

Pupil premium strategy statement (primary)

Autumn 2020 data included to show rationale for current academic year strategy

1. Summary information					
School	Trewirgie Infants and Nursery School				
Academic Year	2019-2020	Total PP budget	LA £85920	Date of most recent PP Review	Feb 2020
Total number of pupils	315	Number of pupils eligible for PP	80	Date for next internal review of this strategy	Jan 2021

Attainment – Autumn 2019 – Spring 2020		
EYFS	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and number	57%	72%
% achieving expected standard or above in reading	64%	76%
% achieving GDS in reading	14%	18%
% achieving expected standard or above in writing	78%	74%
% achieving GDS in writing	14%	13%
% achieving expected standard or above in number	71%	88%
% achieving GDS in number	14%	15%
% making expected or above progress reading	100%	100%
% making expected or above progress in writing	100%	100%
% making expected or above progress in number	100%	100%
Current attainment – Autumn 2019 – Spring 2020		
YEAR 1	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	0%	0%
% achieving expected standard or above in reading	54%	66%
% achieving GDS in reading	4%	5%

% achieving expected standard or above in writing	25%	48%
% achieving GDS in writing	0%	0%
% achieving expected standard or above in maths	46%	54%
% achieving GDS in maths	0%	3%
% making expected or above expected progress reading	76%	75%
% making expected or above progress in writing	72%	74%
% making expected or above progress in Maths	80%	83%
Current attainment - Autumn 2019 – Spring 2020		
Year 2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	19%	41%
% achieving expected standard or above in reading	50%	62%
% achieving GDS in reading	4%	27%
% achieving expected standard or above in writing	42%	60%
% achieving GDS in writing	0%	8%
% achieving expected standard or above in maths	31%	59%
% achieving GDS in maths	8%	21%
% making expected or above progress reading	90%	81%
% making expected or above progress in writing	91%	76%
% making expected or above progress in number	53%	76%

Pupil premium strategy statement (primary)

2. Summary information					
School	Trewirgie Infants and Nursery School				
Academic Year	2020-2021	Total PP budget	£69940	Date of most recent PP Review	February 2020
Total number of pupils	285	Number of pupils eligible for PP	75 (26%)	Date for next internal review of this strategy	July 2021

3. Current attainment – September Entry to Autumn 2 (2020)		
EYFS – 17% Pupil Premium (12/71)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and number	75%	58%
% achieving expected standard or above in reading	75%	73%
% achieving GDS in reading	8%	17%
% achieving expected standard or above in writing	91%	67%
% achieving GDS in writing	8%	73%
% achieving expected standard or above in number	83%	74%
% achieving GDS in number	8%	83%
% making expected or above progress reading	100%	100%
% making expected or above progress in writing	100%	100%
% making expected or above progress in number	100%	100%
1. Current attainment – September Entry to Autumn 2		
YEAR 1 – 21% Pupil Premium (17/80)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	18%	43%
% achieving expected standard or above in reading	47%	73%
% achieving GDS in reading	6%	16%
% achieving expected standard or above in writing	18%	43%
% achieving GDS in writing	4%	6%
% achieving expected standard or above in maths	65%	88%

% achieving GDS in maths	6%	13%
% making expected or above expected progress reading	76%	86%
% making expected or above progress in writing	94%	97%
% making expected or above progress in Maths	94%	96%
1. Current attainment - September Entry to Autumn 2		
Year 2 – 33% Pupil Premium (28/86)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	15%	41%
% achieving expected standard or above in reading	29%	54%
% achieving GDS in reading	0%	7%
% achieving expected standard or above in writing	43%	29%
% achieving GDS in writing	0%	3%
% achieving expected standard or above in maths	46%	81%
% achieving GDS in maths	7%	7%
% making expected or above progress reading	92%	91%
% making expected or above progress in writing	96%	97%
% making expected or above progress in number	82%	91%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	<p>Leadership and management</p> <p>“Outcomes for disadvantaged are not good enough. This leaves some pupils not as well prepared for their next stage in their education.” Ofsted March 2019. This group need to be the subject of monitoring to ensure that there is a sharp focus on both progress and attainment, including the development of SMART individual provision maps.</p>
B.	<p>Quality of Education</p> <p>Ensure that all children are provided with ‘Quality first teaching’ and provide consistently high standards by setting expectations, monitoring performance and sharing best practise. There is a need to focus on ‘closing the word gap’ of disadvantaged pupils in the school. In particular, child need support with their early language and communication skills, by involving Speech and Language support early on and identifying specific issues for children quickly and taking action.</p>
C.	<p>Behaviour and attitudes</p> <p>There is a need to develop and improve pupils’ motivation and positive attitudes to learning as important predictors of attainment. The development of positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education. Improving the behaviour for learning across the school will enable teachers to spend more time with disadvantaged pupils.</p> <p>“Children do not have positive attitudes towards their learning. They do not show pride in their work.” (Ofsted 2019)</p>

