

## Pupil Premium Grant at Landewednack School

Pupil premium is an amount of money, which is given to the school in addition to our main budget allocation. It is calculated by using the following factors:

- The number of children who have ever been eligible for Free School Meals (FSM) during the last 6 years
- Children whose parents are serving in the armed forces (to address the emotional and social wellbeing of these children)
- Children who have been 'Looked After' (in care) (CLA) for 6 months or more.

*"This money is intended to be used to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most" (DfE 2012).*

If you think you are eligible for any of the above, please do contact us [secretary@landewednack.cornwall.sch.uk](mailto:secretary@landewednack.cornwall.sch.uk) as this will enable us to receive additional funding which we can use to support your child. This funding may include one or more of the following: money off residentials, trips, uniform, clubs and music lessons. Follow the link below for more information about whether your child is entitled to the Pupil Premium Grant: <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

### **Free School Meals**

Free school meals are available to some children according to family income. It's important to register for entitlement to free school meals, **even if your child has a packed lunch** – *this is so we can receive additional funding which we can use to help your child.*

### **What you need to know:**

Your child may be eligible for free school meals if you are (or the child themselves in their own right is) in receipt of any of the following benefits:

- Income Support (IS)
- Job Seekers' Allowance (Income-Based) and equal based Job Seekers Allowance.
- Income Related Employment and Support Allowance (ESA-IR) and equal based Employment and Support Allowance.
- Child Tax Credit (CTC) with an Annual income of less than £16,190.
- Guarantee Element of Pension Credit (GPC)
- Immigration and Asylum Act 1999 (IAA) Support
- Universal Credit

If you think your child is entitled to free school meals, you'll usually need to fill in an application form supplied by your local council. Return the completed application form to us at school and make sure you can show documentary proof of any support you are receiving. Click below for a link to the application form:

<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/school-meals/application-for-free-school-meals-and-pupil-premium/>

## Pupil Premium Grant at Landewednack School- Our Principles:

- We organise teaching and learning at Landewednack School in order to meet the needs of **all** children in the best way.
- We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.
- We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals.
- We support any child the school has identified as being socially disadvantaged.
- We allocate pupil premium funding after a needs analysis to identify priority groups and individuals.
- We have individual case studies on all pupil premium children
- We monitor, track and evaluate provision and outcomes throughout the year and alter provisions/resources if necessary
- We ensure that quality first teaching is at the forefront of everything
- We ensure parents are involved in decision making
- We ensure Pupil Voice is sought and used in decision making
- We ensure that governors are fully involved in challenging the Pupil Premium Grant strategy

The staff and governors are committed to ensuring best practice for our Pupil Premium children; all decisions involve staff working together to gather evidence, evaluate and use research effectively.

Pupil Premium Governor is Alison Newman

Pupil Premium Lead is Judith Green

Pastoral and Family Wellbeing is Lyndsay Bray

During the year 2020/2021 the money allocated to each of these groups of children is as follows:

Free School Meals (FSM)	£1345
Child in or previously in care (CLA)	£2345
Service Child	£310

The Government believes that schools should decide how to use the Pupil Premium but we must make this information available to parents.

The progress of **all** children at Landewednack School is tracked and discussed at termly pupil progress meetings including keeping an eye on the children who fall into these categories. This tracking allows the teaching team to identify which children require additional support and helps to ensure that **all** children are given the support that they need, regardless of their eligibility.

## Pupil Premium Grant at Landewednack School 2020/2021

School Context as of Autumn Term 2020

	All	Boys	Girls	FSM	Non FSM	Pupil Premium	Non Pupil Premium	Service	Not Service	Joined 19-20	Joined 20-21
<b>All</b>	<b>78</b>	<b>46%</b>	<b>54%</b>	<b>7%</b>	<b>93%</b>	<b>8%</b>	<b>92%</b>	<b>4%</b>	<b>96%</b>	<b>17%</b>	<b>0%</b>
Y6	14	36%	64%	0%	100%	0%	100%	7%	93%	0%	0%
Y5	16	38%	63%	6%	94%	6%	94%	0%	100%	13%	0%
Y4	0	64%	36%	18%	82%	18%	82%	0%	100%	0%	0%
Y3	11	45%	55%	9%	91%	9%	91%	9%	91%	9%	0%
Y2	16	44%	56%	6%	94%	6%	94%	0%	100%	6%	0%
Y1	11	64%	36%	9%	91%	18%	82%	9%	91%	9%	0%
YR	10	40%	60%	0%	100%	0%	100%	10%	90%	100%	0%

In the academic year of 2020/ 2021 12% (11) of the children in our school will attract the pupil premium (PP) funding:

7% qualify for free school meals

4% are from service families

1% qualify for pupil premium plus

For the year 2020 2021 year, Landewednack School is expecting **£11,655** PP funding.

