

# Pupil premium strategy statement: Sennen School

1. Summary information					
<b>School</b>	Sennen Community Primary Academy				
<b>Academic Year</b>	2019 - 2020	<b>Total PP budget</b>	£24,394	<b>Date of most recent PP Review</b>	Sept 2019
<b>Total number of pupils</b>	71	<b>Number of pupils eligible for PP</b>	15	<b>Date for next internal review of this strategy</b>	Sept 2020

2. Current attainment		
	<i>Pupils eligible for PP (in Sennen)</i>	<i>Pupils not eligible for PP (in Sennen)</i>
<b>% achieving in reading, writing and maths</b>	40%	50%
<b>% making progress in reading (At level expected through internal school monitoring)</b>	53%	85%
<b>% making progress in writing (At level expected through internal school monitoring)</b>	33%	79%
<b>% making progress in maths (At level expected through internal school monitoring)</b>	53%	85%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Attainment of pupil premium children was below national averages at KS2 and KS1 in 2019 for reading writing and maths combined.
<b>B.</b>	Whilst generally in line with expected attainment at KS1 in individual subjects, pp children are behind in terms of attainment at end of KS2.
<b>C.</b>	A high proportion of pupil premium students also have SEN 44%, compared to 10% of non-pupil premium children at Sennen. This effects rates of progress and attainment for the group. A high amount of intervention is in place which needs to be carefully focussed to deliver on key objectives for children.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Emotional well-being is generally lower than non PP children and can affect children's ability to learn.

4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<b>A.</b>	Attainment in Reading, writing and maths combined is in line with school and national figures at KS2 and KS1.	SATs performance demonstrates that this objective has been met.
<b>B.</b>	Increase in the % of pupil premium children achieving expected at end of KS2 in all subjects.	SATs performance and in school assessment demonstrates higher percentages of EXS.
<b>C.</b>	Children all receive focussed interventions, which are carefully planned to deliver on key objectives for individuals. Classroom support enables children to engage fully with learning.	Increased rates of attainment within this group. Progression is clear through intervention objectives being carefully planned.
<b>D.</b>	Thrive approach is used to support in class and through interventions, where needed, children who struggle to be ready for learning; Increasing, their ability to learn and make academic progress.	In school and through good liaison with home, children receive effective support which raises their emotional intelligence, enabling them to manage their emotions effectively and be ready for learning.
<b>E.</b>	Support is given to pupils, where appropriate, to allow them to access clubs and services available through school that will add to their academic achievement, physical well-being and emotional well-being.	Pupils are supported in terms of transport and equipment, where appropriate. In particular, higher ability pupils. Their attendance at these clubs has a measurable impact on their progress within school.

## 5. Planned expenditure

Academic year

2019 - 20

The three headings below enable schools to demonstrate how they 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>A. Attainment in Reading, writing and maths combined is in line with school and national figures at KS2 and KS1.</p> <p>B. Increase in the % of pupil premium children achieving expected at end of KS2 in all subjects</p>	<p>Class sizes reduced with head teacher teaching core subjects daily to year 4, which is our highest PP, lowest achieving year group. Further Learning Support Assistant time within mixed ages classes and smaller groups. This allows for a wider range of teaching objectives to be addressed at once, meaning that children have the chance to receive more personalised feedback and support against discreet objectives. This support is concentrated in classes with a high percentage of PP children.</p>	<p>Evidence consistently shows that quality feedback, individual attention and the rapid progression of personal targets is a highly effective tool in securing increased levels of progress and attainment for children</p> <p>Year 4 are having their own individualised teaching means that progress can be made more rapidly, allowing them to catch up with nations expectations. Opportunities to deepen and secure learning can be more quickly identified</p> <p>(EEF teaching and learning toolkit states that metacognition, feedback and reduced class sizes all have a very positive impact on progress for a small amount of cost).</p>	<p>Head teacher will assess, plan and deliver lessons that will plug gaps and secure progression.</p> <p>PM cycle for Teaching Assistants has been utilised to define outstanding practice and ensure they have a clear understanding of expectations.</p> <p>Teachers and Tas all attend pupil progress where PP children are specifically identified. Effective interventions are identified.</p> <p>Teachers to plan specifically for target children and share that with their TA</p> <p>TAs are responsible for closely liaising with teachers to ensure rapid progression of objectives for target children when appropriate.</p> <p>Monitoring schedules will reference this specifically each half term.</p>	<p>Headteacher SENCO</p>	<p>Termly, through data analysis.</p>

