**Tavistock Primary and Nursery School Pupil Premium Strategy Statement 2019-22**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | | | |
| **School** | Tavistock Primary and Nursery School | | | | | | |
| **Academic Year** | 2019-20 | **Total PP budget** | £135,400 | **Date of most recent external PP Review** | | | 23.5.18 |
| **Total number of pupils** | 312 plus 46 Nursery Children  Total = 358 | **Number of pupils eligible for PP** | 81 | **Date for next internal review of this strategy** | | | 12 week review termly -  Dec 2019  March 2020  July 2020 |
| **% FSM at Tavistock PNS** | | | 14% | **YR estimated at: 2/32 6%** | | | TOTAL % of pupils (not Nursery) eligible for Pupil Premium  26% |
| **% FSM ever 6 at Tavistock PNS** | | | 21% |  | | |
| **% Service children at Tavistock PNS** | | | 4% |  | | |
| **% Looked After Children at Tavistock PNS** | | | 1%  1% | **LAC**  **LAC** (family/special guardianship) | | |
| **2a. Current attainment – based on 2019 FS data** | | | | | | | |
|  | | | | | *Pupils eligible for PP* | *Pupils not eligible for PP* | |
| **Nursery 2 – good level of development** | | | | | 0% | 27% | |
| **End of Reception - EYFS** | | | | | 40% | 74% | |

|  |  |  |
| --- | --- | --- |
| **2b. Current attainment – based on 2019 KS1 data** | | |
|  | *Pupils eligible for PP* | *Pupils not eligible for PP* |
| **Year 1 Phonics** | 88% | 88% (2019 Nat 82%) |
| **% achieving expected standard+ in reading** | 75% | 75% (Nat 76%) |
| **% achieving expected standard+ in writing** | 50% | 78% (Nat 70%) |
| **% achieving expected standard+ in maths** | 75% | 75% (Nat 75%) |
| **2c. Current attainment – based on 2019 KS2 data** |  |  |
|  | *Pupils eligible for PP* | *Pupils not eligible for PP* |
| **% achieving expected standard+ in reading/progress** | 76%/+1.9 | 88%/+1.8 (2019 Nat All 73%) |
| **% achieving expected standard+ in writing/progress** | 72%/-0.2 | 81%/+1.3 (2019 Nat All 78%) |
| **% achieving expected standard+ in maths/progress** | 72%/-0.2 | 88%/-0.2 (2019 Nat All 79%) |
| **% achieving expected standard+ in reading, writing and maths** | 60% (2019 Nat 51%) | 78% (2019 Nat All 65%) |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | | | | | | |
| **Academic barriers (issues to be addressed in school)** | | | | | | | | | |
| **a.** | On entry PP gender gap and low attainment for boys in EYFS | | | | | | | | |
| **b.** | Emotional, social and SEND needs | | | | | | | | |
| **c.** | Speech, vocabulary acquisition and language knowledge skills on entry and throughout FS and KS1 | | | | | | | | |
| **d.** | Limited vocabulary impacts particularly on progress and attainment in Writing in Key Stage 2 | | | | | | | | |
| **e.** | Able readers are not motivated to read regularly and widely (the ‘skill’ but not the ‘will’) | | | | | | | | |
| **Additional barriers** | | | | | | | | | |
| **f.** | Overall absence is 0.5% lower than non PP pupils in the school 2018-19 (2% higher than National FSM 2018) | | | | | | | | |
| **g.** | Reduced access to experiences and opportunities which increase general knowledge, vocabulary development and cultural capital | | | | | | | | |
| **h.** | Preparation for school (toileting, spoken language, reduced vocabulary, knowledge of stories and rhymes, not accustomed to regular routines and behavioural boundaries) | | | | | | | | |
|  |  | | | | | | | | |
| 1. **Planned expenditure** | | | | | | | | | |
| **Academic year** | | | **2019-20** | | | | | | |
|  | | | | | | | | | |
| **Quality Teaching for All** | | | | | | | | | |
| **Barrier**  **Ref** | | **Total Budget** | | **Contribution from Pupil Premium** | **Action** | **What is the evidence and rationale for this choice?** | **Intended Outcomes** | **How will we measure impact?** | **Impact RAG rated** |
| d | | £0 | | £0 | Review assessment and effective feedback, responsive teaching using staff meeting time | Education Endowment Foundation summary - Effective feedback +8 months  Staff development in this area | To provide effective feedback that moves learning forward. | Termly (1/2 termly in KS2)Class Progress Meetings to track pupils’ progress and attainment  KS1 and KS2 Outcomes  Book Scrutinies |  |
| c  d  e  g | | £7,425 | | % PP pupils  £1,930 | Review of curriculum planning, delivery and resources by class teachers supported by subject leaders | Evaluation of current practice to ensure that curriculum is engaging and motivating for all groups of pupils | All pupils are provided with a relevant curriculum that enthuses learning. | Family assemblies  Social media feedback  Pupil questionnaire  Parental comment |  |
| a  b  c  h | | £630 | | % PP pupils  £164 | Music for early years/ phonics and sounds knowledge | Impact of music on learning capacity | Pupils experience range of music opportunities, learn songs, rhyme and rhythm | Observations |  |
