

Pupil Premium Strategy Statement (ADMAT)

1. Summary information					
School	North Petherwin Academy				
Academic Year	2019-20	Total PP budget	£6600	Date of most recent PP Review	July 2019
Total number of pupils	59	Number of pupils eligible for PP	5	Date for next internal review of this strategy	Oct 2019

	<i>Pupils eligible for PP (your school)</i>
Percentage achieving in reading, writing and maths	KS1 100% KS2 0%
Percentage making progress in reading	KS1 100% KS2 100%
Percentage making progress in writing	KS1 100% KS2 0%
Percentage making progress in maths	KS1 100% KS2 0%

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.	PP pupils in year 6 are attaining below ARE in Reading, Writing and Maths	
B.	Percentage of pp pupils attaining GDS is lower than non-pp pupils	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
C.	Percentage of parents of pp children requiring support from TIS practitioner is higher than non pp children	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise percentage of pp pupils working at ARE in year 6	Percentage of pupils attaining ARE in year 6 is in line with non-pp pupils
B.	Improve progress of higher attaining ARE pp pupils to achieve GDS	Percentage of pp pupils achieving GDS in line with non pp pupils
C.	Improve emotional wellbeing of PP pupils	Percentage of pupils attaining ARE in line with non pp pupils
4. Planned expenditure		
Academic year	£6,600	
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?
A. Improved progress and attainment for pp pupils in year 6	Focus teaching on PP pupils through questioning and feedback Targeted deployment of pp Teacher	In Year 6 the percentage of pupils eligible for PP meeting ARE is less than pupils not eligible for pp. PP Teacher to focus on individual teaching programmes for these pupils. Work in partnership with class teacher.	Class Teachers to provide quality first teaching and feedback. PP Teacher to work with individuals whose attainment or progress is not in line with national averages for non-pp pupils.	PP Teacher	Cost: 2 hours per week x38 weeks
B. Improved progress for high attaining pupils	Ensure planning shows challenge for the more able. Targeted deployment of pp Teacher	The number of pp pupils meeting GDS is less than the national figure for all pupils. Targeted deployment of PP Teacher to stretch and challenge more able pupils. Work in partnership with class teacher to develop teaching in class.			
Total budgeted cost					£4422
ii. Targeted support					
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?
A. Improved progress and attainment for pp pupils in year 6 B. Improved progress for high attaining pupils	TA support in classes for pp children	Providing extra support in class will enable the class teacher or teaching assistant to work closely with pp pupils addressing gaps in learning through quality feedback.	Class teachers to deploy TAs to support pp groups in class – planning to reflect this. TAs to support with questioning and feedback.	Class teachers	4 hours per week x 38 weeks
Total budgeted cost					£1, 742
iii. 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?
A. Improved progress and attainment for pp pupils	TIS support for pp pupils	Support for pupils emotionally. This is a programme which has been independently evaluated and shown to be effective in other schools.	<p>Organise timetable to ensure TIS practitioner delivering provision have sufficient preparation and delivery time.</p> <p>Carry-out baseline assessments to identify gaps/monitor progress through regular re-assessment</p> <p>1:1 support specifically targeted to identified pp pupils under-performing</p>	TIS lead	<p>Termly</p> <p>1 hour a week X 38 weeks per year</p>
Total budgeted cost					£436

5. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
A. Improved progress and attainment for pp pupils in year 5	Focus teaching on PP pupils through questioning and feedback Targeted deployment of pp Teacher	Progress for both pp children in year five is good and attainment is in line with national for 1 out of the 2 pupils. All staff are confident and secure in utilising strategies in the classroom that increase effect size.	<ul style="list-style-type: none">• Subject Leaders to model quality first teaching and feedback strategies for greater impact.• Subject Leaders to analyse data and identify key priorities to become part of the AIP and their action plans.• Continue to use staff meetings and INSET days to deliver training and embed consistency and expectations.• Continue Pupil Progress meetings to identify barriers and next steps half-termly.• Leaders will support with targeted groups next year linked to AIP priorities.• Consistent PP pupil tracking and targeting to have a more defined impact on outcomes in 2019/20.• .Capabilities curriculum being introduced in 2019/20 with a focus on the wider curriculum to ignite curiosity and develop capabilities in areas where there are currently barriers.	£5,061
ii. Targeted support				
Desired outcome	Chosen action/approach		Lessons learned (and whether you will continue with this approach)	Cost

B. Improved progress for high attaining pupils	<p>Ensure planning shows challenge for the more able.</p> <p>Targeted deployment of pp Teacher</p>	<p>At the end of the academic year 2018-2019 40% of pupils were secure in reading and writing but not quite meeting all of the criteria for GDS in these subjects. Only 20% were working at a secure level in Mathematics.</p> <p>75% made expected progress in reading, 50% in Writing and 25% in Maths.</p>	<ul style="list-style-type: none"> • Pathways approach to teaching Maths was new. This will be embedded next academic year. • For individual pupils case studies show barriers to learning which have had a negative impact. These pupils have been identified for TIS support • Due to staffing, it was difficult to maintain regular weekly small group interventions. • Learning Tutor employed for 2019/20 to support 	Included in cost above
iii. 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

<p>C.Develop greater engagement from parents of pp pupils to support children with learning</p>	<p>Specifically targeted parents of pp pupils to ensure they attend parent consultation meetings and parental engagement sessions.</p>	<p>Positive impact for most individuals but impact on educational impact not yet seen for all pupils.</p> <p>No major behaviour incidents recorded (see MyConcern).</p> <p>A range of sporting after school clubs and teams to develop competition, tolerance, mutual respect and co-operation, as well as mental well-being. The Parental Satisfaction survey supported this with the vast majority agreeing that the academy provides interesting activities outside of lessons.</p> <p>Parental Satisfaction Survey is evidence of the positive impact this has made:</p> <ul style="list-style-type: none"> - The vast majority agree that the academy works closely with parents. - The vast majority agree that they are kept well informed about how their child is getting on through parent evenings and through the availability of staff after school. 	<ul style="list-style-type: none"> • Monitor the level of participation, attendance to after school clubs and sporting events – to be logged on Absolute Education. • Track and present attendance of pupils to parent consultations meetings and parental engagement sessions. • Continue to longer style parent consultations (30 minutes) in the Autumn term 2019. • Continue and increase parental engagement strategies. • Ensure a rigorous, pro-active approach with EWO support to improve attendance for pp pupils. • Maintain a range of after school clubs, including sports. 	<p>1,742</p>
---	--	---	--	---------------------