

Kernow Learning Pupil Premium strategy statement 2019 - 2020

1. Summary information					
School	Constantine Primary School				
Academic Year	2019/2020	Total PP budget	£24,020 (17+2Services)	Date of most recent PP Review	Feb 2020
Total number of pupils	179	Number of pupils eligible for PP	26 + 2 Services (15% of whole school)	Date for next internal review of this strategy	July 2020

2. Current attainment (2019)		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP your school (national average in brackets)</i>
EYFS			
% of pupils achieving GLD		50% (2)	83% (72%)
Y1 Phonics			
% of pupils achieving the expected standard in phonics		0% (1)	90% (83%)
KS1 Attainment			
% of pupils achieving the expected standard in Reading		50%(6)	84% (75%)
% of pupils achieving better than expected standard in Reading (GDS)		0%	32% (16%)
% of pupils achieving the expected standard in Writing		0%	53% (70%)
% of pupils achieving better than expected standard in Writing (GDS)		0%	16% (16%)
% of pupils achieving the expected standard in Maths		33%	74% (76%)
% of pupils achieving better than expected standard in Maths (GDS)		0%	16% (25%)
KS2 Attainment			
% of pupils achieving the expected standard in Reading		100%(5)	94% (75%)
% of pupils achieving better than expected standard in Reading (GDS)		17%	41% (27%)
% of pupils achieving the expected standard in Writing		67%	65% (83%)

Kernow Learning Pupil Premium strategy statement 2019 - 2020

% of pupils achieving better than expected standard in Writing (GDS)	17%	6% (24%)
% of pupils achieving the expected standard in Maths	59%	88% (76%)
% of pupils achieving better than expected standard in Maths (GDS)	0%	18% (24%)
% of pupils achieving the expected standard in Grammar, Punctuation and Spelling (GPaS)	50%	82% (78%)
% of pupils achieving better than expected standard in GPaS (GDS)	17%	12% (34%)

3. Barriers to future attainment

A. Due to their emotional state, some disadvantaged children are not yet ready to learn at all times.

B. At the end of both Key stages our writing attainment does not meet expected standards. This is a barrier to a positive start in the following Key Stage and a range of strategies will be introduced to counteract this and support writing throughout the school.

C. Fluency in maths is a barrier to children applying their skills across reasoning and problem solving tasks.

Kernow Learning Pupil Premium strategy statement 2019 - 2020

4. Intent, implementation and impact of chosen strategies				
<i>Barrier A</i> - Due to their emotional state, some children are not ready to learn at all times.				
Desired outcomes and how they will be measured	Success criteria			
All DP children to have the emotional capacity to be ready to learn at ALL times.	<p>Two adults to become fully trained Headstart TIS practitioners.</p> <p>Adults will feel confident in providing caring and safe relationships for ALL children.</p> <p>Adults will have a greater understanding of how they can impact on disadvantaged pupils' confidence and self-esteem.</p> <p>Adults will always be emotionally available to ALL children where they will help the children process, work through and make sense of situations in their lives.</p> <p>ALL children feeling calm, soothed and safe thus ready to learn.</p> <p>Adults interacting with ALL children in such a way that they feel valued as individuals throughout their day.</p> <p>Children will be taught a range of strategies to enable them to have a positive mind-set and increase their resilience for learning.</p>			
<i>i. Quality of teaching for all</i>				
<i>Chosen action / strategy</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Mid Year Review of impact (February 2020)</i>
Embedding of TIS (Trauma in Schools) pedagogy into the curriculum to ensure that ALL children will have access to and benefit from this approach.	The Adverse Childhood Experiences study, (ACE study) has found that adverse childhood experiences are a leading determinant of mental illness. A mass of research	<p>Adults will feel confident in providing caring and safe relationships for ALL children.</p> <p>Adults will always be emotionally available where they will help the children process, work through and make sense of what has</p>	Head of school	<p>Implementation: Two members of staff have attended the TIS training in order to become lead practitioners in school.</p> <p>Impact: 1 staff member is working daily in the lower part of the school with a child to help integrate them into accessing class learning.</p>

