



Carclaze Community Primary School

Pupil Premium Strategy / self-evaluation 2019

1. Summary information

School	Carclaze Primary School				
Academic Year	2019/2020	Total PP budget	£125000	Date of most recent PP Review	06/18
Total number of pupils	402	Number of pupils eligible for PP		Date for next internal review of this strategy	07/20

2. Current attainment (KS2 2019, for a cohort of 9 PP children)

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% Achieving expected standard or above in reading, writing & maths	44%	69%
% Achieving expected or more in reading	56%	80%
% Achieving expected or more in writing	56%	82%
% Achieving expected or more in maths	67%	86%

2b. Current attainment (KS1 2019, for a cohort of 12 PP children)

% Achieving expected or more in reading	25%	83%
% Achieving expected or more in writing	33%	79%
% Achieving expected or more in maths	25%	88%

2c. Current attainment (Year 1 phonics screening 2019, for a cohort of 9 PP children)

% of children achieving the expected standard	67%	92%
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2d. Current attainment (EYFS: Good Level of development, for a cohort of 10 PP children)

% of children achieving GLD	40%	80%
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3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Poor oral and written language skills being used in lessons and across the curriculum.
B.	Poor comprehension skills across different genres and texts.
C.	Poor number retention across Maths Year 6.

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

D.	Lack of opportunities to access the wider community and experience cultural and social aspects the wider world.
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4. Planned expenditure

Academic year

2019/2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>All teachers to receive vocabulary training from English Lead.</p> <p>Targeted TAs to be trained for intervention with vocabulary.</p> <p>Subject Knowledge organisers developed to include specific vocabulary for each year group's topic and vocabulary to be taught explicitly and repetitively each year.</p> <p>High quality lessons delivered by teachers to focus on vocabulary exploration, definitions etc.</p> <p>EYFS parent workshop delivered by English and EYFS teachers focussing on language.</p>	<p>All children across the school to speak, write and understand higher quality vocabulary from across their own and previous year's curriculum.</p> <p>ALL children to leave KS1 with a higher level of fluency in reading.</p> <p>All children to leave KS2 with a higher level of comprehension and fluency skills in Reading.</p>	<p>EYFS and Y1 phonics data from 2018/2019 show that although we were in line nationally with phonics, English and GLD - the Gap between advantage and disadvantaged was still high.</p> <p>After using Novel Study for a year, we have begun to see an increase in the quality of language being used in English lessons. However, children now need to be able to apply subject specific language to other topics and be able to use across the curriculum and through each year group.</p> <p><u>Education Endowment Foundation Toolkit:</u></p> <p>Early Years interventions + 5 months</p> <p>Oral Language Interventions + 5 months</p> <p>Parental Engagement + 3 months</p>	<p>SLT + English Lead to monitor English lesson and feedback specifically on vocabulary.</p> <p>Book reviews to compare the progress and level of vocabulary within ALL books.</p> <p>Feedback from TA's, pupils and books will look at the quality of language. Book looks to focus TA led groups.</p> <p>Book looks to check vocabulary is being used in lessons. Pupil conferencing to check language understanding. Learning walks to monitor key vocabulary being shared around the room.</p> <p>Learning walks and book looks to check the quality of vocabulary in books. Pupil conferencing focusing on Vocabulary strategies etc.</p>	<p>JD</p> <p>ZC/SP</p>	<p>Half Termly</p> <p>English Subject Leader time every 2 weeks.</p> <p>Weekly drop-ins.</p>
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<p>Novel study planning and delivery to focus on writing and Reading. Teachers to explore comprehensive skills and reading ability during whole class teaching.</p> <p>Timetabled comprehensive lessons focussing on specific skills of novel study / a range of texts years 4-6.</p> <p>Year 2 /3 comprehension lesson during RWI for those who have completed RWI programme.</p> <p>New staff to be trained in RWI programme.</p> <p>Targeted high-quality intervention on reading delivered by trained TA's/HLTA's.</p> <p>TA'S and HLTA's to target children in the morning and focus on their metacognition towards Reading attitudes and create a love of reading.</p>		<p>Historically, we have remained below Reading at the end of KS2. 2019 results were the first year above for KS2 but not ks1.</p> <p>Evidence and analysis from PIRA and national test highlight a gap between PP and non PP in comprehension in half of the year groups along with language and structure/</p> <p>We pride ourselves on creating a love for Reading in our school and would like to continue to embed and promote this more children through reading assemblies, competitions etc.</p> <p><u>Education Endowment Foundation Toolkit</u></p> <p>Reading comprehension Strategies: + 6 months</p> <p>Metacognition + 7 months</p> <p>1:1 tuition + 5 months</p>	<p>SLT + English Lead to monitor Reading and English lessons and feedback specifically reading comprehension skills. Book reviews to check the coverage of comprehensive skills being taught</p> <p>Pupil and TA conferencing focussing on Reading targets, love of reading and attitude towards improving.</p> <p>PIRA analysis to focus on comprehensive skills in each year group and detailed planning to reflect strengths and weaknesses.</p>	<p>JD</p> <p>ZC/SP</p>	<p>Termly book looks</p> <p>Weekly drop ins</p> <p>Half termly focussed feedback</p>
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Total budgeted cost	£45,000
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ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?



