

Pupil premium strategy statement

1. Summary information					
School	Skol Nansledan				
Academic Year	2020	Total PP budget	£31,105	Date of most recent PP Review	Sept 2020
Total number of pupils	215	Number of pupils eligible for PP	33	Date for next internal review of this strategy	Jan 2021
2. Current attainment – Due to being a new school in 2019 and Covid-19 statutory assessments have not taken place.					
			Pupils eligible for PP (pupils)	Pupils not eligible for PP (pupils)	
Due to being a new school in 2019 and Covid-19 statutory assessments have not taken place.			% ()	% ()	
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3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A.	Significant time off school/learning for many children, which has affected learning/confidence and emotional resilience. (Due to the Covid-19 pandemic)				
B.	Children, including those in care and previously looked after, have high levels of emotional needs which need to be met before they can fully engage in learning.				
C.	PP children in reception are not yet ready to write and need physical skills intervention.				
External barriers (issues which also require action outside school, such as low attendance rates)					
D.	SEMH issues arising from Adverse Childhood Experiences affect many of our disadvantaged pupils. In some cases, this has resulted in low resilience, poor behaviours for learning and is having a detrimental impact on children’s academic attainment and progress.				
4. Desired outcomes					
				Success criteria	
A.	Ensure all PP children’s emotional needs have been supported through targeted interventions - become a Trauma Informed School & apply TIS approach consistently			Motional screens will take place and TiS informed interventions will take place.	

		<p>Motional scores and pupil attitude will show SEMH needs are being supported.</p> <p>Parent opinion will show that staff are approachable, and parents feel they are well supported Enthusiasm for school / learning is enhanced</p> <p>Children able to access learning & achieve success through becoming more emotionally stable.</p>
B.	Close the in-school gap between PP and non-PP attainment in all areas of the curriculum, with a particular focus on reading / phonics, writing & maths by implementing additional interventions and deploying support staff / teaching staff accordingly.	Internal (and external data) will show a diminishing gap (compared with national) between PP and non PP pupils.

5. Planned expenditure

Academic year **2020-2021**

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?
All pupils access quality first teaching	Continuing professional development / training for all staff	Quality first teaching is proven to have the most impact on the most disadvantaged children (EEF).	Book scrutinies, pupil progress Meetings, planning surgeries.	Head of School SLT SENDco Subject leads	Termly
All teachers (and support staff) have a good understanding of TIS practices.	For staff to use the Trauma Informed Schools approach	TIS approaches show that feeling 'safe' and having emotional needs met for pupils with any interruptions in their early development / following a change or trauma is a foundation to being prepared to learn.	Pupil / Teacher / Parent feedback Use of universal snapshots in Motional Work with Julie Harmieson & other Aspire schools, flowing TIS audit. Staff attending Headstart Kernow training.	Head of School SLT SENDco Teachers Named staff for specific pupils	Termly
Teachers have clear data and responsibility for tracking and improving the progress of PP children	Continued development of pupil tracking system, training for staff around identification, provision & data sharing. Use of PIRA & PUMA Assessments to give standardised scores.	Giving teachers opportunities to monitor the progress of their PP children and take action. Use of regular standardised assessments, alongside teacher assessment, will allow teachers to identify trends in learning & make early and specific / targeted interventions.	Regular pupil progress meetings, termly monitoring days and hub council reporting	SLT Teachers	Termly
Total budgeted cost					£8,000

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?
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PP children who are not making required progress are identified and the gaps in their learning are identified & retaught.	Deployment of teaching time, TA and HLTA time.	Accurate information from tracking will allow for more effective intervention-immediate feedback & quick catch-up EEF research has proven that purposeful, focused, high quality 1:1 support has a high impact on raising attainment.	Monitoring by Head of School & SLT, Aspire monitoring visits and pupil tracking data	Head of School and PP Champion	Half termly Entry & exit assessments to ensure progress made
PP pupils with additional SEMH needs will feel more secure and able to learn.	For staff to use the Trauma Informed Schools approach Training.	TIS approaches show that feeling 'safe' and having emotional needs met for pupils with any interruptions in their early development / following a change or trauma is a foundation to being prepared to learn.	Pupil / Teacher / Parent feedback All staff to gauge wellbeing of identified pupils and feedback to relevant staff. Work with Julie Harmieson & other Aspire schools. Following advice from external support e.g. mental health workers.	TIS trained staff. Named staff for particular pupils. SENDCo	Termly

Total budgeted cost £26,934

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?
Meeting the emotional needs of PP pupils, to effectively support high levels of engagement with learning and a positive impact on outcomes	Whole school targeted TIS intervention.	TIS is recognised as an effective tool supporting emotional resilience & as such has been adopted by our MAT for the benefit of our children. Outdoor learning & social/emotional interventions have noted impact on wellbeing & engagement	Ensure all pupils needing emotional support are identified through whole school screening. Gather feedback from children, parents & staff. Adjust provision accordingly. Staff trained in TIS / whole school TIS Action Plan	SENDCo TIS practitioners	Termly
Trusted adults and individualised time for service pupils	All forces pupils will dedicated time with a trusted adult from their class.	EEF research has proven that purposeful, focused, high quality 1:1 support has a high impact on raising attainment.	Ensure all pupils needing emotional support are identified through whole school screening. Weekly 1:1 meetings with pupils with intervention / actions planned accordingly.	SLT Class teachers	Termly

Total budgeted cost £11,097

6. Review of expenditure			
Previous Academic Year		2019/20 (Allocated £22,964).	
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)
All pupils access quality first teaching. Develop early Phonics teaching and invest in resources available to support this.	Continuing professional development / training for all staff. All staff to receive RWI phonics training in EYFS and KS1. KS2 staff to receive RWI Fresh Start training for pupils in KS2.	Staff confidence in the delivery of early phonics teaching and catch-up phonics delivery has increased. Uniformity of approach and access to high quality resources is now in place.	We will continue with this uniformed approach and continue to embed across partner classes.
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)
PP children who are not making required progress are identified and the gaps in their learning are re-taught.	Deployment of teaching time, TA and HLTA time.	Small group, rapid interventions, with key support staff. This strategy was successful in raising confidence. Several pupils joined during the year with some having been EHE for a period of time, these pupils received additional support both academically and for SEMH needs.	We will continue to develop these strategies in this area in addition to expanding the resources available for pre-teach and post teach sessions.
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)

<p>Development and implementation of a whole school SEMH offer.</p>	<p>Training of TIS practitioner.</p> <p>Staff will receive the two day Whole School TIS training.</p> <p>Ongoing TIS type training and support sessions for staff and specific year groups.</p> <p>Investment in SCARF PSHE materials</p>	<p>In addition to all pupils being new to Nansledan, there has been a high level of in year admissions. Creating a whole school TIS type approach has benefited all of our pupils.</p> <p>Proactive support has been put in place for pupils experiencing difficulties with training tailored accordingly.</p> <p>A clear and progressive PSHE curriculum building from phase to phase.</p>	<p>We will continue to develop this offer next year with the Covid-19 pandemic also in mind.</p> <p>SCARF is becoming embedded across all year groups with classes tailoring sessions as required. We will continue to use and develop this school wide approach.</p>
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