| e | | £3,000 | | % PP pupils  £3,000 | Increase the quantity and quality of texts available in classes and library | Reading Comprehension strategies – Education Endowment Foundation summary +6 months  Vocabulary acquisition and cultural knowledge through reading | Pupils are motivated to read widely and regularly | Pupil interviews |  |
| c  d  e | | £990 | | % PP pupils  £258 | Identify key vocabulary in all areas of curriculum  SL time  Training/courses | Develop pupils’ language capability – Education Endowment Foundation  Research shows that reduced vocabulary acquisition affects attainment throughout schooling and limits capacity to absorb new learning | Pupils have the vocabulary required to access and benefit from the wider curriculum. | Lesson observations |  |
| c  d | | £0 | | £0 | Pupils are selected for public speaking | Internal data and observations show that pupils’ attainment is positively impacted from public speaking | Pupils have the confidence to volunteer and are supported to speak in public. | Family Assemblies  Public speaking – church, schl council, youth speaks, house captain etc |  |
| d | | £7,465 | | % PP pupils  £1,930 | Monitoring of pupils progress through 6 week review by senior leaders and class teachers. | Regular monitoring of progress for PP pupils ensures that any slowing of achievement is identified and challenged quickly. | Pupils make consistently good progress relative to their starting points. | Class progress meetings |  |
| h | | £23,013 | | 100% PP pupils  £23,013 | Senior staff time spent with individual pupils and families to support preparation for school and inclusion. | Identified pupils require key personnel to support them in their daily school life – this includes social, behavioural and academic support. | Pupils are able to remain within their mainstream classroom environment and have improved progress and attainment. | Behavioural monitoring and data shared at class progress meetings. |  |
| h | | £13,152 | | 100% PP pupils  £13,152 | Behaviour Management  teaching assistant | Identified pupils require key personnel to support them in their daily school life – this includes social, behavioural and academic support | Pupils are able to remain within their mainstream classroom environment and have improved progress and attainment. | Behavioural monitoring and data shared at class progress meetings |  |
| e | | £700 | | Available to all PP pupils  £182 | Homework resources provided and weekly support at after school club. | Education Endowment Foundation summary – Homework +5 months  Resources are provided from school minimising the need for additional support. Weekly club is open to all. | Pupils develop independent strategies for home learning. | Quantity and quality of homework monitored weekly by class teachers. |  |
| g | | £100 | | 100% PP pupils  £100 | Access to wide range of sports, competitive sports, representing school in selected team is ensured through provision of appropriate kit. | Education Endowment Foundation summary – Sports participation +3 months  Chief Medical Officer guidelines – 60 minutes physical activity per day. | Greater participation in sports and physical activities within school.  Increased access to after school and other local clubs. | Quantity of sporting events monitored.  Increase in the % of PP pupils representing school in selected teams. |  |
| g | | £300 | | 100% PP pupils  £300 | Extra Curricular Clubs --promoting wide range of interests  -identification of talent and skill  -provision of appropriate kit | Education Endowment Foundation summary – Arts participation +2 month  Enhance broad and balanced curriculum through range of activities and provide additional cultural experiences. | Pupils have increased awareness of link between physical and mental wellbeing. | Monitoring of attendance at school clubs and other local clubs |  |
| b  d  g | | £2,000 | | 26% PP pupils  £520 | Garden Days for class groups – 1 per half term | Education Endowment Foundation summary – Outdoor Adventure learning +3 months | All pupils are provided with a relevant curriculum that enthuses learning. | Pupil feedback  Parental feedback  Teacher evaluation |  |
| **Total budgeted cost** | | | | | | | | |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Targeted Support** | | | | | | | |
| a  b  c | £15,634 | % PP pupils (Fdn)  £4,065 | Early Years intervention-  Regulating behaviour and emotional/social needs | Education Endowment Foundation summary – Early intervention +5 months/Meta cognition and self regulating strategies +8 months  Research (including that of Jean Gross) indicates that the higher a child’s self efficacy, the greater their ability to progress in their learning. | Increased independence in self regulation. | Increased access to mainstream class teaching and learning, increased independence during continuous provision and reduced incidences of disruptive behaviour. |  |