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<p>Smaller 'Mixed ability' class sizes for Maths in Year 6.</p>	<p>All children to receive high quality teaching in Maths and given the opportunity to receive immediate intervention / support within lessons.</p>	<p>In school PUMA analysis highlighted a gap, especially within number with our current Year 6 cohort. Smaller classes last year showed a significant close in the gap alongside Maths KS2 data being above national average. To ensure this continues and has the same impact, smaller mixed ability classes in Year 6 will continue with more support from TA's and teaching and learning lead.</p>	<p>Learning walks focussed on Mastery content within Maths lessons.</p>	<p>TH ZC/SP</p>	<p>Maths lead has subject leader time fortnightly to monitor Maths impact</p>
<p>Teachers and staff to receive 'Master Maths training' from Maths lead.</p>	<p>All children to have the Maths skills and knowledge to apply their understanding to the wider curriculum and outside world.</p>	<p><u>Education Endowment Foundation Toolkit</u> Smaller class sizes + 3 months</p> <p>Within-class attainment groups + 3 months</p> <p>Mastery teaching styles + 5 months</p>	<p>Book looks focusing on outcomes being achieved in lessons, content of lessons and levels of mastery being achieved and access by all pupils.</p> <p>Year 6 to use SATs Papers to analyse progress, gaps in the attainment and to plan from their findings.</p> <p>Maths lead to analyse and compare data using in house PUMA tests.</p>		<p>PUMA data every term.</p> <p>SATs scores every half term.</p> <p>Learning walks and Book looks throughout the year.</p>



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<p>Headteacher and designated TA and teacher fully trained in Trauma informed schools (TIS) – 10 session workshops.</p> <p>All TA's and Teachers to receive basic TIS training to support in classes- along with in school counsellor.</p> <p>Designated TA's work individually with children identified through the TIS assessments (ACE)</p>	<p>The emotional wellbeing and mental health of all children is improved because they can easily access the right support when they need it.</p>	<p>As a school we strongly believe that all children can have access to a wide curriculum which extends beyond Maths and English. Every child should have the opportunity to learn in their own way and at a pace that is suitable to them, no matter what the barrier. Within our school, we have many vulnerable children with social and emotional needs and believe that training designated adults they can support the children, not only academically, but with the mental health and well-being through targeted and supportive interventions throughout the day. Interventions can be structured or when needed.</p> <p><u>Education Endowment Foundation Toolkit</u></p> <p>1:1 tuition + 5 months</p> <p>Social and emotional learning + 4 months.</p>	<p>Feedback from adults who are running TIS intervention with children.</p> <p>Staff feedback on well-being, engagement and attitudes towards learning about individual/ whole class children.</p> <p>Observations of children at breaks, in lessons, lunchtimes afterschools etc that focus on their wellbeing etc.</p> <p>'Check-ins' with children.</p> <p>CPOMS monitoring.</p> <p>Weekly emails that focus on TIS support for all staff.</p>	<p>JW AW ZC/SP</p>	<p>On-going support and feedback from adults and children regarding children.</p> <p>Weekly evaluations based around CPOMS.</p> <p>Half termly reflections with TA's and designated adults in regards to impact and interventions.</p>
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Total budgeted cost	£75,000
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iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>All foundation subjects to have extra curriculum outcome that all children will receive by the time they leave school. E.g. All children will have visited an historic site by the end of KS2.</p> <p>End of KS2 residential to London to be open to all children in Year 6.</p>	<p>All children to have had the opportunity to experience activity that links to the curriculum and /or the wider curriculum.</p> <p>All children to have been given the opportunity to experience a culturally diverse city outside of Cornwall.</p>	<p>At Carclaze we want all children to have the opportunity to experience a wide range of opportunities that focus on social, cultural, educational or physical aspects that go beyond the classroom and like to wider curriculum / community.</p> <p>Cornwall remains one of the most deprived areas in England and many of our children have not had the opportunity to experience anything beyond the standard curriculum.</p>	<p>All subject leads to have an 'opportunity outcome for their subjects. Any disadvantaged children to be offered and help and support accessing all trips and monitored through staff.</p> <p>Pupil conferencing to focus on aspirations of subjects and feedback from trips and how it links to their learning. All children and families to be given time to 'pay for the residential.</p> <p>All PP children to be offered financial support towards the trips. Parents to be contacted to discuss worries etc.</p> <p>Pupil conferencing to discuss trip pre and prior.</p> <p>Teacher and PP lead to ensure a broad range of opportunities are being accessed during the trip.</p>	<p>Subject leads</p> <p>Year teachers</p> <p>CZ/SP</p>	<p>Once trips have been organised and implemented.</p>
Total budgeted cost					£5,000



