ul style="list-style-type: none"> <li>• Star reader assessments termly.</li> <li>• School and Trust wide scrutiny of reading.</li> <li>• 50% of book scrutinies and pupil panels to include PP children.</li> <li>• Data tracking half-termly to include analysis of attainment of PP children.</li> <li>• Pupil progress meetings (half-termly) to always include PP children.</li> </ul>	<p>English lead – EW supported by Head of School (SLDL)</p>	<p>Termly data review – Jan, April</p> <p>End of year review</p>
<p><b>B</b> Attainment gap in writing will be narrowed and inspired by more planned in school and out-of-school experiences.</p>	<ul style="list-style-type: none"> <li>• Talk for Writing to be embedded and developed throughout the school.</li> <li>• Launch activity hooks to inspire curriculum writing half-termly.</li> <li>• Forest school sessions from January to provide wider and inspirational learning opportunities.</li> <li>• External writing support and advice from county moderator.</li> </ul>	<p>There are ‘significant’ percentage attainment gaps in Y2 and Y3 in writing.</p> <p>We know that our PP children struggle to create innovative and interesting texts as they do not always have the same exposure as other children to a broad range of life experiences.</p> <p>Adding purpose to writing through real world experiences (we know that children’s writing improves when they write for a purpose).</p>	<ul style="list-style-type: none"> <li>• School and Trust wide scrutiny of writing.</li> <li>• 50% of book scrutinies and pupil panels to include PP children.</li> <li>• Data tracking half termly to include analysis of attainment of PP children.</li> <li>• Pupil progress meetings (half termly) to always include PP children.</li> <li>• 50% of moderation sessions to include PP children.</li> </ul>	<p>Head of School (SLDL)</p> <p>PP Lead (JH)</p>	<p>Termly data review – Jan, April</p> <p>End of year review</p>

<p><b>C</b> Pupils achieving ARE in Reading, Writing and Maths at the end of KS1</p>	<ul style="list-style-type: none"> <li>Increased focus on Quality first teaching.</li> <li>Specific targeted interventions taught where specific gaps have been identified</li> <li>New Marking and feedback policy to provide immediate response/intervention post lesson.</li> </ul>	<p>25% percent PP children achieved expected standard or above in RWM combined in 2017-2018.</p> <p>25% (1 of 4 chn) of PP children achieved ARE in RWM combined in 2018</p> <p>Currently 0 of 1 expected to achieve ARE in Reading, writing and maths by the end of the year.</p>	<ul style="list-style-type: none"> <li>Termly data analysis to identify progress and attainment as well as areas to target.</li> <li>Intervention records to be kept by class.</li> <li>Class teachers to monitor the impact of interventions on PP and attainment and liaise with PP lead.</li> </ul>	<p>Head of School (SLDL)</p> <p>PP Lead (JH)</p> <p>All teachers / TA's</p>	<p>Termly data review – Jan, April End of year review</p>
<p><b>Total budgeted cost</b></p>					<p>Pupil premium lead £5,610</p> <p>1-2-1 Support £8356</p> <p>Targeted intervention £9,039</p> <p>Non Staffing £4500</p> <p>Attendance monitoring £2,596</p>

<b>ii. Targeted Support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Initial review date</b>
<p><b>D</b> Maintain increased attendance at after school clubs for pupils who are pupil premium.</p>	<ul style="list-style-type: none"> <li>Attendance of pupil premium children to be reviewed half termly and compared to non-PP children.</li> <li>PPSA to liaise with parents over attendance.</li> </ul>	<p>Attendance and inclusion is one of the biggest determiners in pupil achievement.</p> <p>16 out of 20 attended an after school club during either term 2 or 3. (80%) PP attendance at after/in-school clubs rose pleasingly last year and achievement also rose.</p>	<ul style="list-style-type: none"> <li>After school club registers.</li> <li>PP lead and PPSA to liaise over club attendance.</li> </ul>	<p>Head of School (SLDL)</p> <p>PPSA (MF)</p> <p>PP lead (JH)</p>	<p>Termly data review – Jan, April</p> <p>End of year review</p>
<p><b>Total budgeted cost</b></p>	<p>Attendance monitoring £2,596</p> <p>Pupil premium lead £5,610</p>				
<b>iii. Other approaches</b>					

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?
<p><b>E</b> Improve parental engagement, expectation and understanding for PP pupils.</p>	<p>Parent consultation to set and agree termly progress targets to improve parental accountability and provide support for parents to help their child's learning at home.</p> <p>Parental workshops to support parents to help with their child's home learning</p> <p>Parent / Pupil support advisor to target individuals and support their families.</p>	<p>Pupils who are provided consistent support from both home and school made more progress.</p> <p>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.</p>	<p>Parent / Pupil support advisor to work alongside Head of School to target individuals whose home life and or behaviour is impacting on their learning.</p> <p>Records of attendance at workshops.</p> <p>Parent / Pupil support advisor to target individual pupils and support them.</p> <p>Continue to monitor effectiveness of online contact platforms. Encourage staff to maintain verbal contact via telephone or playground conversations as well as organised meetings.</p> <p>Rigorous monitoring of PP children's home learning, reading records and spellings, increasing parental engagement.</p>	<p>Parent / Pupil support advisor (MF)</p> <p>Head of School (SLDL)</p> <p>PP lead (JH)</p>	<p>Termly data review – Jan, April</p> <p>End of year review</p>
<p><b>F</b> Continue to work hard to make sure mental health and wellbeing of PP pupils' needs are met and supported through challenging periods of their lives.</p>	<p>Build a team of experts to ensure all pupils' needs can be met and supported through challenging periods of their lives.</p> <p>School counsellor in school half a day a week.</p> <p>Draw and Talk programme</p> <p>Fun Fit</p> <p>Forest School sessions</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>Identify, design and develop an area that will enable pupils to feel safe and secure in their time of need.</p> <p>Introduce provision/service for mental health and wellbeing support, building a team of experts to ensure that all pupils' needs are being met and supported. Outcome reviewed through wellbeing survey and regular verbal feedback from experts.</p>	<p>Parent / Pupil support advisor (MF)</p> <p>Head of School (SLDL)</p> <p>PP lead (JH)</p>	<p>Termly data review – Jan, April</p> <p>End of year review</p>

	Regular PSHE sessions delivered as part of curriculum		Delivery of RE/RSE and Forest School sessions as well as bi-annual online safety focus.		
<b>Total budgeted cost</b>	Pupil premium lead £5,610  1-2-1 Support £8356  Non Staffing £4500  Attendance monitoring £2,596				