

Pupil premium strategy document

1. Summary information

School	COMBE MARTIN PRIMARY				
Academic Year	2019/20	Pupil Premium allocation	£70860	Date of most recent External PP Review	NA
Total number of pupils	147	Number of pupils eligible for PP		Date for next internal review of this strategy	July 2020

2. Current attainment (based on end of 2018/19 data)

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	17	30	Not in ASP until 2 nd release
% reaching the expected standard in reading	55	87	
% reaching the expected standard in writing	44	76	
% reaching the expected standard in maths	54	87	

	<i>Pupils eligible for PP (your school) Break down per year groups of current cohort (2019/20) based on end of 2018/19 data</i>					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% achieving in reading, writing and maths	0	15	33	29	25	0
% reaching the expected standard in reading	0	60	83	71	75	43
%reaching the expected standard in writing	0	80	50	43	75	14
% reaching the expected standard in maths	0	100	50	71	75	29

	<i>Pupils NOT eligible for PP (your school) Break down per year groups of current cohort (209/20) based on end of 2018/19 data</i>					

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% achieving in reading, writing and maths	70	14	28	31	23	14
% reaching the expected standard in reading	70	100	83	100	87	79
% reaching the expected standard in writing	70	100	58	100	73	57
% reaching the expected standard in maths	75	100	75	100	93	79

3. 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.	Social and cultural Capital. The ability to access experiences which will build social and cultural capital.
B.	Aspirational Barriers, especially female students, in a coastally deprived location.
C.	Low language, vocabulary and communication ability
D.	Confidence in mathematical reasoning and knowledge retention
E.	Progress of PP children who are SEND in mainstream cohorts. PP measures are effected by SEND PP children.

External barriers *(issues which also require action outside school, such as low attendance rates)*

F.	Attendance of PP/FSM, especially SEND FSM/PP.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To narrow gaps in attainment and trajectory for reading	To give good quality support to children who are falling marginally below the expected level for their age in Y2 upwards. Teacher assessment shows an upward trajectory and children are reading consistently at home.

B.	Improve social and cultural capital through exposure to the Arts and artistic media through the provision of an artist.	To raise awareness of the world outside of school through visual arts. Activities will provide a good female role model to target aspiration in females.
C.	To support in parental reading development To increase the language ability and close peer group gaps. Reading Recovery trained FFT TA to work with PP children to raise reading ability in KS2. Children in Nursery to KS1 will access the Talk Boost intervention.	To give good quality support to children who are falling marginally below the expected level for their age in Y2 upwards. Teacher assessment shows an upward trajectory and children are reading consistently at home.
D.	To narrow gaps in attainment and trajectory in maths Children, through Numbers Count, will close peer group gaps and be measurably more confident in class situations.	To give good quality support to children who are falling marginally below the expected level for their age in Y2 upwards. Teacher assessment shows an upward trajectory and children in class / small group sessions are more confident. Data tracking shows improvement is sustained over time.
E.	QFT has more impact on PP children: Improvement in progress through support for teachers in the reduction of class size to allow concentration on QFT and addressing disadvantage and SEND need.	Children with PP SEND maintain trajectory after teachers are able to spend more time with PP children offering an additional group / session per week.
F.	To initiate a 'debating' event to give the children opportunity to participate in social conscience type speaking.	Children with disadvantage can participate on an equal basis with their peers.
G.	To improve awareness of attendance relationship to progress measures.	Children's attendance improves or is above school target of 96%.
H.	To effectively identify and support looked after and previously looked after children in attachment	To ensure children have any barriers to learning identified and needs met through thrive work.

5. Planned expenditure + SBS

Academic year	19-20
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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 of teaching for all

Desired outcome	Chosen action /	What is the evidence and	How will you ensure it is	Staff	When will	Expenditure
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	approach	rationale for this choice?	implemented well?	lead	you review implementation?	
QFT has more impact on PP children.	Proportion of PP budget spent to support lower class size.	The school has identified a SEMH need across the school. The level of pastoral support needed to sustain the school approach to Learning Behaviours is significant. The reduction of class size is essential to ensure teachers have the capacity to deliver QFT sessions to the PP children additionally to that expected for the whole class.	SLT monitoring and challenge PDM in which teachers are challenged with the intervention and additional group work in place for PP children regardless of stage and the impact or additional barriers in place with individual children.	Head	Termly on the Teacher's Class profile Documents	20790.74
Total budgeted cost						£25000
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?	Expenditure
To narrow gaps in attainment and trajectory in maths	To provide Numbers Count to disadvantaged children who meet the criteria or just below	The NC teacher is on staff and was specifically employed and contracted by SWSF to perform this role.	Reviews with NC teacher. Performance Management targets as well as staff feedback	PP Champ	In line with PM Cycle	31965
To narrow gaps in attainment and trajectory for reading	To provide FFT Reading	The RR teacher trained up a specialist TA to provide FFT Reading intervention. We are calling it 'FFT+'.	English coordinator and PP Champion monitor provision and impact.	Eng Lead PP Champ	Termly	5810.40
Total budgeted cost						£37774.40
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?	Expenditure
Improve social and cultural capital through exposure to the Arts and artistic media through the provision of an artist.	To put in place a TA to support children socially through the use of the arts. The TA works with children in class and during break times to develop opportunities and discussions that would not have been possible	The aspiration and exposure to Social and cultural capital is needed to show the children the need for education. Children inn CM are locked into a coastally deprived area and some have very limited exposure to the outside world.	SLT Reviews, art on display and pupil voice.	PP Champion	Termly	11702
To support in parental reading development	Under the direction of the Literacy Lead teacher, TA supported reading as a training opportunity for parents (1 hour per week EH TA)	Identified PP children are not reading at home. The work the EH TA and Literacy Lead have done points to low skills in parents leading to a feeling that they will not do a good job. Putting 1:1 support with a parent having modelled sessions will empower parents to play a more visible role with the child.	This will be monitored by the Literacy Lead teacher.	Lit Lead	Termly	502.86
To initiate a 'debating' event to give the children opportunity to participate in social conscience type speaking.	To purchase Philosophy for Children and begin to embed in the curriculum.	To develop confidence in speaking and knowledge of the world and events inside and outside of our community.	This will be a whole school approach monitored by the SLT and culminating in a Speaking event.	HT	Termly	90