Kernow Learning Pupil Premium strategy statement 2019 - 2020

	<p>studies on social buffering, show that 'protective factors', namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health. Therefore we in order for children to achieve we know they must feel safe, supported and ready to learn.</p>	<p>happened.</p> <p>Children feeling calm, soothed and safe thus ready to learn.</p> <p>Adults interacting with all children in such a way that they feel valued as individuals throughout their day</p>		<p>1 staff member is working in KS2 to speak with pupils where needed an help them to manage their emotions and behaviours.</p> <p>Lead practioners have modelled appropriate language which has been heard being used by other staff.</p> <p>During a recent staff/ parent bereavement both trained staff members were leaders in the response to this as a school and working with individual children where the need has been identified.</p> <p>Next steps: The whole staff will have an INSET session in March so that the approach will begin to be embedded across the school and staff are aware of its aims. Regular sessions for appropriate children with Lead practitioners needs to be budgeted in for 1:1 work next year.</p> <p>20.7.20 Inset for staff took place but school shut for Covid 19 on 23.3.20</p>
ii. Targeted support				
<i>Chosen action / strategy</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Mid Year Review of impact (February 2020)</i>
All disadvantaged pupils to have an emotional well-being assessment. The most emotionally vulnerable children to have a team around the child approach so that an supportive adult is available at all times. This will enable them to access	As above	As above Adults will adjust their expectations of vulnerable children to match their developmental capabilities and understand the impact of traumatic stress.	Carly Kent & Anthea Alexander	Implementation: As above Impact: As above. During pupil conferencing of y5/6 pupils (13.2.20) all the pupils name the TIS trained adult (AA) as someone who they would go to if they were worried or upset. "She is was kind

Kernow Learning Pupil Premium strategy statement 2019 - 2020

<p>adult support who can relate to them with compassion, empathy and positive support.</p> <p>In addition, the pupils most in need of support will have targeted interventions from school practitioners.</p>		<p>Adults will help children to address negative comments from their inner thoughts and to help them move from 'reliving' their life experiences, to being able to change and develop their lives more positively.</p> <p>Specialist support for the most vulnerable pupils to allow them to develop strategies and ways of nurturing a positive way of living. To support having a healthy mind and positive future, whilst clearing some of the burden of the trauma they currently have in their lives.</p>		<p>and smiley and she will help you if you are worried." They felt generally that teachers were understanding and friends were a great support.</p> <p>Next steps: As above.</p>
<p>iii. Other approaches</p>				
<p><i>Chosen action / strategy</i></p>	<p><i>What is the evidence and rationale for this choice?</i></p>	<p><i>How will you ensure it is implemented well?</i></p>	<p><i>Staff lead</i></p>	<p><i>Mid Year Review of impact (February 2020)</i></p>
<p>Refer to Building Learning Powers and Olympic values in all aspects of school life to reinforce the skills required to become great learners.</p>		<p>Monitor participation in extra-curricular activities, clubs and residential experiences.</p> <p>Target individuals to attend and participate in more active opportunities as well as 2 hours PE and daily 30 mins PA.</p> <p>Track and monitor all pupils to ensure equal opportunities.</p>	<p>Head of School</p>	<p>Implementation: Monday assemblies always have a Olympic value/British value focus and this is reinforced by staff in Tuesday Class assemblies.</p> <p>I have a lot of pupils comments about their responsibilities and if you need more I can find them.</p> <p>Staff are frequently reminded during staff meetings to remember to do daily physical activity, all children in KS2 take part in sporting competition each year and this is tracked by CG . Responsibilities are given to all Y6 children</p> <p>Impact: During learning walks by HT and LAB consistency of language and use of methods are noted through displays, observing learning behaviour in class and by talking to</p>