	“During the learning walk pupils in KS1 were well behaved and demonstrated respectful attitudes, however their attitudes to learning were not as well established.” Tamsin Lamb external advisor.	
D.	Personal development Improve resilience and metacognition skills, in particular children owning their own learning. Some disadvantaged pupils have low levels of self-confidence in their academic abilities and low levels of self-awareness regarding their targets/next steps. This feeds into our newly written curriculum, one of the aims is: “To provide a broad and creative curriculum framework in which children can develop an understanding of their own skills, expertise and knowledge allowing them to explore and build upon these as a process of self-development.”	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	The Covid-19 pandemic meant that most pupils were home schooled from March 2020 and then returned in September 2020. School entered another national lockdown on 5.1.21. Our PP children often have various levels of parental support.	
F.	Engage parents and empower them to support their children throughout their education. Creating stronger links between home and school.	
G.	Attendance In year 1 attendance % for children who receive Pupil Premium funding is 94.28% compared with children who do not receive Pupil Premium funding at 97.87%. In all other year groups there is an increase or minimal difference in attendance % of pupils who receive or do not receive Pupil Premium funding.	
H.	The school is situated in an area of high deprivation including a significant number of children who are in the highest 10% in the UK. Specific to the Redruth area, the IMD ranking identifies income, employment, education skills and training, health deprivation and disability within the most deprived – level 1. https://www.cornwall.gov.uk/media/40596801/imd-2019-cornwall.pdf	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<ol style="list-style-type: none"> i. To further improve attainment levels and the rates of progress in reading and phonics especially in the EYFS to bring it in line with National in 2021. ii. To ensure ‘Quality First Teaching’ is the standard in all classrooms. iii. To ensure children are aware of next steps and how to improve. iv. To respond rapidly with specific and targeted intervention for children who are highlighted as needing extra support delivered by trained staff. 	<ul style="list-style-type: none"> • The teaching of RWI is robust and consistent across the school. • High quality texts are provided to widen vocabulary and develop their language skills. • The provision and support for the lowest 20% of pupils enables them to make above expected progress in reading. • SMART targets are evident in pupil premium provision maps • Guided reading sessions allow pupils to develop reading fluency as well as acquire new language through RWI sessions. • Story-telling vocabulary is developed promoting the importance of reading for listening comprehension and engendering a love of reading. • Parents are informed about how reading is taught and how they can support their children at home.
B.	<ol style="list-style-type: none"> v. To continue to further improve levels of attainment and rates of progress in writing so the school moves closer to the National average in 2021 and meet or exceed in 2022. vi. To ensure ‘Quality First Teaching’ is the standard in all classrooms. vii. To ensure children are aware of next steps and how to improve. viii. To respond rapidly with targeted teaching for pupils at risk of underachievement. 	<ul style="list-style-type: none"> • The Talk for Writing approach is embedded across the school. • Motivation for writing is improved by using engaging texts and following children’s interests • Assessment is clear, robust and standardised across the school • SMART targets are used in pupil premium provision maps • The standard of spelling is improved in relation to AREs. • The quality of written presentation continues to improve and

