



Pupil premium strategy statement: Carclaze Primary School 2018-19

1. Summary information					
School	Carclaze Community Primary School				
Academic Year	2018/19	Total PP budget	£117,740	Date of most recent PP Review	17/04/2018
Total number of pupils	420	Number of pupils eligible for PP	87	Date for next internal review of this strategy	March 2019.
Carclaze is a two-form entry primary school on the edge of the clay country in Cornwall and is part of a Multi Academy Trust. The majority of pupils are white/ British. The school is in a town with the highest population in the county and subsequently has a number of parents appealing for places. Some classes have over thirty children. The school is in the 20-40% of Lower Super Output Areas in England. Based on the county scoring system, the school is one of twenty-four that are in the 15-25% band of schools considered to be vulnerable (it has been in the category below for the last four years).					

Current attainment (KS2 2018, for a cohort of 18 PP children)				
	<i>Pupils eligible for PP (your school) 2016/2017</i>	<i>Pupils not eligible for PP (national average) 2016/2017.</i>	<i>Pupils eligible for PP (your school) 2017/2018</i>	<i>Pupils not eligible for PP (national average) 2017/2018</i>
% achieving expected standard or above in reading	38%	71%	67%	69%
% achieving expected standard or above in writing	56%	76%	61%	76%
% achieving expected standard or above in GPS	66%	77%	67%	69%
% achieving expected standard or above in maths	50%	75%	67%	73%
% achieving expected standard or above in RWM combined	19%	61%	50%	59%
Progress measure reading	-3.7	-3.4	-0.8	-1.2

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Progress measure writing	-3.7	-4.4	-1.4	-0.3
Progress measure maths	-1.9	-3.1	-0.7	-0.6

Key Stage 1	<i>Pupils eligible for PP (your school)</i>	<i>Other pupils (your school)</i>	<i>Other pupils (national)</i>
% passing Y1 phonics	50%	94%	84%
% attaining ARE or higher in reading	69%	72%	78%
% attaining ARE or higher in writing	62%	61%	73%
% attaining ARE or higher in maths	77%	61%	79%

Early Years	<i>Pupils eligible for PP (your school)</i>	<i>Other pupils (your school)</i>	<i>Other pupils (national)</i>
% achieving Good Level of Development or higher	44%	78%	73%

Part one – review of spending for the previous academic year

What was the impact of our PPG- funded strategies and interventions in 2017-18?				
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
<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 KS 1. As, a result, pupils are well	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.	90% of pupils did meet the ARE for SAL by the end of KS1 including non-disadvantaged pupils.	It is very important to ensure early intervention happens therefore we are working closer with pre-schools to identify possible SAL issues. Whole class support has been a great benefit as ALL class teachers have received training. This will continue as normal classroom practise this year.	

prepared for the next stage of their learning.				
<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.	<p>Introduction and monitoring of the PIRA tests. Benchmark – previous years' test Summer Term.</p> <p>Children to complete star tests for accelerated readers each half term.</p> <p>Children receiving no parental comments in diaries to receive 1:1 reading with an adult daily. 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 including parents to show them comprehension skills.</p>	3/7 children met ARE for phonics. For those who did not meet ARE, positive progress was made. There was an increase from previous phonics scores at the start of the year to the end. By having smaller sized groups for RWInc has benefitted <u>all</u> children.	There has been a significant impact of having smaller, more targeted groups for ALL pupils in phonics including the DP. As a result of this, we are continuing with this again.	
<u>C. Progress in reading, writing and maths is below national Comparisons</u> 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 what they are going to do to accelerate the progress.	<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>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 tips to support parents.</p>	Some classes met the desired outcome due to individual teachers having a greater understanding of meta-cognition though there has been very limited 'recorded' impact made upon DP children.	As a staff we feel that we need to look/trial a different approach this year. We will target 'reasoning skills' through maths and incorporate this with further developing metacognition.	