Kernow Learning Pupil Premium strategy statement 2019 - 2020

				<p>children. EYFS Learning Journeys record demonstrations of characteristics of learning. All the Y5/6 children spoken to during pupil conferencing emphasised their positive feelings about extra curricular activities and how they had developed feelings of pride, motivation etc. One child spoke of his desire to be a rugby player motivated by attending a school club which had given him the confidence to attend an out of school one. Another spoke of her proudest moment as doing a gymnastic competition following on from a school club and another as being proud of her appointment as librarian.</p> <p>Next steps: Staff meeting to refresh BLP language and website for newest staff to school.</p> <p>20.7.20 staff meeting did not take place as the school closed on 23.3.20 for Covid 19.</p>
<i>Amount of PPG funding used for Barrier A: £ 8,000</i>				
Barrier B				
<i>Desired outcomes for Barrier B and how they will be measured</i>		<i>Success criteria</i>		
Change low levels in writing abilities in both Key Stages to be in line with national expectations		Children will write more fluently and accurately using a wider vocabulary, with a greater knowledge and understanding of spelling and the features of writing.		

Kernow Learning Pupil Premium strategy statement 2019 - 2020

<i>i. Quality of teaching for all</i>				
<i>Chosen action / strategy</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Mid Year Review of impact (February 2020)</i>
<p>All EYFS & KS1 children will be part of a structured writing action plan with the aim of increasing enjoyment and attainment in writing across the school.</p> <p>Implementation and training for all relevant members of staffing in RWI to ensure standardisation of phonics reading and writing across the school.</p> <p>Consistent approach to the teaching and assessing of writing and support from all staff. * See Academy Improvement and Impact plan (English Hub involvement)</p>	<p>Current data for writing at CPS shows that attainment for children in KS 1 and 2 is below the national average (see front sheet). Standardisation and consistency in teaching methods and styles, as well as an emphasis and implementation on core expectations is required to improve standards at CPS.</p>	<p>Staff training on writing expectations shared and implemented in class.</p> <p>*See Academy Improvement and Impact plan.</p> <p>Books looks Monitoring Learning walks Class observations Pupils conferencing Planning checks</p>		<p>Implementation and Impact: Y R-3 RWI as below. Writing impact will increase next year as the system becomes embedded and the reading improves.</p> <p>GP & JP lead a Talk for Writing staff meeting. All staff had training on teaching a genre of writing and what elements to plan for and how this might look in books. Writing walks have taken place since to monitor the impact of this (21.1.20). There have been improvements and other steps have been identified to work on next.. Literacy LAB member was also in this training by GP and she is always part of the ch partner visits.</p> <p>The introduction of writing Assessment sheets in progress books was started in summer 2019 and we are becoming more familiar with how they facilitate driving teaching and learning.</p> <p>Next steps: We have a deep dive in writing next week also by our challenge partner. More consistency is key for our school in the expectations and book looks. Most work now needs to go into teaching the gaps in knowledge from the writing assessment sheets to ensure children are</p>

Kernow Learning Pupil Premium strategy statement 2019 - 2020

				<p>making progress and this must be evident in planning too.</p> <p>20.7.20 The deep dive took place and feedback for improvement went to staff but due to Covid 19 the follow up on this was not achieved.</p>
Monitoring of teaching across teachers and TA to ensure standardisation of delivery is being achieved	Ensuring every pupil has access to high quality teaching and delivery gives every pupil the same chance of success	SLT, along with the English Hub and RWI Co-ordinator will monitor and support the delivery and monitor achievement across KS1.		<p>Implementation: RWI see below</p> <p>As above. Impact:</p> <p>Next steps:</p> <p>20.7.20 This work was continuing until the school shut on 23.3.20</p>
ii. Targeted support				
<i>Chosen action / strategy</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Mid Year Review of impact (February 2020)</i>
Activities and interventions will be provided by TAs to support individuals who have gaps in their learning or specific writing/learning requirements.	As above	<p>Purchase decodable books matched to phonic ability for home reading. Writing activities linked to reading and spelling introduced and implemented for all children at this stage in their development.</p> <p>Early assessment on entry (in year)</p>		<p>Implementation: see below with 1:1 interventions for RWI.</p> <p>Pupil progress meetings took place following the assessment week in Dec. As a result pupils have been targeted and interventions are in place for small groups and individuals. An increasing amount of individual behaviour plans are helping the most needy here in Y3 particularly. Focused teaching is becoming part of all writing lessons.</p> <p>Impact:</p>