### The 2020/ 2021 Pupil Premium Plan is as follows:

Priority:	Target:	Target Date:
Attainment in Reading, Writing & Maths	For attainment to be in line with national average in writing and maths, and above for reading.	July 2021
Progress in Reading, Writing & Maths	For progress to be at least in line with national average in reading, writing and maths.	July 2021
Reading	For every child to be able to read fluently and with enjoyment by the time they leave Y5	July 2021
Phonics	For attainment in the PSC to be at least in line with National.	July 2021
Absence	For persistent absences & lateness to reduce and attendance be in line with National.	July 2021
Wellbeing	For children's self-esteem, resilience, stamina and wellbeing to be high	Aut' term 2020 +
Coronavirus	For every child to make significant progress in order to close academic gaps after isolation and lockdown.	July 2021

Teaching priorities for current academic year (2020-2021):

Activity:	Barriers to learning addressed:	Cost:	Review:
Reading a priority across the school- training for new staff to focus on phonics including in to KS2- ensure all gaps from coronavirus pandemic in each phase are targeted. Mastery maths- cover for maths lead to provide training & feedback to teachers & TAs	Staff will be skilled at teaching phonics and reading. Children will read fluently and with enjoyment	£900	LJ BC  By summer 2021
Staff training – pedagogical strategies based on EEF research eg developing strategies for long-term memory, vocabulary spine, teaching for mastery (maths), meta-cognition	Children will link learning to previous knowledge, Children's breadth of vocabulary will deepen leading to improvement in writing and all areas of the curriculum and GD in maths.	£750 (training & materials)	LJ RC AW Spring 2021
'Reading Champion' (TA) to provide training/ mentoring of 'Reading Buddies' group (EEF Peer tutoring guidance) to monitor Accelerated Reading & to promote reading in and out of school	Children will read fluently and for enjoyment	£800	LJ AN Nov 2020 then termly
Towards devices & tutorials with parents. (match funded with community fundraising)	Children will access effective remote learning (in case of bubble closure or isolation) and independent learning in school	£1000	Aut term 2020
Subscription to Typing Club to increase keyboard skills	To be able to access Google Classrooms & support for spelling & writing.	£150	Dec 2020
Dyslexia-friendly resources eg coloured paper, phonic dictionaries, overlays		£100	
		<b>TOTAL £3,700</b>	

Targeted academic support for current academic year (2020-2021):

Activity:	Barriers to learning addressed:	Cost:	Review:
Daily phonics interventions & precision teaching- phonics & common exception words. Daily reading of decodable books.	Good phonic knowledge – children independent readers & able to use reading to access other learning.	£755	LJ BC ½ termly review
Handwriting, letter formation & writing	Building of writing muscles and increase in stamina	£755	BC/JG ½ termly review
Small group 'booster' interventions to extend children at expected/ above (in particular mastery maths)	High expectations of all children- HA pp children work at GD	£755	AW/JG ½ termly review
TA to run Fun Fit (early mornings) (match funded with sports grant)	Improve coordination and underlying postural stability and balance.	£380	JG Feb, May 2021
One to one Thrive Sessions	Children will be able to self-regulate – building of self-esteem & resilience	£755	Oct 2020, Feb 2021, May 2021
Materials, books, online updates & training		£500	
		<b>TOTAL £3,900</b>	

## Wider strategies for current academic year (2020-2021):

Activity:	Barriers to learning addressed:	Cost:	Review:
TA allocated hours for Attendance/ Family liaison support	Improving attendance fewer gaps in learning	£755	Oct '20, Feb '21, April '21- LB to run ½ termly PA report to LJ
Breakfast Club/ Ready to learn group	Increasing wellbeing and improving readiness to learn for the most disadvantaged pupils	£1.000	Oct '20, Feb '21, April '21
Oral Health sessions for parents & children including 'Toothbrush Club' at school. Fluoride applications for Nursery, Reception & Y1 children	To reduce the number of children under 7 attending hospital for dental treatment or extractions (very high in our part of Cornwall including our school).	NHS to fund the project £300 for TA hours	July 2021 report and subsequent years.
Thrive/ TIS/ mental health training & updates for teachers & TAs. TA hours to run emotional support sessions Materials for draw & talk, art therapy etc.	To improve the mental health and emotional wellbeing of our children.	£1,500  <b>TOTAL £3,555</b>	Oct '20, Feb '21 April '21 End of year child and parent questionnaire