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5. Review of Expenditure				
Previous Academic Year		2018/2019		
i. Quality of teaching for all				
Action	Intended outcome	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
Staff training on developing oracy for pupils in EYS and KS1. Speech and Language lead to train and support TAs in KS1 to adopt and use the strategies with all children to ensure that speech and language is not a barrier.	<u>A. Poor Oral language skills. (F are lower for PP eligible children than others.)</u> Early identification of pupils eligible for PP in Reception and Nursery, who do not have the on entry level for speech and language, and KS1 pupils who require further S&L to secure greater outcomes by the end of KS1. As a result, pupils are well prepared for the next stage of their learning.	Low impact: 60% of Pupil Premium children achieved GLD in Speaking compared to 92% non-disadvantaged. Medium impact: Y1 phonics 67% disadvantaged (4 SEN did not achieve) met the standards and 92% of non-disadvantaged	Training did not include all staff, and this has now been addressed so Read Write Inc. to continue plus an additional focus on vocabulary with training from English Lead. Use of vocabulary in writing will be monitored	£18,741
Introduction and monitoring of the PIRA tests. Benchmark – previous years' test Summer Term. Children to complete star tests for accelerated readers each half term.	<u>B. % achieving expected or above in Reading.</u> Identification of key children early on in September. Teachers to focus on PP children and ensuring they support children to get expected or above in reading across the school.	Medium impact: Reading results improved across the school, but disadvantaged pupils did not improve as much as non-disadvantaged. (3 SEN children also PP in Year 6)	New SENCO to monitor SEN PP children. Maths and English subject leaders to review Question Level analysis specifically for Disadvantaged pupils	£3000



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<p>Times table rock star used to raise the profile of times tables by making it fun.</p> <p>Accelerator reading and star tests – print off and stick in reading records the children's age and time to support parents</p>	<p><u>C. Progress in reading, writing and maths is below national comparisons.</u></p> <p>Identification of key children in reading, writing and maths and each teacher knows who they are.</p>	<p>High impact: The implementation of TT Rock stars has made a difference to all pupils' knowledge of multiplication tables.</p> <p>Medium impact – children don't have reading records anymore but the use of Accelerated Reader in general has had a high impact.</p>	<p>Pupil and parent feedback are both positive about the impact of TT Rockstars. Families engage with the app and children like to be competitive with themselves</p> <p>Continue with Accelerated Reader and develop parent information sessions to increase understanding.</p>	£2000
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ii. Targeted support				
Action	Intended outcome	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
<p>Children receiving no parental comments in diaries to receive 1:1 reading with an adult daily.</p> <p>HLTAs to lead reading interventions.</p> <p>Headteacher to run a greater depth reading club for Year 6 and a reading breakfast for Year 2</p>	<p><u>B. % achieving expected or above in Reading at least in line with national average</u></p> <p>Identification of key children early on in September. Teachers to focus on PP children and ensuring they support children to get expected or above in reading across the school.</p>	<p>77% at end of Key Stage 2 this is above the National (73%)</p> <p>Low impact. Club could not be sustained due to other commitments. Reading breakfast started well but attendance dropped.</p>	<p>The biggest impact has been the introduction of the Novel Study curriculum and Accelerated Reader. Accelerated Reader has enabled us to track reading habits much more comprehensively than the reading diaries. These have been faded out to reduce workload.</p> <p>Focus on EYFS children early.</p>	£14,152



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<p>High quality interventions led by HLTAs or teachers.</p> <p>Teachers/ Head leading before school interventions.</p> <p>Exemplar Education used to support Year 4 / Year 5 children.</p>	<p><u>C. Progress in reading, writing and maths is below national comparisons.</u></p> <p>Identification of key children in reading, writing and maths and each teacher knows who they are. Teachers to complete intervention timetables and complete an action plan for next steps.</p>	<p>Medium impact: impact varied depending on who was leading the group. Attendance of before school interventions lower than expected.</p>	<p>Change of approach with whole school reading strategy.</p>	<p>£14,152</p>
<p>After school support for Year 6 activities.</p> <p>Head carrying out greater depth reading club.</p> <p>Teaching and Learning Lead supporting Year 6 from January.</p> <p>Focus within lessons to push children on.</p>	<p><u>D. Increase the number of pupil premium high attainers.</u></p>	<p>Medium impact – after school clubs clashed with other after school activities. The introduction of the teaching and learning lead was more successful.</p>	<p>Teaching and Learning lead role still in place and focussed on improving quality first teaching.</p>	<p>£25,172</p>

iii. Other approaches

Action	Intended outcome	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



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<p>To ensure that all children are able to attend curricular trips and residential trips by subsidising these.</p> <p>Parents approach school to access resources:</p> <ul style="list-style-type: none"> - Inclusion support (SENDCo) - EWO - Educational Psychologist - Counselling - Learning Mentor 	<p>E. Children have access to all aspects of school life.</p>	<p>Medium impact: Increased after school provision.</p> <p>High impact: Disadvantaged children attending residential.</p> <p>High impact: use of school counsellor and learning mentor has reduced the number of exclusions and increased children's focus on learning.</p>	<p>Approach to continue with the addition of subject leaders including an ambition for disadvantaged children in their action plans. For example: geography; all pupils to have taken part in a geographical field trip by the time they leave Carclaze.</p> <p>Early pastoral support has increased readiness to learn and decreased behaviour incidents.</p>	<p>£5000</p> <p>£39,879</p>
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