		<p>evident in books.</p> <ul style="list-style-type: none"> • The quality of children's spoken language is improved • There is an increase in parental engagement in promoting writing
C.	<p>ix. To raise standards in Mathematics so that attainment and progress levels in the school move closer to the National average in 2021 and meet or exceed in 2022.</p> <p>x. To ensure 'Quality First Teaching' is the standard in all classrooms.</p> <p>xi. To respond rapidly with specific and targeted intervention for children who are highlighted as needing extra support delivered by trained staff.</p>	<ul style="list-style-type: none"> • The Maths curriculum and approach is developed and ensures consistency and mastery at all levels. • Lessons are planned to meet the precise needs of pupil premium children and this is evident in planning. • Assessments are accurate and are used to inform next steps. • All children are challenged including the most-able who go on to greater depth. • Use of SMART targets in pupil premium Provision maps • Books and other evidence show strong progress.
D.	<p>xii. To provide a wide range opportunities for pupils to gain a 'rich and broad vocabulary' in a variety of different contexts.</p> <p>xiii. To ensure targeted support for children who are below ARE with speaking and listening skills.</p>	<ul style="list-style-type: none"> • Evidence of pupils using rich vocabulary in books – Literacy, Maths and Topic • Monitoring shows evidence of rich language being used – maths and writing. • Every classroom has a reading area with a wide range of accessible texts available. • A reading culture is embedded in the school so all children develop 'a love of books.' • Pupils develop mathematical language and reasoning skills. • Opportunities for purposeful oracy evident across the school.
E.	<p>xiv. To ensure pupil premium children have strong characteristics of effective learning, well-being and involvement.</p> <p>xv. Increase parental understanding of children's current academic attainment and targets for development including how to support their children at home.</p> <p>xvi. To continue to support children and families during school closure (5.1.21)</p>	<ul style="list-style-type: none"> • Pupil Progress meetings are used to discuss and monitor PP children • Emotionally vulnerable PP pupils are identified promptly using the Leuven scale and supported to make improvements before the end of the year. • IPMs are shared with parents regularly and targets communicated with parents during school closure. • PP parents have increased involvement with FLO • All staff to have secure knowledge and understanding in how to support and communicate with vulnerable parents. • Teaching staff develop positive relationships with all families but particular their PP or vulnerable families. • On-going and frequent communication with families through a variety of channels to suit the family. E.g. School Comms, phone calls, emails, Google Classroom and Tapestry • SLT to lead on LPP Award or similar.

4. 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 first teaching					
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?
To ensure 'Quality First Teaching' is happening across the school to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations in reading, writing and maths.	Staff training Peer/lesson observations Work with the Literacy and Maths Hubs Monitoring cycle – planning, provision, books, observations RWI Termly pupil progress meetings Catch up interventions run by specialist HTLAs to support pupils that have demonstrated gaps in their knowledge	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.” (EEF)	Though the monitoring cycle Monitor progress of PP children during termly pupil progress meetings Subject leaders to complete learning walks, book looks and lesson observations SMART targets for maths and literacy interventions RWI rigorous interventions taking place in year 1 and 2	SLT Reading - TM-S Writing - TK Maths - SF PP lead - AF	Half termly
To provide a wide range of opportunities for pupils to gain a 'rich and broad vocabulary' in a variety of different contexts.	To plan a progressive, vocabulary rich skills based curriculum where the children build on skills and vocabulary learnt previously. Talk for Writing implemented across the school with training Work with the Literacy Hub to close the word gap and this is seen across the curriculum. Pupils have the opportunity to engage in high quality texts – taking a library book home weekly Neli Speech and Language programme	“Although language acquisition is a very robust process there is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults around them. The quality of input that children receive is likely to be more important than the quantity.” (EEF - Early Language Development: Needs, provision, and intervention for preschool children from socioeconomically disadvantaged backgrounds)	Curriculum planning and implementation Though the monitoring cycle Evidence in planning Pupil conferencing	SLT Reading - TM-S Writing - TK Maths - SF PP lead - AF Curriculum - LMC Subject leaders	Termly

