



Pupil premium report for Mary Tavy and Brentor Primary School

1. SUMMARY INFORMATION			
Academic Year	2019 - 2020	Date of most recent pupil premium review:	May 2020
Total number of pupils:	65	Date of next pupil premium review:	October 2020
Number of pupils eligible for pupil premium:	15	Total pupil premium budget:	£12960

2. CURRENT ATTAINMENT			
	Pupils eligible for PP	Pupils not eligible for PP (school)	Pupils not eligible for PP (national)
% achieving expected standard or above in reading, writing and maths	64%	68%	71%
% making expected progress in reading	86%	91%	-
% making expected progress in writing	79%	82%	-
% making expected progress in maths	86%	86%	-

3. BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school)

A	Weakness in learning behaviours - lack of independence and resilience
B	Children in receipt of PP and categorised as having SEN meaning that they are doubly disadvantaged, affecting their attitude and resilience to learning
C	Gaps in spelling and punctuation

4. ADDITIONAL BARRIERS

External barriers (issues which require action outside school such as home learning environment and low attendance)

D	Parental support with home learning
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5. INTENDED OUTCOMES

	Specific outcomes	Success criteria
A	Children to have made expected or better than expected progress in reading, writing and maths by the end of the academic year	All pupil premium children, whatever their prior attainment, make at least expected progress. Improvements in the learning behaviours demonstrated by pupil premium children are evident through pupil interviews and staff observations
B	SEND children make at least expected progress	Pupils with SEND have interventions to support specific needs and learning objectives which move learning forward. Books show progress in learning.
C	Pupils have at least age related attainment in spelling and grammar	Written work in all subjects demonstrates appropriate levels of grammar and spelling. Pupils are able to achieve standardized scores above 100 in SPAG tests.

D	Parents support pupils with their learning	Pupil Premium children are heard to read at home daily. They complete homework to a good standard and on time. Spellings are learnt each week.
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6. PLANNED EXPENDITURE 2019-2020					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Revision of current teaching practices to ensure consistency across the school and create a set of non-negotiables	Children, including those with SEN, to have made expected or better than expected progress in reading, writing and maths by the end of the academic year	The NFER Report 2015 (Supporting the Attainment of Disadvantaged Pupils) indicates that high quality teaching for all is fundamental to supporting the attainment of disadvantaged pupils. Need to raise expectations for all PP pupils including of the progress possible.	Ongoing monitoring programme by subject leaders, HT, SENCo and Governors.	HT (BE)	Monitoring of progress will be regular with diagnostic tests for maths, and reading to be undertaken every term.
Whole school to follow Babcock 'vocabulary project training'	Children, including those with SEN, to have made expected or better than expected progress in reading, writing and maths by the end of the academic year	Various research projects evidence the benefit of vocabulary improvement – Devon and the MAT schools are largely undertaking this project.	English Lead and HT to monitor implementation through learning walks and pupil conferencing. Staff meetings to include feedback on progress as well as subject development. Governor monitoring	English Lead (NG)	Regularly with English Lead and through staff meetings

Implement No Nonsense Spelling and Grammar across KS2 Purchase resources and provide training for staff where needed	Pupils have at least age related attainment in spelling and grammar	School book scrutinies and moderation visit for KS2 writing in June 2019 highlight that pupils have gaps in their knowledge of grammar and spelling across the Key Stage	English Lead and HT to monitor implementation through learning walks, book scrutinies and pupil conferencing. End of year SPAG assessments. Governor monitoring	English Lead (NG)	Regularly with English Lead and at the end of the year through formal assessment
Total budgeted cost:					£1500
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Targeted interventions for those PP children with specific learning needs or identified gaps in knowledge or skills	PP children, including those with SEND, make at least expected progress	Some pupils need targeted support to catch up with age related expectations- regardless of starting point. Pupils who are provided consistent support from both home and school made more rapid progress	Pupil progress meetings with HT and classteacher to ensure appropriate progress is being made and identify barriers to success. SENDCo to monitor intervention plans and discuss progress and how to overcome barriers. Class teachers to meet with parents termly to discuss how parents can support their children at home	HT (BE) SENDCo (CD)	Half termly by HT and SENDCo, ongoing by class teacher to ensure continued progress
Total budgeted cost:					£18000