Kernow Learning Pupil Premium strategy statement 2019 - 2020

				<p>All children are tracked in their progress in reading for RWI and particularly the lowest 20%. There has been accelerated progress already with most children receiving 1:1 in reading and the impact in writing will have to be assessed next year.</p> <p>Next steps: See below Continued training and monitoring of 1:1 sessions by CS and LC to ensure consistency and quality. Next year, dependant on budget, more training and delivery of 1:1 sessions for Y2 and KS2 pupils.</p> <p>20.7.20 This work was continuing until the school shut on 23.3.20</p>
iii. Other approaches				
<i>Chosen action / strategy</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Mid Year Review of impact (February 2020)</i>
Ensure standardisation of delivery of RWI and the teaching of writing is being achieved.	<p>RWI in a proven method of teaching and delivering early phonics and writing, enabling pupils to reach expected levels.</p> <p>Ensuring every pupil has access to high quality teaching and delivery gives every pupil the same chance of success</p>	SLT along with English Hub will monitor and coordinate and support the delivery and monitor achievement across EYFS and KS1	CS	<p>Implementation: This continues with 3 support visits from Laura Cossu from the English Hub.</p> <p>3 more staff have been trained in RWI including the headteacher. CS has run phonics practise sessions weekly for staff and half termly coaching sessions and monitoring. Phonetically decodable books have been purchased and are now taken home by the children and parents in YR have been informed of the scheme through workshops with CS.</p>

Kernow Learning Pupil Premium strategy statement 2019 - 2020

				<p>CS has delivered 1:1 training to TAs who are now giving daily 1:1 interventions to the lowest 20% of children.</p> <p>Impact: All children are working in a consistent scheme for phonics and are assessed regularly and grouped according to their level. Staff are becoming increasingly more consistent in delivery and areas and resources in school are set up.</p> <p>Next steps: 3 further visits from Laura to improve delivery and tracking further. Another TA to attend 1:1 RWI training to cover absence.</p> <p>Continue to develop consistency and use of the writing part of the scheme next year with continued training and monitoring. Set up better communication systems and information at the start of next year for parents.</p> <p>20.7.20 School shut on 23.3.20 so this needs to continue</p>
<i>Amount of PPG funding used for Barrier B:</i>				
Barrier C				
<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>		
Disadvantaged pupils enjoy and speak positively about maths, even though some still find it challenging.		<p>Children will be able to draw on a range of age related mathematical strategies to solve problems.</p> <p>Staff will be confident to deliver lessons working through small steps following training and advice from the Maths Hub.</p> <p>Adults will act on relevant training to ensure the mastery approach is being taught throughout the school.</p> <p>Adults and children will feel confident and look forward to daily maths lessons.</p>		

Kernow Learning Pupil Premium strategy statement 2019 - 2020

<p>Childrens' resilience and competence increases enabling greater fluency and educated attempts at reasoning and problem solving tasks.</p>	<p>Children will see 'Juicy Mistakes' as a way positive part of their learning journey, rather than as a failing. ALL children feeling calm, prepared and able in Maths. Adults interacting with children in such a way that they feel valued and confident to have a go. Children will be taught a range of strategies to enable them to have a positive mind-set and increase their resilience</p>			
<p>i. Quality of teaching for all</p>				
Chosen action / strategy	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Mid Year Review of impact (February 2020)
<p>Whole school/staff engagement with Maths Hub.</p> <p>Focused adult intervention to help develop the appropriate</p> <p>Daily reasoning and problem solving opportunities must be present in all maths lessons with emphasis on word problems involving of more than one step being modelled to stretch and challenge all pupils.</p>	<p>A positive start has been made with the introduction of mastery maths. This needs to continue with further training for new teachers and all TAs.</p> <p>to ensure that all children can access the curriculum fully as they move through school.</p>	<p>Monitoring to ensure daily maths includes fluency, reasoning and problem solving activities</p> <p>Develop use of maths displays & learning walls in classrooms.</p> <p>Staff training on mastery maths in line with Maths Hub model of expectations.</p> <p>Monitoring through: Books looks Monitoring Learning walks Class observations Pupils conferencing Planning checks</p>	<p>Jodie Bidgood</p> <p>Chris Wild</p>	<p>Implementation: Building on last year's work, the Maths Hub input is now over. The Subject Lead (JB) has delivered training in mastery to TAS. New info disseminated to staff by subject leads (CW and JB)</p> <p>Impact: Maths books continue to be monitored regularly by subject leads and SLT to ensure consistency in teaching of fluency, problem solving and reasoning.</p> <p>21.1.20 LAB member (JD) conducted a monitoring visit to look at maths consistency and delivery across the school. Consistency seen through children in each year group having opportunities to share their maths' knowledge. Some classes beginning with number facts.</p> <p>Next steps: Maths books are being looked at and a Learning Walk by JB in the second week back after half term will focus on the delivery of mastery by TA's following training and update of learning walls.</p>

