**Pupil premium strategy statement Gerrans School** 

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| 1. **Summary information**
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| **School** | Gerrans  |
| **Academic Year** | 2019/20 | **Total PP budget** | £15840 | **Date of most recent PP Review** | 1/11/19  |
| **Total number of pupils** | 40 | **Number of pupils eligible for PP** | 11 | **Date for next internal review of this strategy** | 7/3/20 |

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| 1. **Current attainment**
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| Based on 2017 KS2 SATs data See individual case studies  |  *4 Pupils eligible for PP within Y6 cohort 2019* |  *4 Pupils not eligible for PP within Y6 cohort 2019*  |
| **% achieved expected standard or above in reading, writing & maths (or equivalent)** | **1/4**  | *1/4* |
| **% achieved expected standard in reading**  | **2/4** | 1/4 |
| **% achieved expected standard in writing TA**  | **2/4** | 3/4 |
| **% achieved expected standard in maths**  | **1/4** | 1/4 |
| 1. **Barriers to future attainment (for pupils eligible for PP)**
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| **In-school barriers Each pupil is considered as an individual but reoccurring barriers include**  |
|  | Behaviours for Learning – resilience- challenge- perseverance- motivation  |
|  | Self- confidence/self -image/self identity  |
| **C.** | Relationships with peers  |
| **External barriers** |
| **D.**  | Attendance  |
| 1. **Desired outcomes**
 | **Success criteria**  |
|  | All pupils adopt positive attitudes towards learning | greater independence as learners |
|  | Learners who are confident within themselves and with their peers  | attendance, achievement . |
|  | Learners who are making at least expected progress  | Positive progress data  |
|  | Pupils form positive relationships with peers and are able to sustain friendships  | Ability to make and keep friends/ raised self esteem  |

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| 1. **Planned expenditure**
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| **Academic year** | **2018/19** |
| 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 |
| 1. **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?** |
| Pupil voice is heard and listened to | Pro- active school council  | Developing self- esteem with purpose  | TA with responsibility  | Gail Nicholls  | July 19.  |
| Articulate and confident learners  | Pupil/adult dialogue  | Acquisition of language skills aiding writing  | Assessment of literacy skills  | Julie Elvy  | July 19 |
| **Total budgeted cost** | £9856.88 |
| 1. **Targeted support**
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| **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?** |
| Self- esteem self identity  | PSA support and enrichment actitivities for identified individual pupils  | Monitored success | Line managed across MATReviewed within School  | Lyn BellJulie Elvy  | July 19 |
| Improved attendance  | Purchase EWO SLA  | Improved attendanceUp to date legislation  | Monitor attendance termly  | Will deLabat Julie Elvy  | July 18 but half termly attendance reviews  |
| **Total budgeted cost** | £1285 |
| 1. **Other approaches**
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| **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?** |
| High adult /pupil ratio  | TAs support within classrooms and school camps  | Trusted adults for learning and emotion within mixed aged and safety on residential visits classes  | Lesson observationsPupil data  | Julie Elvy  | July 19  |
| Social interaction intervention groups  | TA specialised in S and L delivering 1:1 SALT and small group intervention of indentified children  | From individual needs analysis  | Impact within classroom learning . reviewed at PP meetings  | JE /RT  | July 19 |
| **Total budgeted cost** | **£1285** |

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| 1. **Review of expenditure**
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| **Previous Academic Year** |  |
| 1. **Quality of teaching for all**
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| **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** |
| To ensure smooth transitions between stages in learning, practically, academically and emotionally. | Transition experiencesPlaygroup to EYFS – Nursery leader visits playgroup, playgroup children and parents invited termly to visit EYFS at school for planned activities.EYFS to KS1 – Pupils invited on several occasions to stay all day including whole school transition day.KS1- KS2 – whole school transition | Informal feedback from pupils, staff and parents was very positive. Formal written feedback for next year. These will continue throughout all stages of schooling. Additional experiences were also provided to Y6 pupils from Gerrans jointly with pupils from Tregony as part of the MAT. Future opportunities will be planned as part of MAT. | See red text in column to the left  | No cost  |
|  | day.KS2- KS3 – whole school transition day, pupil/parent meetings, invitation to curriculum themed days, additional tailored transitional experiences as requested. |  |  |  |
| 1. **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** |
| Provide individual children and families with support as identified addressing barriers to successful learning. | Parental Support Advisor | Mrs Bell PSA has worked with 8 families throughout this academic year. In order to retain anonymity within such a small community this evaluation will be generic. Mrs Bell herself provides a termly evaluation of individual case studies which are shared with each school. Not all of these pupils are in receipt of PP funding.In most cases families were given support, strategies or referrals which were time capped. A few families are receiving on- going support linked to TAC or CAF referrals. Mrs Bell is also PSA at The Roseland, so provision is continuous across phases of education and also with siblings attending both schools. Whilst this intervention did not always have a direct correlation to a numerically proven rise in academic standards for individual pupils, it did increase the emotional resilience, personal wellbeing and confidence of pupils and families. The school will continue to allocate PP funding towards | See red text in column to the left | £680 |
| improving emotional resilience in identified pupils - monitoring and improving attendance with identified pupils- developing self-confidence and leadership skills with identified pupils through forest school activities- supporting learning in class of identified pupils to ensure greater than expected progress | Pastoral / Learning Support TA | The addition of an experienced, skilled TA mainly working within KS2 had a positive impact on all pupils but gave particular support to those pupils developing emotional resilience. Attendance has been rigorously monitored both internally and with EWO. Action plans are in place with EWO for Autumn term. The school will continue to purchase EWO services. TA has worked with School Council to develop plans for Outside Classroom – this project is not complete but plenty of enthusiasm to continue next academic year. This will benefit PP pupils in KS1 as well as KS2. Learning benefits have been evident throughout KS2 in particular for all pupils not just PP.PP pupils have taken major parts in sporting squads, school play and TRLC joint choir with great pride and success. | See red text in column to the left | £3233 |
| 1. **Other approaches**
 |  | -improving emotional resilience in identified pupils - monitoring and improving attendance with identified pupils- developing self-confidence and leadership skills with identified pupils through forest school activities- supporting learning in class of identified pupils to ensure greater than expected progress |
| **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** |
| Promotion of high quality dialogue and creative language throughout school.- every child throughout school access to phonic/SPaG grouping -every child throughout school access to trusted adult-meet need of specific pupils re diet/medical requirements- TA trained in Sp and Lang deliver tailored programme in house or in partnership with SALT - support positive Learning Behaviours  | Deployment of Teaching Assistants within classrooms | Effective use of TAs has been proven to boost creative language and dialogue which is then evident in progress of both speaking and listening and writing. This has been most evident this year within KS1/ EYFS. Results of Governing Safeguarding and Wellbeing monitoring (pupil Survey) indicate that all pupils surveyed have a trusted adult within school. The dietary/medical needs of pupils have been appropriately met throughout the year. 7 pupils have received weekly or daily support from SALT trained TA. 3 of whom are under referral from SALT, the remainder identified by school. All pupils have made noticeable progress with articulation, language acquisition and confidence. Challenging behaviour posed by individual pupils is impacting less on the learning environments of others due to consistency amongst skilled staff; this was evidenced by Governor Summer term monitoring. | See red text in column to the left | 1400 |
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| 1. **Additional detail**
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| In this section you can annex or refer to **additional** information which you have used to support the sections above. |