

# Lostwithiel School- Pupil premium strategy statement

## School overview

Metric	Data
School name	<b>Lostwithiel School</b>
Pupils in school	140
Proportion of disadvantaged pupils	19%
Pupil premium allocation this academic year	£32,245
Academic year or years covered by statement	2018 -2021
Publish date	1 <sup>st</sup> December 2020
Review date	1 <sup>st</sup> November 2021
Statement authorised by	Natalie Simmonds
Pupil premium lead	Natalie Simmonds
Governor lead	Tom Miles

## Disadvantaged pupil progress scores for last academic year 2019 2020 (\* NB Teacher Assessment due to Covid 19, as calculated by FFT Aspire) [5 pupils]

Measure	Score
Reading	<b>+4.7</b>
Writing	<b>+5.2</b>
Maths	<b>+5.3</b>

## Disadvantaged pupil progress scores for academic year 2018 2019 [3 pupils]

Measure	Score
Reading	<b>+1.6</b>
Writing	<b>-0.8</b>
Maths	<b>+3.4</b>

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 2020 (*Teacher assessment )	60%
Meeting expected standard at KS2 2019	67%
Achieving high standard at KS2 2020 (* Teacher Assessment)	0%
Achieving high standard at KS2 2019	0%

  

Measure	Activity
Every child leaves Key Stage 1 at Lostwithiel School able to read. Every child passes their phonics screening in year 1, those that do not, pass in year 2.	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively. Roll this out to Key Stage 2 staff so that high quality intervention can take place in Key Stage 2. Staff will not settle for phonics screening check results that are in line with the national average or explain pupils' poor progress by their background.
All pupils are able to produce high quality writing that is aware of its audience and purpose. Children are confident writers and they meet the expected standard for writing in KS2.	Ensure teachers make accurate judgements for writing and can identify where gaps in learning are a barrier to progress. Include response to gap analysis in whole class planning and teaching. Use of 'No More marking' to compare to writing nationally.
Pupils are aspirational for what they can achieve and they are ambitious in their learning. The % of pupils that achieve the higher standard in R,W,M is comparable with similar schools	Quality First teaching for all. Teaching is good or better in every class. Staff CPD for Individual coaching for disadvantaged children. Cultural capital and a wide and broad range of experiences implemented through the wider curriculum offer.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£10 000

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Maintain our high level of attainment and progress in reading for all learners.	July 2021
Progress in Writing	All pupils are able to produce high quality writing that is aware of its audience and purpose. Children are confident writers and they meet the expected standard for writing in KS2 and reach their FFT 50 targets as a minimum. Children in KS1 are confident writers. They achieve above national benchmarks in writing.	July 2021
Progress in Mathematics	Maintain our high level of attainment and progress in mathematics for all learners.	July 2021
Phonics	95% pass rate of the phonics screening check in year 1	July 2021
Blended and Home learning	The impact of partial school closure and periods of bubble closure or self-isolation will be minimised by school action and blended learning offer. Pupils will close any gaps caused by the Covid 19 lockdown and will be on the same 'flight path' as they were prior to the Pandemic-meeting their FFT 50 targets.	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
Disadvantaged pupils will pass their phonics screening check in year 1 and if not, will pass in year 2.	Ensure all Key Stage 1 staff and 121 teaching staff have Read, Write Inc training and ongoing CPD to deliver the phonics scheme effectively. Those pupils with acute SEN needs that are a barrier to achieving the phonics screening will have bespoke support.
Disadvantaged pupils will reach age related expectations in writing in years 5 and 6	Small group Writing intervention for disadvantaged pupils falling behind age related expectations
Barriers to learning these priorities address	Ensuring staff use evidence based whole class and small group teaching interventions. Closing vocabulary gap with disadvantaged learners in Key Stage 2.
Projected spending	£10 000

## Wider strategies for current academic year

Measure	Activity
Attendance of disadvantaged children is broadly in line with non - disadvantaged pupils (98%)	Regular support from education welfare officer to support families with acute needs. Free wrap around for disadvantaged families.
Disadvantaged children can access extra-curricular enrichment, clubs and sports	School fund 75% of any extracurricular activity that requires payment with the pupil premium. This includes music tuition, trips and visits, and any additional paid for activities. School have also made available devices for disadvantaged families during covid 19 to access online resources.
Pupils are aspirational for what they can achieve and they are ambitious in their learning.	<p>There is a whole school and targeted approach. Head teacher is key member of closing the gap CELT working party that has a three-year action plan. HT receiving ongoing training in Instructional Rounds and will use this approach to drive meta cognition and self-regulation through QFT. As a school we will provide aspirational role models through our curriculum offer.</p> <p>Year 4/5 teacher is receiving regular CPD in the coaching of disadvantaged pupils. Small groups are receiving regular coaching and this approach will be rolled out to all disadvantaged learners in the summer term</p>
The curriculum is a tool to ensure children have the cultural capital they need to succeed beyond the academic. It provides for pupils broader development, including their spiritual, moral, social and cultural development.	<p>The curriculum is exciting, has real purpose and end composites pupils are proud of. Teacher's implementation of this builds on sequential skills and knowledge that prepares children for the next phase in their education. Children retain the knowledge taught and apply skills across other areas of the curriculum</p> <p>The planed curriculum has a broad range of subjects, is ambitious and coherently planned. Staff receive high quality CPD through the KTSA to ensure good subject knowledge of curriculum subjects.</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Improving attendance and readiness to learn for the most disadvantaged pupils</li> <li>• Self-regulation and motivation in disengaged learners develops independent learning skills</li> <li>• Learners and staff have an ethos of high attainment and aspirations for all pupils</li> </ul>
Projected spending	£12,300

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure enough time is given to allow for staff professional development	Use of Twilight, staff meetings and release time.  Appointment of sports coach and yoga teacher for quality specialism cover. Use of HLTAs to ensure consistency in staffing bubbles and knowledge of children's needs and curriculum.
Targeted support	Ensuring protected capacity for specialist intervention including SALT, Precision teaching, Pre teaching and play therapy.	Interventions timetabled carefully. This is managed by the SENDCO who has weekly release time to monitor and review. Highly specialist interventions such as play therapy provided by trained specialists.
Wider strategies	Engaging the families facing the most challenges.	Working closely with children's services, the trust, EWO and early years settings to work in partnership.  Phone calls and face-to-face meetings with social distancing measures carried out during partial school closure to maintain positive relationships.  Promoting positive interactions between the school and home through a range of virtual and in school events.

## Review: last year's aims and outcomes

Aim	Outcome
Higher rates of attainment and progress across the school for disadvantaged children	KS2: Disadvantaged learners have made strong progress through KS2 as seen above. There is still an attainment gap between disadvantaged and non-disadvantaged learners.  KS1: All disadvantaged pupils achieved EXS. This is based on teacher assessment only in Summer 2020 due to partial school closure. 100% of disadvantaged pupils passed their phonics screening in Autumn 2020 and in June 2019
Broaden horizons and higher aspirations for disadvantaged children	There is little or no evidence of disadvantaged pupils achieving the higher

	standard. This must remain a focus for staff and senior leaders.
Higher attendance rates for PP children	Attendance data for the year 2019-2020 has been difficult to measure due to partial school closure and the impact of the pandemic. However, attendance measured between 1 <sup>st</sup> September 2019 and 14 <sup>th</sup> February 2020 (Half term) shows a gap of 2% between non-pupil premium and pupil premium children. <i>(97% and 95% respectively- lower than % seen at the end of academic year due to the shortened timeframe)</i> This needs to be an unwavering focus for school leaders as we move forward as it is one of the biggest barriers to learning.