To improve awareness of attendance relationship to progress measures in families.	Children are monitored and teachers contact parents with offer from EH if attendance is vulnerable <95%	The lowest performing children are disadvantaged or SEND – often both. Parents need to know we need their children in school and help is available to them.	Children's attendance improves or is above school target of 96%.	HT Senior Admin	Mid Term report production	-
To effectively identify and support looked after and previously looked after children in attachment	Adopted children are monitored and have a thrive session per half term regardless of displayed needs / behaviours	We have a number of adopted children in school and they can be over looked in their attachment needs if they are not deliberately identified for support.	Monitoring thrive data and support documents	HT EH	Half Termly	500
Total budgeted cost						12794.86

6. Review of expenditure

Previous Academic Year 18/19

i. Quality of teaching for all

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)	Cost
Teachers are more able to spend group or 1:1 time with disadvantaged children in class than would normally be possible without this support.	Teachers identify the needs of the children through data analysis and barriers to learning. They then work with the children in the classroom in addition to the normal regime of	Observations by SLT show that the teachers focus on PP children improved. The understanding of the needs of the PP children also improved. Data was variable, mainly due to the number of children with SEND and PP needs within the cohort. For example of the 2 children in year 6 who were PP 1 was SEND so our working within was 50%. This is a risk in terms of school data	The amount of time overall a PP child received from the teacher was dependant on the SEND needs of the cohort. The more able children in the lower age ranges were less likely to receive additional time than SEND children as the teacher attempted to meet the needs of the cohort. This approach is effective and would will be used again. In addition, more SEND support for the lower age range would be beneficial to release the teacher to target	25000

	group and 1:1 time	but predicted in our data analysis and expected in progress.	<p>the more able children. This in combination with a SEMH intervention to meet disadvantage and main cohort needs and regulation would also complement this approach.</p> <p>The frustrations from the teaching staff who were not able to resource further interventions using TA or other staff was a factor. The lower achieving children do require more adult direction and intervention in class. This in some classes is provided by TA in the morning but not in all classes.</p>	
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ii. Targeted support

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)	Cost
To raise the attainment and progress of children in maths	To provide NC teacher and hold staff reviews on transition progress	All children made the expected accelerated progress. Children who were not PP but completed a NC programme also made the expected progress. Children narrowed gaps but did not recover to their chronological age, in most cases. Case studies are available from the NC teacher.	<p>This is an expensive intervention as it is teacher led. NC will progress with PP children and the NC teacher will also need to provide group support in class based sessions to translate the approaches into class based QFT.</p> <p>The amount of support that can be generated at home is a factor for disadvantaged children against non PP.</p> <p>Children who achieve well in the 1:1 environment of NC will plateau in the classroom. This is due to differing factors but the most common is the level of interaction the child becomes used to in drawing out information in 1:1 sessions. This is simply not possible in the classroom without further support to integrate and is unfair to expect a teacher with a full class will be able to continue that level of support. Small group work with the teacher or TA is effective, if it is possible to provide</p>	31965

			<p>over other more pressing needs in class.</p> <p>The length of the programme with extensions from 40-60 weeks for some children have meant that we haven't seen all the children we'd need to.</p>	
To raise the attainment and progress of children in reading	To provide 1:1 reading based on the FFT reading approach in conjunction with strategic input from the Literacy Lead	All children made progress but we did not get through the list of eligible children for the year.	This intervention was initiated by a RR trained teacher. Unfortunately, she retired and their FFT provider (TA) has not worked with a teacher as ongoing CPD. The FFT TA is also a cover supervisor and has had interruptions to cover staff illness. Being able to ring-fence this provision would be essential in maximising impact.	5810.40
To support in reading development	Under the direction of the RR teacher, TA supported reading.	PP children were not reading at home. This was their only practice session.	This is a valuable session for building self-efficacy. The TA have a variety of duties and the reading sometimes was a casualty of class cover etc.	500

iii. Other approaches

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)	Cost
To give PP children access to social and cultural events to support their development.	PP Champion with class teachers create a calendar of events where a text may be read (for example) before attending a theatrical performance linked to the story. To give more children access to media	This was not undertaken as funds were not available to school due to MAT conversion difficulties.	This will not be attempted again this coming year.	

	which challenges their perception of their learning and position within society.			
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