Kernow Learning Pupil Premium strategy statement 2019 - 2020

				Ensure there is daily practise of number facts (times tables, number bonds etc) 20.7.20 School shut on 23.3.20 so not completed
ii. Targeted support				
<i>Chosen action / strategy</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Mid Year Review of impact (February 2020)</i>
Pupil progress meetings will identify and target specific children who are not meeting expectations and provide targeted support to drive their learning, fluency and confidence forwards.	As above	Assessment of all children who did not reach expected levels. Action plans put in place to support maths in small steps with groups or on an individual basis. Expected levels in KS1 to rise by a minimum of 10% to be in line with national data	Jodie Bidgood and Chris Wild	Implementation: Pupil progress meetings took place following the assessment week in Dec. As a result pupils have been targeted and interventions are in place for small groups and individuals. An increasing amount of individual behaviour plans are helping the most needy here in Y3 particularly. Past papers being used in Y2. Impact: see below. Next Steps: Mid year PM reviews will also address this next week as teachers have been asked to bring evidence of pupil progress since the last P Progress meetings to monitor the level of impact of the interventions.
iii. Other approaches				
<i>Chosen action / strategy</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>Mid Year Review of impact (February 2020)</i>
<i>Amount of PPG funding used for Barrier C:</i>				

Kernow Learning Pupil Premium strategy statement 2019 - 2020

5.	<i>Total amount of PPG spent:</i>
-----------	-----------------------------------

Our teachers and governors evaluate the impact of each of the planned provisions. We are mindful that children who qualify for PP funding may fall into more than one vulnerable group and therefore progress data is also considered alongside end of Key Stage data.

Foundation Stage:

EYFS Attainment 2020	FSM pupils	School other	National all
% of pupils achieving GLD			

Yr 1 Phonics:

Phonics 2020	Disadvantaged pupils	School other	National all
% of pupils achieving GLD			

KS1 Attainment:

KS1 Attainment 2020	Disadvantaged pupils	School other	National all
% of pupils making expected standard in Reading			
% of pupils making better than expected standard in Reading (GDS)			
% of pupils making expected standard in Writing (TA)			
% of pupils making better than expected standard in Writing (GDS)			
% of pupils making expected standard in Maths			

Kernow Learning Pupil Premium strategy statement 2019 - 2020

% of pupils making better than expected standard in Maths (GDS)			
---	--	--	--

KS2 Attainment:

KS2 Attainment 2020	Disadvantaged pupils	School other	National all
% of pupils making expected standard in Reading			
% of pupils making better than expected standard in Reading (GDS)			
% of pupils making expected standard in Writing (TA)			
% of pupils making better than expected standard in Writing (GDS)			
% of pupils making expected standard in Maths			
% of pupils making better than expected standard in Maths (GDS)			
% of pupils achieving the expected standard in Grammar, Punctuation and Spelling (GPaS)			
% of pupils achieving better than expected standard in GPaS (GDS)			

Summary of Impact for 2019/2020 and Planned provision for 2020-2021

Provision	Outcome/Impact – 2019-2020	Next steps – 2020 - 2021

Kernow Learning Pupil Premium strategy statement 2019 - 2020

New Strategies and Reasons		