

Pupil Premium Strategy Statement

Cusgarne Primary School



1. Summary information					
School	Cusgarne Primary School				
Academic Year	2019/20	Total PP budget	£6,900	Date of most recent PP Review	July 2019
Total number of pupils	88	Number of pupils eligible for PP	6	Date for next internal review of this strategy	July 2020

2. Current attainment (12 Pupils in total)		
2019 SATs	Pupils eligible for PP	Pupils not eligible for PP (national average)
% meeting standard or above in reading, writing, Maths	0%	100% (71%)
% meeting standard or above in reading – KS2	50%	100%
% meeting standard or above in writing – KS2	0%	100%
% meeting standard or above in maths – KS2	50%	100%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	A significant number of PP pupils (33%) also have SEND and emotional issues which may impact on academic progress.
B.	An increasing number of children have barriers relating to social, emotional and mental health issues.
C.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	(50%) of children come from families who parents have a low self-esteem in relation to education.
E.	

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Narrow the in-school gap between PP and non-PP attainment in core subjects, particularly across KS1 but also across KS2.	Gap between PP and non-PP pupils is reduced in all core subjects
B.	PP pupils will have their emotional needs supported in class and will have an emotional adult allocated to them. Small group/1:1 intervention where appropriate which will support the development of engagement in learning, improving children's outcomes.	Teachers report calm and settled learning behaviours from all PP children in classrooms, and this will be recognised through monitoring and observations. Data will show improvement for children in all areas.
C.		
D.	All pupils eligible for PP across the school will be identified, and parents supported to access the PP funding for their child.	All pupils eligible for funding are receiving it and additional support in school.
E.	PP pupil engagement with wider experiences including outdoor learning. All classes across the school will have the opportunity to experience some outdoor learning each half term.	PP pupils to have access to wider learning experiences, resulting in positive attitudes to learning, observed in monitoring sessions across the school, and book scrutiny.

5. Planned expenditure					
Academic year		2019/20			
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?
All pupils access quality first teaching including lessons that are well differentiated, take into consideration different learning styles and are based around pupils' interests. This includes a focus on Mastery in Maths.	Some pupils will be pre-taught to enable full access to whole class teaching. Misconceptions will be identified quickly and corrected. Additional staff to support individual pupils in small groups and 1:1 to enable them to access whole class teaching. Teachers to plan a broad and engaging curriculum.	A large body of research evidences that quality first teaching has a major impact on pupils' progress. This includes disadvantaged pupils.	Termly lesson observations Book scrutiny Pupil Progress meetings Performance management Maths and English Leads to monitor PP children's attainment and progress in their subjects. Feed-back to PP Lead	Head of School Maths Lead English Lead PP Lead	Reviewed Termly
Teachers to have clear responsibility regarding data. Tracking PP children and their progress across the terms and providing close support when need identified through tracking.	Use of PIRA and PUMA testing for standardised scores. Support from SLT during Progress meetings.	Regular standardised testing and progress meetings with clear focus on PP children to ensure individual children are identified if not making progress. Monitoring of trends over time which will inform intervention provisions.	Termly progress meetings. Aspire monitoring and hub council monitoring.	Head of School PP Lead	Reviewed Termly
Total budgeted cost					£0

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?
<p>PP children to be facilitated in experiencing a wider range of sports and arts alongside opportunities to experience different cultures/beliefs to broaden understanding and knowledge of the wider world.</p> <p>To ensure that we provide opportunities that would not have been experienced otherwise.</p>	<p>Increase the variety of cultural experiences available to children and track their engagement in additional opportunities. Ensure that there are no barriers to this e.g. cost.</p> <p>Sports Coach (Plymouth Argyll) employed to deliver after school sports club and open up opportunities to represent the school.</p> <p>Ensure that pupils are able to access extracurricular activities.</p>	<p>PP pupils will access school trips (subsidised).</p> <p>KS2 - A range of residential trips offered to pupils (including visiting cities, places of worship for different faiths and experiencing different performing arts) at a reduced cost.</p> <p>Ensuring that PP children access a variety of extracurricular opportunities to ensure we provide opportunities for them to excel and experience social situations / clubs that they would not normally attend.</p>	<p>Monitor attendance at school clubs, sporting events and follow up on pupils not accessing additional opportunities.</p> <p>HOS + PP Lead Teacher available to meet with families to talk through how we can help should there be any barriers to pupils accessing additional opportunities (transport / cost etc.).</p>	<p>Head of School PP Lead PE Lead</p>	<p>Ongoing</p>