<p>C. Thrive approach is used to support in class and through interventions, where needed, children who struggle to be ready for learning; Increasing, their ability to learn and make academic progress.</p>	<p>Development of Thrive lead position to deliver one to one support and develop whole school awareness. This will result in one day a week of release time to plan, train and carry out individual support. An action plan will also be separately produced and its desired outcomes monitored by the Thrive lead.</p>	<p>Children who are able to regulate their emotions are better able to manage distractions and therefore engage fully with learning. Thrive is a robust scientific approach that is measurable in terms of progress made towards set objectives. For some individuals this can be the biggest barrier they face to learning and will have more impact than any academic intervention. Training and awareness for staff raises their ability to have supportive conversations and deal with challenging behaviour by understanding it's root causes, thus making better use of learning time.</p>	<p>Thrive action plans with measurable outcomes for individuals and classes will be created, where needed, and reviewed at appropriate points. Reviews will take into account not only progress in relation to Thrive but also how the intervention has impacted on academic performance.</p>	<p>Thrive lead Headteacher</p>	<p>Termly, through success criteria defined within the Thrive action plan.</p>
<b>Total budgeted cost</b>					<p>£18,550</p>
<p><b>ii. Targeted support</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p>A. Attainment in Reading, writing and maths combined is in line with school and national figures at KS2 and KS1. B. Increase in the % of pupil premium children achieving expected at end of KS2 in all subjects C. Children all receive focussed intervention which is carefully planned to deliver on key objectives for individuals. Classroom support enables children to engage fully with learning.</p>	<p>Intervention lead role for 4 afternoons a week to carry out additional academic work. Teachers identify misconceptions in their learning to be addressed after the learning, but within the same day. They may also identify where targeted children can be stretched and challenged and provide this information for the TA to deliver. This time will be reviewed at half termly intervals.</p>	<p>Many studies show, such as 'Literacy and numeracy catch up strategies' DFE 2018, that early and targeted intervention for pupils has a positive impact on attainment. The school have had great success in the past with this approach as it not only targets identified areas of difficulty but allows time for children to develop, with support, strategies for overcoming personal barriers to learning.  'There is extensive and consistent evidence from at least 6 meta-analyses and reviews, including studies involving pupils aged 7-11 of the impact of structured interventions and intensive one to one support.' Education Endowment Foundation, Improving literacy in key stage 2, 2017.</p>	<p>Termly Pupils progress meetings involving all staff will be carried out to identify PP pupils who are making less than expected progress or could be pushed to make accelerated progress.  TA leading the interventions is experienced across the school in providing one to one support, working on specific targets. Training for: phonics, thrive, speech and language, maths mastery are in place to ensure quality provision. Targets, groups and individuals to be reviewed half-termly with starting and ending assessments to gauge the effectiveness of each intervention.  Class teachers will use assessments to carefully target points for improvement and work with intervention lead TA to plan support.</p>	<p>SENCO Intervention lead Headteacher</p>	<p>Termly</p>

<p>D. Children all receive focussed intervention which is carefully planned to deliver on key objectives for individuals. Classroom support enables children to engage fully with learning.</p>	<p>Creating an afternoon a week for a trained adult to work with pp children who are on the record of need, developing points from their action plans that will develop their ability to learn.</p>	<p>Lego Therapy was a great success when introduced by the SENCO in 2017-18. The Therapy is designed to help develop social skills and cooperation. This has a significant impact on children's learning, making them more able to resolve differences quickly and focus on learning. It also developed their capacity to learn from each other through group work. Given the high percentage of SEN within the school's pp group, it is wise, we feel, to continue with this approach.</p>	<p>Clear plans in place and reviewed half termly to ensure continued impact for those children in need. Close dialogue with class teachers to identify relationships that are negatively impacting learning.</p>	<p>SENCO Headteacher</p>	
<b>Total budgeted cost</b>					£4600
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Support is given to pupils, where appropriate, to allow them to access clubs and services available through school that will add to their academic achievement, physical well-being and emotional well-being.</p>	<p>Financial support for payments for clubs and trips, including the residential, that will contribute to PP children's emotional and physical well-being and have an impact on their academic achievement.</p>	<p>The school's location has a knock-on cost to accessing facilities which are made use of by the school and the wider community. This includes: swimming lessons, music lessons, extension groups at local secondary schools and school camps. By supporting PP children to take part in these activities with their peers it will contribute greatly to their emotional and physical well-being as well as their academic achievement.</p>	<p>Activities and clubs which children are supported in accessing are identified by staff as being beneficial to their well-being and progress. This is taken into account through monitoring of academic and thrive progress.</p>	<p>Headteacher Class teachers.</p>	
<b>Total budgeted cost</b>					£1244