## Contingency of £500

### Monitoring and Implementation:

Area	Challenge	Mitigating action
Teaching priorities	Ensuring enough time for staff professional development Creativity during coronavirus Limitations of separate bubbles when reading individually or in groups &	Use of INSET days, twilight sessions and staff meetings Take advantage of online learning & reading TA to stay in marked area Use Google meet and Google classrooms
Targeted academic support	organising time to teach booster groups and ensuring children do not miss out on lessons. Staffing to run 'fun fit' & finding time during school day	Mixed year groups- continuous provision provided while teacher teaches direct lessons. Interventions during continuous provision Before/after school sessions- following coronavirus guidance re bubbles.
Wider strategies	Prioritising hours for this 'ad hoc' family support role. Staffing Engagement of families	LB to be flexible around her admin role. 8:30 to 9:00 LB will be available in office. JG's hours flexible each week to accommodate needs.

## **Review: Last year's aims and outcomes:**

<b>Aims</b>	<b>Outcomes</b>
Progress in reading, writing and maths	<p>Due to coronavirus there were no statutory assessments in summer 2020.</p> <p>KS2 good evidence of accelerated progress in reading and maths in some children. We predicted Greater Depth to be in line with national however, this was unconfirmed due to school closure in March.</p> <p>Children PP &amp; SEN made good progress over appropriate measures.</p> <p>KS1 – Children returned from lockdown with significant gaps in their learning, especially phonics. Will need to focus on early reading in particular this academic year.</p>
Phonics	Early entry assessment showed gaps in phonic knowledge, rigorous interventions are planned for this year.
Social, emotional and wellbeing	Children were provided with social and emotional support during the lock down and with accessing home learning. Good evidence seen of progress made after S&E support had been put into place.
Attendance	Had improved but still working on a small number of persistent absentees – LB to support, EWO involvement. Monitor absences ½ termly.

## **PPG Outcomes March 2020**

Due to coronavirus formal assessment did not take place during the summer term; below is teacher assessment to **March (lockdown)**. If the children stayed in school until the end of the summer term, attainment would have been higher.

NB extremely small numbers of children can skew the data.

PP group by end of KS2	Below National	National Expectation	Above National
Reading	33%	67%	
Writing	100%		
Maths	67%	33%	
PP group	Progress (to <b>March</b> 2020)		
Reading	3.3	Expected progress = 4 points	
Writing	3.3	Expected progress = 4 points	
Maths	4.7	Expected progress = 4 points	

## School Context as of Autumn Term 2019

	All	Boys	Girls	FSM	Non FSM	Pupil Premium	Non Pupil Premium	Service	Not Service	Joined 18-19	Joined 19-20
<b>All</b>	<b>106</b>	<b>51%</b>	<b>49%</b>	<b>5%</b>	<b>95%</b>	<b>6%</b>	<b>94%</b>	<b>7%</b>	<b>93%</b>	<b>10%</b>	<b>6%</b>
Y6	20	70%	30%	5%	95%	5%	95%	5%	95%	0%	5%
Y5	17	41%	59%	0%	100%	0%	100%	6%	94%	0%	0%
Y4	16	38%	63%	6%	94%	6%	94%	0%	100%	0%	13%
Y3	14	50%	50%	7%	93%	7%	93%	7%	93%	0%	0%
Y2	13	46%	54%	8%	92%	8%	92%	23%	77%	0%	15%
Y1	15	47%	53%	0%	100%	0%	100%	0%	100%	7%	0%
YR	11	64%	36%	9%	91%	18%	82%	9%	91%	91%	9%

In the academic year of 2019/ 2020 13% (13) of the children in our school will attract the pupil premium funding:

5% qualify for free school meals

7% are from service families

1% qualify for pupil premium plus

In the 2019 2020 year Landewednack School is expecting **£10,600** pupil premium funding.