<p>PP Children receive high quality, purposeful, focused support to narrow the attainment gap between PP and non-PP pupils.</p> <p>PP pupils who are not reaching their potential are identified and key skills taught with challenge being identified.</p>	<p>Provide focused interventions run by either class teacher or teaching assistant.</p>	<p>EEF evidences that small group and quality one to one support that is focused on need and learning styles has a high impact on raising attainment.</p>	<p>Class teachers and SLT to identify pupils requiring additional support to make expected / accelerated progress.</p> <p>Regular discussions between teachers to ensure Maths is targeted to plug gaps and enable pupils to work at ARE.</p> <p>Interventions set to support PP children in each class to close gaps and promote progress on a fluid basis - e.g. catch up / pre-teach sessions as needed for specific topics.</p>	<p>Class teachers Head of School</p>	<p>Half-termly</p>
<p>PP pupils with additional SEMH needs will be able to regularly meet with their emotional available adult to support their wellbeing.</p>	<p>Key staff, as identified by pupils, will be made available to support, mentor and coach PP pupils with additional SEMH needs.</p>	<p>Widely recognised brain science shows that feeling 'safe' and having emotional needs met for pupils with any interruptions in their early development/following a change or trauma is a foundation to being prepared to learn.</p>	<p>Pupil feedback Teacher feedback about pupils in school Parent feedback All staff to gauge wellbeing of identified pupils and feedback to relevant staff.</p>	<p>Head of School PP Lead</p>	<p>Termly</p>
Total budgeted cost					£4500

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?
Continued increased confidence and trust of families with school. Support for families with schoolwork, education and parenting.	Provide initial support.	To help to promote positive links between home and school for both children and parents/carers. Support parents to feel confident supporting their children with their learning and signpost to additional agencies, if required.	Regular meetings between class teachers, Head of School and SENDCo to review cases, discuss support in place for families and individual children. Parental feedback will show they feel supported both at home and school.	Head of School SENDCO Class teachers	Termly
PP children who have Sensory or Social and Emotional needs are supported with how to regulate their needs.	Development of a sensory area/bag which will have different activity ideas, different textures to touch. Teachers are aware of what regulation in a sensory child might look like and accommodate it as appropriate within classes.	Attendance at Mentally Healthy Schools CPD which suggested that in line with the growing number of children requiring support to regulate their processing needs. Including, but not limited to, pupils suffering bereavement, sensory processing difficulties and pupils with autism. We are developing a space/bag with resources to support children in these areas. Other schools have reported that by using these tools /resources pupils are able to return to class quicker and in a more calm and soothed emotional state.	This is an area that will continue to develop as needs require. Staff training around SEMH will be identified and supported via Aspire PP network / SEND network. Arrange training for all staff around Trauma Informed Schools.	Head of School SENDCo	Sensory Programme will be evaluated termly. Analyse how many children are accessing resources and how they return to class.
Total budgeted cost					£2400

Previous Academic Year: 2018/2019			
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)
Improved progress in reading and maths.	All staff aware of the data of PP pupils, individual targeted approach.	Progress across whole cohort has improved upon last years results. Across the board exceeding national average in all subjects and combined subjects. In relation to PP children the progress they made since joining Cusgarne has increased even though they may not have attained the expected standards.	More specific one to one or one to small group interventions during afternoon sessions in order to close the gap and improve attainment levels.
High rate of progress for high attaining PP pupils.	Higher attainment of high ability pupils to be a focus for all teaching staff. Staff training on challenge and mastery.	Higher attaining PP pupils are challenged appropriately within all subjects.	Continue to challenge high attaining PP pupils as well as supporting those PP pupils who are not high attaining.
Improved emotional resilience.	Learning line, talk time, DIT.	Learning line and talk time have worked well as well as having specific time to respond to feedback.	More specific one to one or one to small group interventions during afternoon sessions in order to help those children who require the emotional support.