D.Increase the number of pupil premium high attainers	After school support for Year 6 activities. Head carrying out greater depth reading club. Teaching and Learning Lead supporting Year 6 from January. Focus within lessons to push children on.	The number of pupils have changed since the start of the year. Data is as follows for the DP in each year group: R W M EYFS: 67% 67% 67% Yr 1 : 0% 0% 0% Yr 2: 43% 43% 43% Yr 3: 40% 40% 40% Yr 4: No DP at the end of the year Yr 5: 25% 25% 25% Yr 6: 0% 0% 0% As a school we set very high expectations for our children, eventhough we have not met our targets for attainment, the DP are making progress.	We have enriched our curriculum which is more engaging but we are yet to see the attainment gap diminish so DP are inline with non-DP children. Class teachers to work with TA's more to ensure that precision teaching through 'top ups' are successful through a thorough understanding between teacher and TA. The success of these sessions needs to be monitored and reviewed more frequently.	
Total Cost: £12620				
ii. 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
E. Children have access to all aspects of school life.	To ensure that all children are able to attend curricular trips and residential trips by subsidising these. Parents approach school to access resources: - Inclusion support (SENDCo) - EWO - Educational Psychologist - Counselling - Learning Mentor	Some DP parents accompanied classes on trips and this was a good way of building positive relationships with parents. When invited to attend subject specific meetings no DP parents attended. All DP parents met with the class teacher, twice throughout the year and most attended 'Meet the Teacher' sessions.	We identified that some of our DP parents do not drive therefore we have held some meetings at another school within the Trust to form and maintain relationships. We now need to re-consider when and how we engage our parents to attend subject specific events.	£1500

Part two – strategy for the current academic year

2. Barriers to future attainment (for pupils eligible for PP including high ability)
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>

A.	Poor Oral language skills. (F are lower for PP eligible children than others.)
B.	% achieving expected or above in Reading.
C.	Progress in reading, writing and maths is below national comparisons
D.	Increase the number of pupil premium high attainers
External Barriers (impacting on PP children's learning.)	
E.	Lack of parental engagement – listening to reading at home / homework / not actively promoting school life / not good role models.
F.	Emotional barriers to learning.
External barriers (issues which also require action outside school, such as low attendance rates)	
G.	Parents of pupils eligible for PP are less able to make any contribution to activities outside the classroom that enrich learning.
H.	Low attendance rate for PP children – last year persistent absences was 18% for PP children and 9.6% for non PP children.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in F	Pupils eligible for PP in Foundation make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. 2/8 severe but 8/8 receiving speech and language support.
B.	% achieving expected or above in Reading.	Increase the reading time within the classroom and involve adults to support children with reading. Use PIRA tests to monitor progress. TAs offer daily reading for PP children. HLTA interventions going on across the whole of the school – reading comprehension. Accelerator reading quizzes and star tests to be completed half termly. Year 5 – only 38% are expected or above in reading. In school non PP 74%. Year 4 – 47% are working at expected or above in reading. In school non pp 65%. Year 2 – 67% are working at expected or above in reading. In school non pp 79% EYFS – 40% get GLD compared to 72% non pp.
C.	Progress in reading, writing and maths is below national comparisons	Pupils identified as PP make more progress in reading, writing and maths than other pupils. Measured by teacher assessment and successful moderation practise. Check PUMA and PIRA assessments. HLTA led interventions. Focus for 2017/2018 – Year 3 working at expected level in reading, maths and writing. Year 3 greater depth reading, writing and maths. Year 6 – high achievers to increase. Year 1 children not getting GLD. Sen complex.