### **The 2019/ 2020 Pupil Premium Plan is as follows:**

Priority:	Target:	Target Date:
Attainment in Reading, Writing & Maths	For attainment to be in line with national average in writing and maths, and above for reading.	July 2020
Progress in Reading, Writing & Maths	For progress to be at least in line with national average (0) in reading, writing and maths.	July 2020
Reading	For every child to be able to read fluently and with enjoyment by the time they leave Y5	July 2021
Phonics	For attainment in the PSC to be at least in line with National.	July 2020
Absence	For persistent absences to reduce and attendance be in line with National.	July 2020



### Teaching priorities for current academic year (2019-2020):

Activity:	Barriers to learning addressed:	Cost:	Review:
Training for all staff - quality first teaching- Focus this year on reading & phonics	Staff will be skilled at delivering high quality whole class interventions.	£1000	<input type="checkbox"/> AN Spring 2020
Staff training - meta-cognition. (JT and IA to attend John Hattie training & cascade to staff)	Children will be 'ready to learn' and will be independent and resilient learners	750	<input type="checkbox"/> AN November 2019
Thrive/ TIS/ mental health training for teachers & TAs to run emotional support sessions		800	<input type="checkbox"/> JG April 2020 (next round)
Employ a 'Reading Champion' who will provide training/ Setting up/ mentoring of 'Reading Buddies' group (EEF Peer tutoring guidance) to monitor Accelerated Reading, provide high quality phonics and reading interventions, promote reading in and out of school	Children will read fluently and for enjoyment	2,250 Boost TA hours	<input type="checkbox"/> AN January 2020 (interviews Nov 19)
		TOTAL: £4,800	

### Targeted academic support for current academic year (2019-2020):

Activity:	Barriers to learning addressed:	Cost:	Review:
Small group 'booster' interventions for children just under expected expectations including pre-teach.	Encouraging wider reading and providing catch-up in mathematics	£2,500	<input type="checkbox"/> JG & staff ½ termly review C&S meetings June 2020
Small group 'booster' interventions to extend children at expected/ above (in particular mastery maths)	High expectations of all children- HA pp children achieve interventions towards GD		
TA to run Fun Fit (early mornings) (match funded with sports grant)- 10 Weeks initially	Many of this year's PP cohort have dyspraxia tendencies	£500	January 2020
		TOTAL: £3000	

## Wider strategies for current academic year (2019-2020):

Activity:	Barriers to learning addressed:	Cost:	Review:
Music lessons		£300	Ongoing
Towards subsidising trips, residential, opportunities (eg visit for HA to Plymouth University)		£500	As needed
TA allocated hours for Attendance/ Family liaison support	Improving attendance	£1,800	Budgeted- LB to run a ½ termly PA report to LJ
Breakfast Club/ Ready to learn group	Increasing wellbeing and improving readiness to learn for the most disadvantaged pupils		
Oral Health sessions for parents & children including 'Toothbrush Club' at school. Fluoride applications for Nursery, Reception & Y1 children	To reduce the number of children under 7 attending hospital for dental treatment or extractions (very high in our part of Cornwall including our school).	NHS to fund the project £200 for TA hours  TOTAL: £2,800	Termly then end of year review- parent questionnaire July 2020 report and subsequent years.

## **Monitoring and Implementation:**

Area	Challenge	Mitigating action
Teaching priorities	Ensuring enough time is given over to allow for staff professional development including staff meetings Ensuring the right candidate is chosen for the reading champion	Use of INSET days, twilight sessions and staff meetings  Approach teaching school to provide support with training Thorough recruitment & training process
Targeted academic support	Ensuring enough time for teachers to teach booster groups Staffing to run 'fun fit'	Highly skilled TAs to teach singing, artists to work with children – will release teachers to teach for short periods of time. Before/after school sessions- TAs paid
Wider strategies	Prioritising hours for this 'ad hoc' family support role. Staffing Engagement of families	LB to be flexible around her admin role. 8:30 to 9:00 LB will be available in office. Provide information and invites

### **Review: Last year's aims and outcomes:**

<b>Aims</b>	<b>Outcomes</b>
Progress in reading, writing and maths	<p>Disappointing attainment however termly progress has accelerated during the summer term. Good evidence of accelerated progress in reading due to the focus on reading interventions last year.</p> <p>More PP children in line with national expectations at end of KS2 compared to the previous year.</p> <p>KS1 – need to ensure new KS1 teacher attends phonics and reading training (see data overview below)</p> <p>Many PPG children also have SEN – IEP targets link to PP</p>
Phonics	At National- provision in the early years is strong- Phase one begins in nursery
Social, emotional and wellbeing	Wellbeing is good, children were provided with support either during 'Thrive' sessions or with a counsellor. Good evidence seen of progress made after social and or emotional support had been put into place.
Attendance	Still not improved enough- a small number of persistent absentees – LB to support, EWO involvement needed also. Monitor absences 1/2 termly.

