

Nanstallon CP School: Pupil Premium Strategy - 2019-20

Context and strategy statement: the strategy supports growth in inclusion, pre-teaching, parental engagement and a drive to reduce teaching ratios to support pupil premium children, recognising that our school has low numbers of pupil premium but higher numbers of JAM children.

Through smaller teaching groups there will be improved social opportunities, organisation skills of the children, reading and home learning support, development of life skills and nurturing wellbeing.

Throughout the curriculum gaps identified in the life skills framework will be planned to ensure equality of access to build pupils' cultural capital.

Context					
8% FSM / E6		2% Looked After			Funding Allocated: £17'800
In school barriers		External Barriers			Desired Outcomes
<ol style="list-style-type: none"> 1. Gaps in mathematical knowledge and understanding 2. Gaps in phonics, spelling, grammar and punctuation knowledge and understanding of 3. Communication 4. Breadth and depth of understanding of 'tier 2' vocabulary 5. Poor motor skills 		<ol style="list-style-type: none"> 1. Equal access to curriculum enrichment and opportunities to build cultural capital 2. Emotional resilience and anxiety 3. Quality of home learning environment 			<ol style="list-style-type: none"> 1. Increased flexibility with number and deepen number sense 2. Secure knowledge, understanding and application of the basic skills of reading – specifically vocabulary development and spelling 3. Access to wider curriculum and cultural learning opportunities 4. Increased awareness and knowledge to support and improve outcomes for pupils with anxiety and low emotional resilience
Strategy	Action	Cost	Success Criteria	Recommendation	Evidence
Quality teaching for all	➤ More personalised ratios for curriculum teaching	£10'967	<ul style="list-style-type: none"> ➤ Increased personalised learning and feedback to close the gap for disadvantaged pupils ➤ Improved organisation skills ➤ Improved social skills 	<ul style="list-style-type: none"> ➤ Lesson study development sessions focused on questioning, oracy and vocabulary development. ➤ Staff development on autonomous classrooms and learning power approach ➤ Parent workshops on mathematical understanding, spelling and phonics. 	➤
Targeted support	<ul style="list-style-type: none"> ➤ Fund breakfast club for PP children ➤ Ensure PP children have uniform 	£4'165	<ul style="list-style-type: none"> ➤ Children well fed and have a good start 	<ul style="list-style-type: none"> ➤ Early identification of pupils ➤ Support positive mental health strategies and development 	➤

	<ul style="list-style-type: none"> ➤ Build Emotional Resilience and Positive mindsets 		<ul style="list-style-type: none"> ➤ Children prepared for school life and inclusion ➤ Boost self-esteem and build emotional resilience – targeted PSA work. 	<ul style="list-style-type: none"> ➤ Collaborate with other schools in Cornwall that have used therapeutic interventions ➤ Seek support from Kernow Play Therapy, Virtual School and the family plus team 	
Other approaches	<ul style="list-style-type: none"> ➤ Ensure access to educational visits and cultural enrichment ➤ Access to music provision – particularly in Early Years to narrow the communication gap 	<p>£2'668</p> <p>£1'169</p>	<ul style="list-style-type: none"> ➤ Children increase their cultural capital ➤ Quality music provision ensures development of communication and language, concentration, social skills, co-ordination, listening and confidence ➤ 	<ul style="list-style-type: none"> ➤ Plan for universal early years music offer and continuation programme beyond First Access ➤ Provide subsidy to ensure equal access to residential visits, music lessons and trips 	<ul style="list-style-type: none"> ➤
	TOTAL	£18'969	Includes small carry forward		

It is necessary, in light of the Covid-19 pandemic, to make adjustments to our strategy plan.

The rationale behind this Addendum is to make reasonable adjustments in view of the extended time out of school and the changing needs of the children and families and the amended curriculum priorities.

Nanstallon School is therefore, adapting approaches, reviewing priorities, extending time scales for intervention, premium strategy and delaying evaluation until March 2021.

The government cancelled all statutory assessment in 2020, therefore Teacher Assessment of pupils in Maths Fluency, Problem Solving and Reasoning; Reading Fluency and Comprehension; and Phonics will be used to evaluate impact and assess the gap between all pupils and those defined as disadvantaged.

IMPACT STATEMENT

Percentage of Eligible Pupils Achieving National Standard in Reading and Maths 2020 ??%

School DISADVANTAGED PUPILS	National ALL PUPILS	National NON-DISADVANTAGED PUPILS
11.7%	61%	67%

Average Scaled Score 2020

Subject	Average Scaled Score ALL PUPILS	Average Scaled Score DISADVANTAGED PUPILS
Reading		
Mathematics		
	32+ ALL PUPILS	32+ DISADVANTAGED PUPILS
Phonics		

Progress from KS1 to KS2

Subject	Average Progress Score ALL PUPILS	Average Progress Score DISADVANTAGED PUPILS	National Average Progress Score for NON-DISADVANTAGED PUPILS
Reading*			
Writing*			
Mathematics*			

THE GAP

Closing the Gap statement:

The gap between ALL pupils and disadvantaged is...
 The gap has ... This year there is a gap for ...
 Leadership identified that the gap is in ... and is taking action accordingly as a whole school approach