

Port Isaac CP School Pupil Premium Allocation 2018-19

1. Summary information	
Total number of pupils on roll	48
Number of pupils entitled to Pupil Premium at the end of the academic year	13
Pupil Premium allocation for each child	£1,320
Total Pupil Premium allocation	£17,160
Date of most recent Pupil Premium review	n/a
Date of next internal review of this strategy	September 2019

2. Current attainment (based on Summer 2018 results)		
Key Stage 2	Pupils eligible for Pupil Premium (Port Isaac School)	Pupils not eligible for Pupil Premium national average)
% achieving expected standard or higher in reading, writing and maths combined	No pupil premium children	
% making expected progress or better in reading	No pupil premium children	
% making expected progress or better in writing	No pupil premium children	
% making expected progress or better in mathematics	No pupil premium children	
Key Stage 1		
% passing Y1 phonics	No pupil premium children	
% attaining are related expectations or higher in reading	0%	75%
% attaining are related expectations or higher in writing	0%	70%
% attaining are related expectations or higher in mathematics	0%	76%
Early Years		
% attaining Good Level of Development or higher	No pupil premium children	

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

Low levels of academic resilience 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 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 Hodder tests Half termly detailed teacher assessment	£2000	
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, Headteacher used as additional class teacher for mathematics, specific maths and writing intervention and Year 6 SATs booster sessions.	The teacher is the most skilled practitioner and has detailed knowledge of pupils' current learning and the most effective next steps. Intervention can be linked strongly to lessons.	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 Hodder tests Half termly detailed teacher assessment		

<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 individually and within a team. 	<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>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</p>	<p>To help overcome barriers of low educational resilience by giving them a structured approach to solving problems and challenges</p>			

systematic approach to problem solving				
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			