

Pupil premium strategy statement



Every Moment Matters

School overview

Metric	Data
School name	Perran-ar-Worthal CP School
Pupils in school	162
Proportion of Pupil Premium pupils	7%
Proportion of Pupil Premium Service pupils	4%
Predicted Pupil premium allocation this academic year	£14, 795 (+ £2,170 Serv)
Academic year or years covered by statement	2020-2021
Publish date	December 2020
Review date	September 2021
Statement authorised by	Rachel Heffer
Pupil premium lead	Hannah Pallôt
Governor lead	Susie Matthews

Pupil progress scores for last academic year (2019/2020)

No data available due to COVID-19 and Statutory testing being cancelled.

Strategy aims for Pupil Premium pupils

Measure	Activity
Priority 1	Developing a love of reading which will lead to expected or better attainment for Upper Key Stage 2 (UKS2) PP Pupils through the purchase of High Interest Low Reading Age (HILRA) books from Barrington Stoke
Priority 2	Provide Trauma Informed School (TIS) TA support for PP pupils identified through use of 'Motional Tool' on Fab Fridays.
Barriers to learning these priorities address	Purchasing a number of HILRA books will help UKS2 pupils to continue to develop a love for reading leading to expected or better attainment for these pupils.
Projected spending	£200

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 2021
Progress in Mathematics	Achieve national average progress scores in Maths (0)	Sept 2021
Phonics	Achieve national average expected standard in PSC	June 2021
Other		

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure KS1 and EYFS staff have relevant, up-to-date Phonics training to deliver quality first phonic teaching – retained from 2019-2020
Priority 2	Resourcing providing small group intervention through use of HLTAs for pupils in KS2 for pupils at risk of falling behind age-related expectations.
Barriers to learning these priorities address	Provides catch up for pupils enabling them to make good progress during whole class teaching.
Projected spending	£14,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Whole School TIS approach including TA support in class
Priority 2	Jigsaw SMSC scheme embedded across the school – retained from 2019-2020
Barriers to learning these priorities address	Provides mental and emotional well-being support to enable pupils to be emotionally ready to access curriculum.
Projected spending	£ 0 (spending happened in 2019-2020 but priorities to continue into 2020-2021)

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Sufficient time given to staff for training	Use of INSET days and cover provided by HLTAs
Targeted support	Sufficient time and training given to staff for phonic training	Time for EYFS teacher to meet with English lead to monitor delivery of phonics as well as provide additional training as needed.
Wider strategies	Sufficient time given to staff for training	INSET days used to provide whole staff training refresher in TIS approach

Review: last year's aims and outcomes

Aim	Outcome
TIS Practitioner Training for 2 members of staff to support the emotional well-being of PP children	1 member of staff has completed training, 1 has still to complete due to COVID-19.
Work with the Maths Hub to purchase new Maths White Rose equipment	Used through lock-down and have adopted White Rose booklets as a result of pupils working successfully with resources
Whole School TIS approach including TA support in class	Lead practitioner delivered INSET training and is co-ordinating TIS support for identified pupils.
Jigsaw SMSC scheme embedded across the school	Continuing into 2019-2021 due to COVID-19