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<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. Reading challenge to encourage reading at home Homework set and communicated clearly to parents.</p>	<p>Improve parental engagement, expectation and understanding for PP pupils.</p>	<p>Research shows that children whose parents show an active interest in their education and demonstrate that it is important do better academically</p>	<p>Termly parent meeting notes record progress targets agreed and parental involvement agreed. Class teachers to monitor parental engagement and proactively ask if parents need support for home learning tasks Parents to be encouraged to take part in school events</p>	<p>HT + Class teachers</p>	<p>Termly Class teacher to monitor engagement continually</p>
<p>Provide Thrive sessions or one-to-one mentoring for those children who need extra support for their mental health</p>	<p>The mental health and wellbeing of PP pupils' needs are met and supported through challenging periods of their lives.</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>Termly class teacher assessment on the Leuven Scale Termly pupil completion of a well-being chart and follow-up conversations with pupils Regular review of Thrive/ mentoring interventions</p>	<p>HT Thrive coordinator (CC)</p>	<p>Termly, with ongoing assessment of pupils' wellbeing by class teacher</p>
<p>Financial support for PP children with low family income to attend educational events, in particular the KS2 residential.</p>	<p>Full participation in the educational opportunities available</p>	<p>Financial support for events will ensure PP children are not disadvantaged in the opportunity to take part in all educational events available</p>	<p>Costs for educational events for PP children will be planned from the school budget before agreeing the event will take place for all children.</p>	<p>HT</p>	<p>At the planning stage of each event or opportunity</p>
Total budgeted cost:					£1500

REVIEW OF EXPENDITURE FOR PREVIOUS ACADEMIC YEAR 2018 -2019

Total amount: £11361

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned	Cost
Attendance monitoring to ensure all PP children have good attendance.	All PP children have good attendance at least 96% across the year	PP children attendance 97.8% Whole school attendance 96.2%	PP children had good attendance for the year and monitoring allowed HT to have early conversations with parents to get attendance back on track when it started to slip	none

Targeted support

Action	Intended outcome	Impact	Lessons learned	Cost
Targeted interventions for those PP children with specific learning needs or identified gaps in knowledge or skills	PP children, including those with SEND, make at least expected progress	Progress form previous KS Reading PP 77% sch 84% Writing PP 46% sch 84% Maths PP 62% sch 80% Attainment Exp+ Reading PP 62% sch 74% Writing PP 38% sch 65% Maths PP 62% sch 76%	Interventions were effective in supporting PP children's learning but Pupil Progress meetings could be more effective in identifying barriers to learning and moving learning forward. SEND children need further support to achieve good progress	£17000

Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
Financial support for PP children with low family income to attend educational events, in particular the KS2 residential.	Full participation in the educational opportunities available	All PP children took part in all opportunities they were offered except swimming boosters, which were only taken up in part by PP children	Funding the residential in particular ensures that all PP children can take part. Swimming boosters was not an effective way of increasing swimming ability for the children without parental support	£1500
Provide Thrive sessions or one-to-one mentoring for those children who need extra support for their mental health	The mental health and wellbeing of PP pupils' needs are met and supported through challenging periods of their lives.	Pupils' well-being charts show that they are happy and feel safe at school. Thrive sessions have helped children with their particular needs and improved well-being One-to-one mentoring has provided effective support for some children	Leuven scales of teacher assessment do not always pick up how children are feeling and well-being charts are effective in taking stock of how pupils are feeling at that moment but can miss a bigger picture if a child is having a particularly good or bad day	£1400
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. Homework set and communicated clearly to parents.	Improve parental engagement, expectation and understanding for PP pupils.	Parents are engaged with parent meetings and generally agree with the need for support at home as well as school. Parental support at home is mixed and some children are still not being heard to read regularly or completing homework	More incentives needed for children to want to do work at home and praise for completed work. Further work to be done in supporting certain parents with home learning.	none