6. Review of expenditure				
Previous Academic Year		2018-19		
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
<p>D. Attainment in Reading, writing and maths combined is in line with school and national figures at KS2 and KS1.</p> <p>A. Whilst generally in line with expected attainment at KS2 in individual subjects, pp children are behind in terms of attainment at GDS.</p>	<p>Further Learning Support Assistant time within mixed ages classes and smaller groups. This allows for a wider range of teaching objectives to be addressed at once, meaning that children have the chance to receive more personalised feedback and support against discreet objectives. This support is concentrated in classes with a high percentage of PP children.</p>	<p>Attainment at KS2 had some highlights. 100% of PP children achieved expected in maths which is fantastic and above the national average. Writing and reading only had 33% of PP children (1 out of 3) meeting the expected standards and no children achieved expected standard in combined RWM. However, of the 3 year 6 pupils, one in particular showed some excellent results. Having not achieved expected standard for reading or maths in year 2, and having had a large amount of extra intervention in the lead up to their KS2 SATs, they did meet the expected standard.</p>	<p>Whilst targets were not met in full progress was evident in all desired outcomes. Approaches have been refined throughout the year and will be further improved by a change in staff for 2019-20. Therefore, this approach will continue with ambitious targets set once more.</p>	<p>£14,500</p>
ii. Targeted support				
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

<p>A. Attainment of PP children at the end of KS2 is in line with or above national outcomes in writing and maths.</p> <p>B. In school monitoring shows that the percentage of PP children at greater depth is higher than 2017.</p> <p>C. Maths progress is increased, with more accelerated progress evident.</p>	<p>Creation of an intervention lead role for 4 afternoons a week to carry out additional academic work. Teachers identify specific targets and design programmes to increase academic progress. This time will be reviewed at half termly intervals.</p>	<p>Data given in the narrative above was also contributed to by this approach. It is worth noting here the rates of progress in year of pp children when compared to the rest of the school population as a result of extra support being put in place. This is laid out in the table at the start of this document and shows that accelerated progress for pp children was above the rest of the school population in reading and writing, closing the gap in these areas. The response from the children was positive. They appreciated being given extra support and time to develop their academic skills.</p>	<p>This approach will continue with some refinement. To help with better progression through intervention sessions, TA will attend pupil progress meetings to have a better understanding of children's starting points and next steps. More strategic planning will be created specifically for each series of sessions, in place of the session being a reinforcement of classroom work. This planning will target specific key development points for individuals .</p>	<p>£7016</p>
<p>D. Thrive approach is used to support in class and through interventions, where needed, children who struggle to be ready for learning.</p>	<p>Training of LSA to deliver Thrive sessions and lead in school training to develop emotional resilience provision in class.</p>	<p>Thrive support was provided where need to individuals after TA completed the training successfully. Action plans were put in place and shared with staff and parents to build support networks around children. Particular success was seen with improving children's resilience, this was evident in children's approach to SATs tests in</p>	<p>There is a continuing need to provide this type of support. There is a significant need to enable children to develop emotional well-being and be ready for learning amongst the pp population at Sennen. The level of support will be developed in the following academic year through the conversion to TIS.</p>	
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>E. Children are supported to allow them to access educational opportunities outside of the core curriculum</p>	<p>Financial support for payments for clubs and trips that will contribute to PP children's emotional and physical well-being and have an impact on their academic achievement.</p>	<p>This support ensured that all PP children were able to take part in trips, swimming and residential trips. This supported not only their development in terms of the planned objectives of the trip; but also contributed towards social integration, mental well-being and their ability to be ready to learn.</p>	<p>This was successful and enabled residential trips, local cultural trips and swimming. However there seems to be a growing need amongst the community for this financial support, with more approaches being made by PP parents for support with funding school activities. This will continue into 2018-19</p>	<p>£1244</p>
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