D.	Increase the number of pupil premium high attainers	Pupils eligible for PP identified as high ability make better progress. Tracked on PUMA and PIRA. Lesson observations to check differentiation. JH tracking sheets – monitor half termly.
E.	Lack of parental engagement – listening to reading at home / homework / not actively promoting school life / not good role models.	Teaching Assistants monitor reading records and intervene with daily reading. Volunteers to support reading. Homework club provided to support the children. Busy Bees to support homework. Head to run a reading club with parents. Family learning running a specialised programme for KS1 parents on supporting their children.
F.	Emotional barriers to learning.	SLW – to support children with Emotional barriers to learning. Counselling and personalised support. 29 children received support in 2016/2017.
G.	Parents of pupils eligible for PP are less able to make any contribution to activities outside the classroom that enrich learning.	School to continue to assist parents with extra-curricular activities. PP children are spoken to by teachers of each class to ensure parents are made aware we can support them with the finances.
H.	Low attendance rate for PP children – last year persistent absences was 18% for PP children and 9.6% for non PP children.	Children are in school learning unless there is a serious reason why they are not in. Attendance officer to monitor attendance and call to follow up any absences. Teacher to give child missed work for homework.

What strategies and interventions are we putting in place to address the barriers to future attainment identified above?

The three headings below show how we 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 / 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?
<p><u>A. Poor Oral language skills. (F are lower for PP eligible children than others.)</u></p> <p>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 KS 1. As a result, pupils are well prepared for the next stage of their learning.</p>	<p>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.</p>	<p>A number of TAs have not received specific speech and language training. Using the “experts” in the school to train and support TAs across KS1 will enable TAs to receive specific support with Speech and Language.</p>	<p>Early identification of pupils in Early Years and KS1 who require S&L intervention. Speech and language lead completes orange book for sessions. Speech and Language leads carry out TA training for KS1.</p>	MB / JW	Jan 2018.
<p><u>B. % achieving expected or above in Reading.</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>Introduction and monitoring of the PIRA tests. Benchmark – previous years’ test Summer Term.</p> <p>Children to complete star tests for accelerated readers each half term.</p> <p>Children receiving no parental comments in diaries to receive 1:1 reading with an adult daily. HLTAs to lead reading interventions.</p>	<p>Accelerator reader has been used successfully in other schools and has impacted on the children’s reading comprehension skills.</p> <p>PIRA tests give a standardised score highlighting areas of weakness for teachers to focus on.</p> <p>If children aren’t receiving any 1:1 adult time to read, then by providing a TA we are ensuring children practise skills daily.</p>	<p>Literacy lead monitors the use of accelerator reader and is able through training to identify any issues with tests scores etc. The accelerator reader assesses their level and ensures the book they are reading is age appropriate.</p> <p>1:1 adult time provides children with a source to practise reading.</p>	JD	Jan 2018

Sept 2018

	Headteacher to run a greater depth reading club for Year 6 and a reading breakfast for Year 2 including parents to show them comprehension skills.				
<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 what they are going to do to accelerate the progress.</p>	<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>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 tips to support parents.</p>		<ul style="list-style-type: none"> • PP lead to monitor. • SLT – drop ins and focus on PP. • Marking and feedback. • Orange books to monitor frequency. 	SP / AC / JW	Jan 2018
D.Increase the number of pupil premium high attainers	<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>Children will complete accelerator reading quizzes on the book that the head has focussed on. This will enable us to see if they could answer the questions and/or understand the text.</p> <p>T&L lead will be monitored by SP/AC.</p> <p>SLT – during drop ins will focus on PP high attainer children to ensure they are being pushed.</p>	AT / JW	Jan 2018

Total budgeted cost					
ii. 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?
E. Children have access to all aspects of school life.	<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>Impact of learning outside the classroom and practical application of skills beyond the classroom has proven success in raising expectations and achievement.</p> <p>This universal benefit is planned to reflect the falling income for vulnerable families and the move to capping benefits.</p>	<ul style="list-style-type: none"> • Take up of the subsidy will be monitored by the Head teacher. • All families who seek support for trips, etc. receive support. • Impact of additional services, such as EWO and Educational Psychologist on children's: <ul style="list-style-type: none"> - accessibility to the curriculum (reports show children can access all aspects of school life) - monitoring of attendance, with particular reference to PP pupils (attendance is higher than national) 	SP	Termly
Total budgeted cost					£