



Pupil premium strategy statement

School overview

Metric	Data
School name	Carclaze Community Primary School
Pupils in school	398
Proportion of disadvantaged pupils	20.3%
Pupil premium allocation this academic year	£108,000
Academic year or years covered by statement	2020-2023
Publish date	September 2020
Review date	July 2021
Statement authorised by	Simon Pollard
Pupil premium lead	Simon Pollard / Zoe Clemes
Governor lead	Helen Knight

Disadvantaged pupil progress scores for last academic year (2018/19)

Measure	Score (most recently available data)
Reading	-3.56
Writing	-4.51
Maths	-2.01

Disadvantaged pupil performance overview for last academic year (2018/19)

Measure	Score
Meeting expected standard at KS2	33%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils /

Aim	Measure	Target	Date
Pupils are "KS1 ready" on completion of their reception year.	Achieving a Good Level of Development at the	Percentage of PP pupils achieving GLD is	July 2023

	end of Foundation Stage/	comparable with national averages	
Pupils reach the end of KS1 able to read	Pass the Phonics Screening Check in Year 1. Those that do not pass in Year 2.	Percentage of PP pupils passing the Year 1 phonics check is at least in line with national expectations	July 2023
Pupils start KS2 as confident readers, writers and mathematicians	Meeting expected standard at KS1	Percentage of PP pupils achieving the expected standard in reading, writing and maths is comparable with national expectations	July 2023
Pupils are aspirational and ambitious learners	Achieving the higher standard at KS1	Pupils achieving higher standard at KS1 is in line with national expectations	July 2023
Pupils start KS3 "secondary ready" as confident readers, writers and mathematicians	Meeting expected standard at end of KS2	Percentage of PP pupils achieving the expected standard in reading, writing and maths is comparable with national expectations	July 2023
Pupils are aspirational and ambitious	Achieving the Higher Standard at KS2	Pupils achieving higher standard at KS2 is in line with national expectations	July 2023

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Successful continuation of whole class reading approach (KS2) and Read Write Inc phonics (KS1) during remote learning	July 2021
Progress in Writing	Successful continuation of Novel Study approach across KS1 & 2 during blended learning	July 2021
Progress in Mathematics	Successful implementation of Power Maths (maths mastery approach)	July 2021
Phonics	Percentage of pupils passing the phonics check is at least in line with national expectations	July 2021
Blended / remote learning	Blended/Remote learning offer ensures Covid does not negatively affect pupil progress in the long term.	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure staff trained in high quality interventions including Read, Write inc and Fresh start
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age related expectations.
Barriers to learning these priorities address	Basic reading skills and providing catch up in maths
Projected spending	£60000

Wider strategies for current academic year

Measure	Activity
Priority 1	Working across the Trust to create a learning and teaching toolkit and develop metacognition
Priority 2	Focussed training for Curriculum Leads to ensure the curriculum meets the needs of all children

Barriers to learning these priorities address	Improve readiness to learn and quality of teaching
Projected spending	£48000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff CPD takes place	Use of Twilight, staff meetings and release time to attend Kernow teaching School Alliance training. Increase Ta hours to cover COVID absence and facilitate catch up programme
Targeted support	Ensuring protected capacity for staff to deliver target interventions.	Timetabled interventions
Wider strategies	Engaging the families facing most challenges	Work closely with schools across CELT and education welfare officer. Use of school counsellor for pastoral support. Use of messaging service, social media and website to promote community engagement.

Review: last year's aims and outcomes

Aim	Outcome
All children to leave KS1 With a higher level of fluency in reading	Due to absence of statutory data, the review of the previous academic year's strategy is not possible.
All children to leave KS2 with a higher level of comprehension and fluency skills in reading	Due to absence of statutory data, the review of the previous academic year's strategy is not possible.
All children to have the maths skills and knowledge expected at end of Key Stage	Due to absence of statutory data, the review of the previous academic year's strategy is not possible.