

Port Isaac CP School Pupil Premium Allocation 2022-24

1. Summary information	
Total number of pupils on roll	60 and 11 Nursery (N are not eligible for PPG)
Number of pupils entitled to Pupil Premium at the end of the academic year	13 (at last census without LAC & PLAC who joined in after that point)
Context of the PPG group	3 children have SEND, 1 of whom is LAC Looked After 1 child is PLAC Previously Looked After
Pupil Premium allocation for each child (this differs depending on status)	£1345 FSM & Ever 6/ £2345 for PLAC
Total Pupil Premium allocation	£17,485
Date of most recent Pupil Premium review	September 2021
Date of next internal review of this strategy	September 2022

2. Current attainment <i>(based on Summer 2019 results as national school closure has suspended SATs)</i>		
Key Stage 2	Pupils eligible for Pupil Premium (Port Isaac School)	Pupils not eligible for Pupil Premium national average)
20 % achieving ARE or higher in reading, writing and maths combined	0/4	1/1
60% achieving ARE or better in reading	2/4	1/1
40% achieving ARE or better in writing	1/4	1/1
20% achieving ARE or better in mathematics	0/4	1/1
Key Stage 1		
66.7% passing Y1 phonics	0/1	4/6
41.7% attaining ARE related expectations or higher in reading	0/1	5/12
50% attaining ARE related expectations or higher in writing	0/1	6/12
50% attaining ARE related expectations or higher in mathematics	0/1	6/12
Early Years		

85.7% attaining Good Level of Development or higher		No PPG		6/7	
3. Summary of the main barriers to future attainment faced by eligible pupils in the school					
Pupil premium children are not achieving age related expectations in reading, writing and mathematics at the same rate as their peers nationally					
Social and emotional issues resulting in some children not being ready to learn on arrival at school and then throughout their time in school					
Low levels of academic resilience, aspiration and perseverance for some children					
4. Expenditure					
How we will spend the pupil premium to overcome the barriers	Reasons for our approach	How we will measure the effect of pupil premium?	Cost	The effect of the expenditure on eligible and other pupils	
<p>Contribution towards cost of employing teaching assistant in Class 1.</p> <p><i>Additional TA in EYFS to support increased need on returning to school after school closures. Partly funded by PPG. EYFS classroom restructured to support discrete teaching & self-directed play.</i></p>	<p>To support liaison with parents & Nursery staff team (so ensuring school readiness and support transition from Nursery to Reception).</p> <p>To provide space, focussed play and discrete teaching for EYFS.</p>	<p>EYFS entrance tracking data & end of EYFS data</p> <p>Monitoring of: <i>writing opportunities</i> <i>reasoning and problem-solving opportunities in mathematics</i> <i>daily assessment during lessons and through making and feedback</i> <i>observations of play and 'learning in the moment'</i> <i>Interventions targeted at children eligible for PPG</i> monitoring from Cornwall Council School effectiveness group</p>	<p>16hrs p/w £7,000 plus on costs</p>	<p><i>Additional adult to support PSED, reading & maths, liaison with parents and to release the teacher to work with parents and Nursery team regarding transition into school/ progress towards age related expectations.</i></p> <p><i>Eligible children receive additional support for Read, Write, Inc and maths, so raising standards.</i> No end of EYFS or KS1 data in summer 2021 due to COVID 19</p>	
<p>Contribution towards cost of employing a part-time teaching assistant in Class 2.</p>	<p>To support learning within the classroom thus ensuring the teacher can focus their teaching on all pupils equitably in the first instance and enabling them to provide additional support and challenge to enable specific pupils to make accelerated gains and close achievement gaps.</p>	<p>Pupil conferencing Regular Progress in writing and maths books Monitoring of: writing opportunities reasoning and problem-solving opportunities in mathematics daily assessment during lessons and through making and feedback Termly PIRA & PUMA tests Half termly detailed teacher assessment</p>	<p>19 hrs p/w £8,000 plus on costs</p>	<p><i>Eligible children receive additional support for reading and maths, so raising standards as well as aspiration and motivation.</i> No end of EYFS or KS1 data due to COVID 19</p>	

