



1. Summary information					
School	Cusgarne Primary School				
Academic Year	2020/21	Total PP budget	£7,035	Date of most recent PP Review	Sept 2020
Total number of pupils	91	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Jan 2021

2. Current attainment		
2019 SATs (Due to COVID 19 – no data for 2020)	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.	Significant time off school/learning for many children, which has affected learning/confidence (Due to COVID).
B.	Ensuring all PP children who have other identified possible barriers to learning (SEN and SEMH), also have in addition to planned interventions, individualised support to ensure they reach their full potential.
C.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Rural location with limited broader experiences - high level of learning needs, low aspirations and expectations - extra enrichment activities.
E.	Access to laptops in order to access the online curriculum both regular homework tasks and remote learning.

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Continue to close the in-school gap between PP and non-PP attainment in all areas of the curriculum, with a particular focus on reading/phonics and maths by implementing additional interventions across both Key Stages.	Gap reduced from previous year and PP children to make above average progress in all core subjects.
B.	Ensure all PP children's emotional needs have been supported through targeted interventions - Completion of Trauma Informed Schools Training and apply TIS approach consistently across the school.	Parents/carers know how to access both emotional and financial support. Parent opinion will show that staff are approachable, and parents feel they are well supported. Enthusiasm for school/learning is enhanced. Children able to access learning and achieve success through becoming more emotionally stable.
C.	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. Team building experiences within year groups and across school.	PP pupils to have access to wider learning experiences, they will experience what is it like to feel part of a team and work together to solve a problem. Their self-confidence and self-esteem will improve, resulting in positive attitudes to learning, observed in monitoring sessions across the school, and book scrutiny.
D.	Increase boys' enthusiasm and engagement in learning, especially writing and reading. Make explicit choices of study themes to engage and interest boys through topic/curriculum review.	PP (boys in particular), their interest and achievement in writing will improve at every phase and diminish the gap between boys and girls. Children will engage with learning more effectively and make greater than average progress.
E.	PP pupils are given the tools to allow them to engage with homework and home learning.	PP children will engage with home learning and continue their education whilst not at school. The gap that has increased since COVID and 'lockdown' of schools will reduce, and these children will be able to access the curriculum ensuring that the gaps continue to be reduced and not increase again.

5. Planned expenditure					
Academic year		2020 - 2021			
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?
Teachers to have clear data and responsibility for tracking and improving the progress of PP children.	Continued development of pupil tracking system, training for staff and improved data sharing. Use of PIRA & PUMA assessments to give standardised scores.	Giving teachers opportunities to monitor the progress of their PP children and take action. Use of regular standardised assessments, alongside teacher assessment, will allow teachers to identify trends in learning and make early and specific/targeted interventions.	Regular pupil progress meetings, termly monitoring days and hub council reporting.	Head of School PP Lead	Reviewed Termly
Teachers have a greater understanding of teaching a wide and challenging vocabulary and how to engage children.	Training and continuing professional development/links with English and Maths Mastery Hub (Aspire)	Evidence shows that this will improve children's engagement and performance.	As above.	Head of School, English Lead, Maths Lead, PP Lead.	Ongoing
All pupils access quality first teaching.	Continuing professional development/training for all staff.	Quality first teaching is proven to have the most impact on the most disadvantaged children (EEF).	Lesson observations, book scrutinies, pupil progress meetings.	Head of School, English Lead, Maths Lead, PP Lead	Termly
					Total budgeted cost £1,500.00

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?
PP children who are not making required progress are identified and the gaps in their learning are identified and retaught.	Deployment of teaching time, TA and HLTA time.	Accurate information from tracking will allow for more effective intervention- immediate feedback and quick catch up. EEF research has proven that purposeful, focused, high quality 1:1/small group has a high impact on raising attainment.	Monitoring by Head of School. Aspire monitoring visits and pupil tracking data. Sessions overseen by SENDCo.	Head of School SENDCo PP Lead	Half termly Entry and exit assessments to ensure progress made.
All PP children are given the tools to help them with their learning.	Provide PP children with Chromebooks for home. (7 Chromebooks)	Children who engage with weekly homework tasks and remote learning continue to make progress especially reading, writing and maths. Children's self-confidence and self-esteem is managed as they can access the online learning platform with their peers. The 'lockdown' gap will reduce.	Class teachers will monitor the home learning that these children access, setting appropriate challenges where necessary.	Head of School SENDCo PP Lead Class Teachers	Ongoing - close monitoring of engagement from PP children.
PP pupils with additional SEMH needs will feel more secure and able to learn.	For staff to use the Trauma Informed Schools approach training.	TIS approaches show 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.	Pupil/Teacher/Parent feedback. All staff to gauge wellbeing of identified pupils and feedback to relevant staff. SENDCo to complete TIS training.	SENDCo Allocate children to emotional available adults.	Termly
					Total budgeted cost £2,035.00