### **PPG Outcomes July 2019**

KS2	Below National	National Expectation	Above National
Reading	33%	66%	
Writing	33%	66%	
Maths	66%	33%	

KS1	Below National	National Expectation	Above National
Reading	66%		33%
Writing	100%		
Maths	100%		

!!! Extremely small cohorts- progress for these children at least expected – accelerated progress for reading due to success of booster intervention.

## Pupil Premium Grant at Landewednack School 2018/2019

In the academic year of 2018/ 2019 13% of children in our school attracted the pupil premium funding:

6% (6 children) qualify for free school meals

8 children (7%) are from service families

In the 2018/2019 budget Landewednack School was allocated **£10,320** pupil premium funding.

The 2018/ 2019 spending plan was as follows:

£2,500	Small group 'booster' interventions for children just under expected expectations
£2,500	Small group 'booster' interventions to extend children at expected/ above
£1,000	Training for staff – evidence based practice- quality first teaching
£300	Music lessons
£2,000	Thrive sessions- emotional support
£1,000	TA allocated hours for Attendance/ Family liaison support
When needed £520	Counselling
£500	Thrive training for TAs and teachers
Provided by NHS initially	Oral Health sessions for parents & children

End of Key Stage Attainment of PPG children Summer 2019:

KS2	Below National	National Expectation	Above National
Reading	33%	66%	
Writing	33%	66%	
Maths	66%	33%	

KS1	Below National	National Expectation	Above National
Reading	66%		33%
Writing	100%		
Maths	100%		

!!! Extremely small cohorts- progress for these children at least expected – accelerated progress for reading due to success of booster intervention.

In the academic year of 2017/ 2018 15% of children in our school attracted the pupil premium funding.

The 2017/2018 spending plan was as follows:

Small group 'booster' interventions for children just under expected expectations
Small group 'booster' interventions to extend children at expected/ above
Nurture group staffing
Music lessons
'stem' sessions as RNAS Culdrose for HA group
TA allocated hours for Attendance/ Family liaison support
'mastery maths' sessions for HA group
Staff training - emotional trauma
School uniform

End of Key Stage Attainment of FSM/ Ever 6 children Summer 2018

KS2	Below National	National Expectation	Above National
Reading	66%	33%	
Writing	66%	33%	
Maths	66%	33%	

KS1	Below National	National Expectation	Above National
Reading		100%	
Writing		100%	
Maths		100%	

In the academic year of 2016/ 2017 14% of children in our school attracted the pupil premium funding.

The 2016 / 2017 spending plan was as follows:

Small group 'booster' interventions for children just under expected expectations
Small group 'booster' interventions to extend children at expected/ above
Nurture groups/ visits eg using the farm to motivate boys (writing)
Music lessons
Family Maths sessions
TA allocated hours for Attendance/ Family liaison support
Resources to support parents/ learning at home
Research & Development project linked to improving boys reading & writing
Training for teachers & TAs (linked to EEF toolkit) on effective feedback & assessment for learning

Attainment of Pupil Premium children Summer 2017:

KS2	Below National	National Expectation +	Above National
Reading	0%	100%	33.3%
Writing	0%	100%	33.3%
Maths	33.3%	66.7%	0%

KS1	Below National	National Expectation +	Above National
Reading		No PP children	
Writing			
Maths			

In the academic year of 2015/ 2016 13% of children in our school attracted the pupil premium funding.

The 2015/2016 spending plan was as follows:

Small group 'booster' interventions for children just under expected expectations
Nurture groups/ visits eg using the farm to motivate reluctant learners
Music lessons
Family Maths sessions
TA allocated hours for Attendance/ Family liaison support

Attainment of Pupil Premium children Summer 2016:

	Below National	Towards National	National Expectation	Above National
Reading	17%	25%	50%	8%
Writing		50%	50%	
Maths	17%	25%	58%	

Previous Pupil Premium Grant

In the academic year 2014/2015, 12% of our children attracted the Pupil Premium Grant.

In the 2014/2015 budget Landewednack School was allocated £16,920 pupil premium funding.

Small group 'booster' interventions for children just under expected expectations
Nurture groups/ visits eg using the farm to motivate reluctant learners
Music lessons
Family Maths sessions
One to one support
Subsidised school trips
Speech and Language intervention and materials

In 2013/14 Landewednack School received £15,495 of Pupil Premium funding. This has been spent to support children in a number of ways:

- Classroom support
- Intervention groups
- 1-1 support
- Individual Speech and Language support
- Sport and music opportunities