

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					
8.25% 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	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ Consistent vocabulary teaching as per DfE EH recommendation ➤ All classes embedded use of Seesaw – increased independence and digital feedback
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"> ➤ Increased readiness and learning engagement

	<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 	<ul style="list-style-type: none"> ➤ Consistent implementation of strategies ➤ Increased resilience and good progress towards targets ➤ TIS practitioner in place
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"> ➤ All pupils have music provision in: recorder / ocarina / ukulele / tuned percussion provision ➤ All pupils attended visits / trips
	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, adapted approaches, reviewed priorities, extended time scales for intervention and premium strategy into 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

None due to DfE cancellation of national assessments

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	<i>None due to DfE cancellation of national assessments</i>	<i>None due to DfE cancellation of national assessments</i>
Mathematics	<i>None due to DfE cancellation of national assessments</i>	<i>None due to DfE cancellation of national assessments</i>
	32+ ALL PUPILS	32+ DISADVANTAGED PUPILS
Phonics	<i>None due to DfE cancellation of national assessments</i>	<i>None due to DfE cancellation of national assessments</i>

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*	<i>None due to DfE cancellation of national assessments</i>	<i>None due to DfE cancellation of national assessments</i>	<i>None due to DfE cancellation of national assessments</i>
Writing*	<i>None due to DfE cancellation of national assessments</i>	<i>None due to DfE cancellation of national assessments</i>	<i>None due to DfE cancellation of national assessments</i>
Mathematics*	<i>None due to DfE cancellation of national assessments</i>	<i>None due to DfE cancellation of national assessments</i>	<i>None due to DfE cancellation of national assessments</i>

THE GAP

Closing the Gap statement:	See below commentary
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Spring 2021 statement:

Returning to school (Sept 2020) Attendance average: 97% for the term – higher than usual

Returning to the curriculum The primary focus of our curriculum was to recover learning from March 2020. Teaching staff undertook individual assessment in word reading, comprehension, reading fluency, spelling, mathematical fluency and understanding, so that the content of the curriculum could be adjusted accordingly.

We took a gradual approach to reintroducing foundation subjects such as modern foreign languages. A return to the full curriculum was planned for January 2021.

Remote learning Seesaw in place to support class based learning. Daily teaching videos provided. Lessons universally showed a high standard of modelling, clear and effective preparation and organisations with explicit expectations. The best lessons had high levels of interaction and feedback. The full curriculum was provided; broad learning and relevant experience.

Pupils' online safety was addressed through bespoke support package for parents. <https://nanstallonschool.co.uk/internet-safety/>

Pupils' physical, social and emotional health

We noticed the strain and evident social and emotional health of the children decline in general. In line with Maslow's hierarchy of need, we made physical education a timetabling priority. Where possible, teachers set learning challenges within a physical movement context and provided regular movement tasks being built in to the planned curriculum.

Mitigating the impact of COVID 19 Supporting pupil wellbeing, physical education and daily access to outdoor learning as well as keeping a sharp focus on daily reading fluency and maths fluency and ensuring art, music and a continued focus on life skills.

- The series of lockdowns had a significant impact on curriculum constancy and pupil progress;
- Children's learning faced significant disruption;
- The pandemic reinforced the importance of a broad curriculum; the need for a stronger focus on arts and life skills; that more than ever pupils need empowering with 'QI skills'. *QI skills represent a new set of skills deemed absolutely necessary for success in today's rapidly changing world. QI skills have in the past been commonly referred to as "soft," "non-cognitive" and "other" – all terms are strikingly inadequate in conveying the critical importance of the skills they represent. These skills include social-emotional and executive function skills, focus and attention, emotional intelligence and a whole host of others such as creativity, critical thinking, character, empathy, grit, perseverance, drive and resilience.* (Dr Laura Jana, 2017)

Disadvantaged pupils (58%) attended during the period of lockdown and benefitted emotionally and academically.