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?
Meeting the emotional needs of PP children, to effectively support high levels of engagement with learning and a positive impact on outcomes.	<p>Whole school targeted TIS intervention.</p> <p>Outdoor team building opportunities linked to Forest Schools.</p>	<p>TIS is recognised as an effective tool for supporting emotional resilience and as such has been adopted by our MAT for the benefit of all of our children.</p> <p>Outdoor learning and social/emotional interventions have noted impact on wellbeing and engagement.</p>	<p>Ensure all pupils needing emotional support are identified through whole school screening.</p> <p>Gather feedback from children, parents and staff. Adjust provision accordingly.</p> <p>Staff trained in TIS/Whole School TIS Action Plan.</p> <p>2 members of staff to be trained in Forest Schools to plan and implement activities across the school.</p>	<p>SENDCo PP Lead</p>	<p>Mid - Year</p>
<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. Sports Coach (Plymouth Argyle) 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>Total budgeted cost £3500.00</p>

Previous Academic Year: 2019/2020			
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)
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.	Autumn term - pupils were identified and 1:1/small group interventions were carried out to correct misconceptions. Teachers followed the Mastery in Maths approach and planned differentiated learning activities through an engaging curriculum. Children showed good levels of enthusiasm for maths. Spring/Summer Term - COVID	We will continue with small group and rapid intervention. TA interventions with children will be continued. Maths Mastery has been embedding throughout the school. The purchase of White Rose Maths resources will allow teachers to continue their development and strengths in delivering Maths throughout the school.
Teachers 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.	Autumn Term - From these assessments the teachers were able to track and monitor the progress being made. Spring Term/Summer Term - COVID	We will continue with regular assessments to identify and track children to ensure that regular progress is being achieved. Small group purposeful interventions will be provided in Phonics/Reading and Maths in order to support these children.
PP children to be facilitated in experiencing a wider range of sports and arts alongside	Increase the variety of cultural experiences available to children and track their engagement in additional opportunities. Ensure that there are no barriers to	Autumn Term - Increase in number of PP children accessing the after-school clubs. KS2 children were able to represent the school in athletics and football.	To be continued - investigate accessing virtual guided tours/experiences in order to broaden the knowledge and understanding of the wider world whilst COVID restrictions apply. As and when restrictions are lifted - plan a range of experiences for the children.

<p>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>this e.g. cost.</p> <p>Sports Coach (Plymouth Argyle) 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>Spring/Summer Term - COVID</p>	
<p>PP children receive high quality, purposeful, focussed support to narrow the attainment gap between PP and non-PP pupils.</p> <p>Pupils who are not reaching their potential are identified and key skills are taught with challenge being identified.</p>	<p>Provide focussed interventions run by either class teacher or teaching assistants.</p>	<p>Autumn Term - children were identified quickly through quality first teaching and appropriate interventions were undertaken. These were proving effective and children were making good progress and the attainment gap was being closed.</p> <p>Spring Term/Summer Term - COVID</p>	<p>To be continued as this proved very effective in the Autumn Term.</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>Autumn Term - Children and adults were forming good relationships, children reported that they felt safe at school and enjoyed coming to school.</p> <p>Spring Term/Summer Term - COVID</p>	<p>To be continued - identify all children who would benefit this support especially after COVID - continue TIS training and whole school approach.</p>
<p>Continued increased confidence and trust of families with school.</p>	<p>Provide initial support.</p>	<p>Autumn Term - Parent meetings were conducted, and parents were able to talk to the class teachers about their</p>	<p>To be continued - from discussions with parents one of the barriers to home learning that they were facing was that they did not have a laptop at home for the children to use.</p>

<p>Support for families with schoolwork, educations and parenting.</p>		<p>worries/concerns. Teachers were able to discuss strategies to be used at home.</p> <p>Spring Term/Summer Term - online learning platform launched. Regular phone calls from SENDCo to support families.</p>	<p>Look at investing in a Chromebook for each PP family.</p>
<p>PP children who have sensory or social and emotional needs are supported with how to regulate their needs.</p>	<p>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.</p>	<p>Autumn Term - TIS approach was being rolled out across the school and teachers were identify those children who would benefit from a range of sensory activities.</p> <p>Spring Term/Summer Term - COVID</p>	<p>To be continued - TIS approach to be used across the school and children given the opportunity to regulate their sensory needs either within the class or outdoors.</p>