Total budgeted cost	£31209
----------------------------	--------

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 receive specialist support to develop language skills.	Speech and language support across the curriculum and via specialist speech and language personnel	The Communication Trust “closing the gap between speech, language and communication development of the country’s disadvantaged children has a profound and far reaching impact on a child’s life chances”.	The provision will be reviewed during VP meetings Data	CB ES	Termly
To improve parental engagement	Providing regular feedback on children’s progress. Regular parental communication for all pupils using a range of methods – text, email, phone calls Offering advice on improving the home learning environment	Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes. Schools and early year’s settings can support parents to engage with their children’s learning in a wide range of ways. EEF .	Whole school parental engagement questionnaires School closure – additional support where needed EWO	Safeguarding – CB Teachers FLO EWO	Termly
To increase the attendance rates of our PP children.	To continue to use rigorous monitoring systems on a half termly basis. EWO to work with families. Attendance to be reported to parents termly.	However, while improving, too many pupils, including those with SEND and disadvantaged pupils, are not attending well. This has an adverse effect on their achievement Ofsted 2019	Attendance is monitored by the Head teacher and PP governor. Attendance officer – GH EWO	CC GH/KP	Half termly
Total budgeted cost	£34593				

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?
To ensure that all children are demonstrating behaviour for learning.	Consistency across the school New behaviour policy (Sept 2020) Staff training Monitoring cycle TiS approach For pupils with more challenging behaviour, the approach should be adapted to individual needs through the developing of behaviour plans Teachers should be trained in specific strategies if supporting pupils with high behaviour needs	Children at Trewirgie cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning. "Disruptive behaviour distracts other pupils and negatively impacts on all learners' achievement." (EEF toolkit)	Reviewing of Behaviour Action plan Liaising with behaviour lead for school Governor visits with a focus on behaviour	CB	Termly
Total budgeted cost	£4473				

Previous Academic Year (19-20)			
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)
To improve quality first teaching evidenced through monitoring documents. Interventions to be specific and measureable and led by teaching staff.	Monitoring cycle. Good practice shared Staff training Staff visits to other schools to see good practice Specific feedback time Work with the Literacy and Maths Hubs.	Data shows that children made disappointing progress in reading, writing and maths. Although it should be noted that the children missed out on nearly half their education this year due to the Covid-19 pandemic.	Actions to continue to next academic year. Actions were taken to support learning during lockdown period and some PP children targeted for extra sessions in school and targeted provision being sent home Where possible due to Covid-19 circumstances literacy and maths leaders to continue to attend Hub meetings for support to improve quality of teaching and learning across the school.

That PP children increase their vocabulary which leads to improvement in reading and writing.	Work with the Literacy Hub to close the word gap and this is seen across the curriculum. To plan a progressive, vocabulary rich skills based curriculum where the children build on skills and vocabulary learnt previously.	Through the implementation of Talk for Writing across the school and a new curriculum children have made improvements. Time and effort has been taken to ensure that children are able to talk about their learning and improve attitudes towards learning	Actions to continue to next academic year Implementation of Oracy activities in literacy plan – supported by new writing lead - TK
EYFS provision to match the starting points of the children.	Work with external support to provide high quality EYFS provision	New EYFS lead in January 2020 has implemented changes As well as visits from external EYFS advisors to suggest changes and improvements	EYFS has undergone a complete change in environment and provision. Nursery has been remodelled to better suit the children's needs for the new academic year
Children receive specialist support to develop language skills.	Speech and language support across the curriculum and via specialist speech and language LAs	Children missed out on half of the provision due to Covid-19 ES was able to contact families at home and made efforts to support learning at home by sending resources and having regular phone conversations	Provision for children with SAL difficulties to continue next year with ES.
Behaviour of all children improves and children demonstrate behaviour for learning	Implementation of the new behaviour strategy. To develop a culture of learning.		New behaviour policy to start academic year 2020 TiS approach to be implemented throughout the school and CB to deliver training to all staff to support this
Increase the attendance rates of our PP children.	To continue to use rigorous monitoring systems on a half termly basis. EWO to work with families. Attendance to be reported to parents termly.	Children missed out on almost half of last year's education due to the Covid-19 pandemic. Support was put in place for families that needed it in this time They received food parcels, extra communication with class teachers/FLO/SALT/safeguarding lead, printed copies of work sent home and some received technology to use in this time	Support to continue Implementation of new Attendance Policy Evaluate the need to simplify tracking to show attendance. PP children have above average attendance.
Ensure that PP children are finally able to attend school trips and extracurricular clubs.	To subsidise clubs and trips using PP funding.	Most trips were cancelled due to the pandemic, At the start of the year children were offered spaces to extracurricular clubs and they were support financially	Clubs are not running from September 2020 Support will be in place again when the school is able to offer them