

Port Isaac CP School Pupil Premium Allocation 2019-20

1. Summary information	
Total number of pupils on roll	58 +5 Nursery
Number of pupils entitled to Pupil Premium at the end of the academic year	11xPPG
Pupil Premium allocation for each child	11xPPG
Total Pupil Premium allocation	£17,160
Date of most recent Pupil Premium review	n/a
Date of next internal review of this strategy	September 2020

2. Current attainment (based on Summer 2019 results)		
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
Contribution towards cost of employing teaching assistant in Class 1.	To support liaison with parents & Nursery staff team (so ensuring school readiness and support transition from Nursery to Reception).	EYFS entrance tracking data & end of EYFS data Monitoring of: writing opportunities reasoning and problem-solving opportunities in mathematics daily assessment during lessons and through making and feedback Interventions targeted at children eligible for PPG.	16hrs p/w £7,000 plus on costs	Additional adult to support social & emotional needs, liaison with parents and to release the teacher to work with parents and Nursery team regarding transition into school. Eligible children receive additional support for Read, Write, Inc and maths, so raising standards. No end of EYFS or KS1 data due to COVID 19
Contribution towards cost of employing teaching assistant in Class 2.	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.	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 Interventions targeted at children eligible for PPG.	19 hrs p/w £8,000 plus on costs	Eligible children receive additional support for reading and maths, so raising standards as well as aspiration and motivation. No end of EYFS or KS1 data due to COVID 19
To continue to target bespoke intervention, from teachers as far as	The teacher is the most skilled practitioner and has detailed knowledge of pupils' current learning and the most effective	Pupil conferencing Regular Progress in writing and maths books Monitoring of:	As above	As above 11 pupils have received targeted support for reading, maths and

<p>is practicably possible, according to the shifting needs within each cohort group e.g. early morning reading sessions, Headteacher used as additional class teacher for mathematics, specific maths and writing intervention and Year 6 SATs booster sessions.</p>	<p>next steps. Intervention can be linked strongly to lessons.</p>	<p>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>emotional development.</p> <p>SATs booster sessions did not take place due to national school closure (COVID 19).</p> <p>Interventions are highly effective in targeting areas of support for children eligible for PPG.</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 Thrive sessions targeting focused activities to improve self-esteem, social skills, language and communication 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 	<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 more positive learning attitudes and enjoyment of this type of activity.</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 Trauma Informed Schools with pupils</p>	<p>As above</p>	<p>4 staff members are fully TIS trained and run sessions to support target children. TIS approaches are used across the school day for all 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.</p> <p>Residential trips have been suspended due to COVID 19 restrictions.</p>

individually and within a team.				
Continued professional development to support effective use of pupil premium funding including Cognitive and Self-Regulated Learning to enable further develop teacher knowledge of how to teach pupils to use a systematic approach to problem solving	To help overcome barriers of low educational resilience by giving them a structured approach to solving problems and challenges	More resilient pupils who understand their emotions and know how to seek support when necessary.		Assemblies on resilience, control and emotional wellbeing (remote and in school) have supported pupils and the feeling of 'team' for all in the school.
To support funding for extra-curricular activities	To enhance life experiences, build confidence and promote inclusion in learning opportunities in the widest sense e.g. residential trip, theatre visit, outdoor activities	Inclusion, self-worth, aspiration & resilience.	£200	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 did not pay for after school clubs. A contribution towards kit and expenses for residentials was planned, but the trip did not take place.