| a  b  c | £0 | 100% PP pupils  £0  Nursery | Early Years intervention –  Speech and language and vocabulary acquisition through increasing the number of adults available to interact with pupils. | Education Endowment Foundation summary – Oral language interventions +5 months  Early intervention +5 months  Jean Gross ‘time to talk’ research shows there is a strong link between number of words known by a young child and prediction of future academic attainment. Factors include the amount of language spoken to a child and the quality of interactions between child and adults. | Identified pupils with poor speech patterns improved to age related by the end of Foundation Stage.  All pupils to have increased oral interactions. | Speech Link program analysis and results |  |
| h | £3500 | % PP pupils  £910 | Early Years intervention – visitors to parent/toddler group | Education Endowment Foundation summary – Early intervention +5 months | Parents and families are more confident to discuss issues with professionals and able to support pupils’ learning. | Feedback from parents at parent/toddler group |  |
| c  d  e | £3,000 | 26% PP pupils  £780 | Whole staff training in vocabulary development. | EEF summary -Oral language interventions +5 months  Identified barriers at this school include vocabulary development and the negative impact on pupils’ progress and attainment. | All staff members are skilled in developing pupils’ oral language. | Phonics attainment.  Reading attainment at Key Stage 1.  Reading attainment at Key Stage 2. |  |
| c  d | £500 | 100% PP pupils  £500 | Talk boxes resources and staffing in KS1 and KS2 activities during playtime which require pupils and adults to orally interact. | Jean Gross ‘time to talk’ research factors include the opportunities for interaction with other children and adults trained to ‘serve and return’ in conversations. | Individual pupils are targeted to join these activities. | Observations in the playground.  Feedback from teaching assistants at annual review. |  |
| c | £23,126 | 100% PP pupils  £23,126 | KS1 (Yrs 1 and 2)  Phonics interventions  Reading interventions  Maths interventions | Targeted support to identify low attaining children - barriers and transference of phonics knowledge to reading achievement. Gaps and low retention of maths knowledge. | No pupil leaves KS1 without being able to read.  All pupils know and understand core key concepts in maths. | Key Stage 1 assessment data |  |
| d  e | £23,126 | 100% PP pupils  £23,126 | KS2 (Yrs 3 – 6)  Daily support and preteaching within English and Maths by class teachers and teaching assistants. | Targeted support to ensure progress of pupils in reading, writing and maths. | Pupils make good progress from KS1 attainment to KS2 attainment | Termly class progress meetings of pupils’ progress and attainment |  |
| e | £5,500 | % PP pupils  £1,430 | 1:1 Conferencing  HLTA release of class teachers for individual work. | Education Endowment Foundation summary – Effective feedback +9 months/1:1 tutoring +5 months  Class teachers work directly with individuals to improve vocabulary and writing. | Pupils make accelerated progress from Key Stage1 in writing (WTS - Expected) | Teacher assessment in writing |  |
| b  g | £8,505  £5,424  £1,121 | 100% PP pupils  £8,505  100% PP pupils  £5,424  100% PP pupils  £1,121 | Play Therapy  Family Thrive  Funfit | Education Endowment Foundation summary – Meta cognition and self regulating strategies +7 months  Internal and external provision is purchased to work in school with individuals to overcome trauma, separation, bereavement, build social skills and self esteem and foster positive attitudes to learning. | To boost self esteem and confidence, improve attention span and listening skills, develop creativity and encourage team building | End of year in school data in maths and English.  Monitor targeted pupils for inclusion and behaviour records |  |
| b | £1,062 | 100% PP pupils  £1,062 | Attachment Based Mentoring training for specialist practitioners and all staff members | Development from our previous work in Thrive – training course provided by educational psychologists | Increase understanding of what issues are being communicated through behaviour and increase inclusion in class. | Monitor behavioural incidents through good to be green scheme.  Monitor targeted pupils inclusion in class. |  |
| b | £1,630 | 100% PP pupils  £424 | Educational Psychologist  Behaviour Support Team | Education Endowment Foundation summary – Social and Emotional learning +4 months  Behaviour interventions +3 months  Early intervention for complex problems, advice and guidance given to professionals.  Interventions have a significant impact on learning behaviours. | Increase understanding of what issues are being communicated through behaviour and increase inclusion in class. | Monitor behavioural incidents through good to be green scheme.  Monitor targeted pupils inclusion in class. |  |