		Interventions targeted at children eligible for PPG.		
<p>To continue to target bespoke intervention, from teachers as far as is practicably possible, according to the shifting needs within each cohort group e.g. early morning reading sessions (restart in spring term 2)</p> <p>Year 6 SATs booster sessions.</p>	<p>The teacher is the most skilled practitioner and has detailed knowledge of pupils' current learning and the most effective next steps.</p> <p>Intervention can be linked strongly to lessons.</p>	<p>Pupil conferencing Regular Progress in writing and maths books Monitoring of: writing opportunities reasoning and problem-solving opportunities in mathematics daily assessment during lessons and through making and feedback Termly PIRA & PUMA tests Half termly detailed teacher assessment</p> <p>Read, Write, Inc interventions to provide structured and measurable intervention. All staff are trained to deliver RWInc.</p>	As above	<p>As above 7 pupils have received targeted support for reading, maths and emotional development. 1 receives support for SEND and is on a bespoke timetable</p> <p>Y6 SATs booster sessions started in Autumn 2022</p> <p>Interventions are highly effective in targeting areas of support for children eligible for PPG.</p>
<p>Work with parents and carers to:</p> <p>Increase understanding of how they can help their child at home (sight words, daily reading, maths facts).</p> <p>Increase number of volunteer readers and ensure they are trained to support reading.</p>	<p>Increase understanding of age-related expectations, support parents to know how to help their child as they make progress (take them with their child as they grow) and ensure every child has the most support we can provide outside lessons.</p> <p>Engage the community in reading and provide relaxed and enjoyable support for all who need it.</p>	<p>Sight word checks, times tables check and conversations with pupils about reading (enjoyment and conversations)</p>	No cost	<p>Increased knowledge and therefore greater confidence when reading and thinking mathematically.</p> <p>Raised aspirations and motivation.</p>
<p>To increase the scope of the programme of emotional intelligence sessions by:</p> <ul style="list-style-type: none"> increasing the number of TIS sessions targeting focused activities to improve self-esteem, social skills, language and 	<p>Clear evidence of the value of creative and expressive arts, and the outdoors on improving mental health, self-esteem, resilience and perseverance and social skills.</p> <p>Knowledge and observations of all Pupil Premium children showing high levels of engagement, demonstration of</p>	<p>Observation of behaviour both social and academic, resilience and perseverance in creative sessions and in reading, writing and mathematics</p> <p>Work/ progress scrutiny</p> <p>Pupil conferencing Conversations with pupils</p>	See costs for TA time	<p>4 staff members are fully TIS trained and run sessions to support target children. Mindfulness Club is well attended by PPG children and there are weekly sessions focussing on wellbeing, resilience, goals and our termly value. TIS approaches are used across the school day for all</p>

<p>communication</p> <ul style="list-style-type: none"> • using external creative arts specialists to provide a series of workshops for specific children to develop language and communication skills and to improve self-esteem • Further development of a range of effective outdoor learning and an outdoor and adventurous residential trip that challenges both individually and within a team. 	<p>more positive learning attitudes and enjoyment of this type of activity.</p> <p>Celebration of pupil achievement (in display, at assembly and in classrooms) to be increased.</p>			<p>pupils. TIS sessions were built into our remote learning offer for all pupils. These were continued and extended on return to school.</p> <p>Assemblies focussing on resilience and emotional wellbeing take place for all pupils (remotely where necessary).</p> <p>Displays of termly value on working wall in the hall. Display of every child's work in hall.</p> <p>Residential trips were suspended due to COVID 19 restrictions in 2021 and are booked for summer 2022.</p>
<p>Continued professional development to enable staff to support our most vulnerable children (all of whom are PPG).</p>	<p>To help overcome barriers of low educational resilience by giving them a structured approach to solving problems and challenges</p>	<p>More resilient pupils who understand their emotions and know how to seek support when necessary.</p>	<p>SLA for £770 Kernow SEMH consultant</p>	<p>Assemblies on resilience, control and emotional wellbeing (remote and in school) have supported pupils and the feeling of 'team' for all in the school. Kernow SEMH team have supported staff to create a bespoke programme for 1 PPG child and will train staff to support 5 more.</p>
<p>To support funding for extra-curricular activities</p>	<p>To enhance life experiences, build confidence and promote inclusion in learning opportunities in the widest sense e.g. residential trip, theatre visit, outdoor activities</p>	<p>Inclusion, self-worth, aspiration & resilience.</p>	<p>£230</p>	<p>Breakfast clubs supported 3 pupils eligible for PPG so that they had a morning routine, some reading support and breakfast. After school clubs were suspended (following DfE guidance in March 2020 when schools closed nationally. Prior to that, PPG children attended, but</p>

				<p>did not pay for after school clubs. Clubs restarted in Summer 2 2021 with children eligible for PPG attending. A contribution towards kit and expenses for residential was planned, but the trip did not take place in 2021. It is booked to happen in May 2022.</p>
<p>The pandemic has brought about increased numbers of children eligible for the PPG. Many of our children eligible for the PPG had little support at the start of the pandemic and were invited into school, only some attended. This was addressed with additional support from school staff (remotely and in person). Many received support via the COVID recovery grant.</p>				