| h | £3,725 | 100% PP pupils  £3,725 | SENDCo support for parents | We have identified parents and families who require regular support to manage their child’s needs including behaviour, boundaries at home, anxiety about sleep etc. | Parents feel well supported and confident to manage their child’s needs. | SENDCo keeps detailed notes of meetings and supports parents to access referrals to other agencies. |  |
| b | £3,725 | 100% PP  £3,725 | SENDCo support in Nursery and YR for early assessment.  SENDCo time across Years 1-6 | Education Endowment Foundation summary – Early intervention +5 months  Early identification of needs and response to barriers implemented effectively and efficiently in order to accelerate to age related attainment. | Pupils new to the school meet the Early Learning Goals for a good level of development.  To improve the overall attainment of children with specific learning needs such as dyslexia and those who show general signs of low retention. | % of pupils achieving good level of development in foundation stage.  Progress and attainment of pupils with identified barriers. |  |
|  | £280 | 100% PP pupils  £280 | SEN Teaching Assistant to carry out assessments of needs of individual pupils | Pupils with significant SEN needs are not funded until evidence is gathered and the requirements of formal assessment are met. | Pupils have needs identified and evidence is gathered to comply with formal assessment procedures. | Needs identified through formal referral procedures and funded EHCPs issued |  |
| **Total budgeted cost** | | | | | | |  |
| **Other Approaches** | | | | | | | |
| a | £2,000 | 100% PP pupils  £2,000 | Subsidised Breakfast Clubs | Research findings show that breakfast positively affects learning.  Supports good attendance and positive diet choices at the beginning of the day. | Pupils start the school day ready to learn and fuelled by slow release carbohydrate. | Attendance  Morning learning walks |  |
| h | £500 | 26% PP pupils  £260 | Participate in NHS teeth cleaning scheme.  Dental visitors and publicity to children and parents | During 2018-19 increased number of children nationally and locally had teeth removed under anaesthetic due to poor dental hygiene. | Pupils have established healthy routines and are in less pain and distress. | Monitor attendance for medical appointments, absence due to dental pain, reduction of dental emergencies. |  |
| b  g | NIL | NIL | After School Club | Education Endowment Foundation summary After School Programmes +2 months, Extended School Time +2 months.  Research indicates that participating in after school programmes improves performance on measures of academic achievement. | Improved self-esteem, engagement and motivation.  Improved relationships across the school. | Attendance  Parent/pupil feedback  In-school data |  |
| b | £480 | 100% PP pupils  £480 | Year 5 and 6 mentoring scheme | EEF summary -Social and emotional learning +4 months | Pupils feel well supported and have positive role model | Pupil feedback |  |
| g | £5,977  £760 | 100% PP pupils  £5,977  100% PP pupils  £760 | Residential subsidised by 50%  Admin support for savings plans | Education Endowment Foundation summary: Outdoor adventure learning +3 months.  Studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. | Equal opportunities for all pupils.  Increased self-efficacy.  Team building activities result in improved relationships (teacher/pupil and pupil/pupil) | Collate parent/pupil voice feedback |  |
| g | £3,100 | 26% PP pupils  £806 | Visits and visitors to enhance and broaden cultural experiences | Pupils experience a wider range of cultural events which provide good stimulus for increasing general knowledge and vocabulary acquisition. | Pupils are able to share experiences which inspire, motivate and enthuse learning. | Evaluate written and verbal feedback from pupils and families |  |
| g | £840 | 26% PP pupils  £219 | Children’s University membership and attendance at graduation | Pupils experience and commit to a wide range of activities.  Support is given to families to attend graduation ceremonies. | Pupils develop good learning habits of regular attendance, commit to clubs and activities and are recognised for their efforts. | Children’s University monitoring of take up and participation |  |
| f | £2,146 | 100% PP pupils  £2,146 | Attendance – personalised approach to absence management  Praise and sanctions | Good attendance is vital for pupils to benefit from the range of educational opportunities. | Attendance for disadvantaged pupils is, at least, in line with non disadvantaged | Attendance monitoring with Education Welfare Officer– half termly |  |
| **Total budgeted cost** | | | | | | |  |
|  |  | **Total Spend Allocated**  **£135,400** |  | **Unallocated as at Sept 19**  **£0.00** |  |  |  |
|  | | | | | | | |
| 1. **Review of expenditure – Last year’s review available separately on website** | | | | | | | |