

Pupil premium strategy statement

School overview

Metric	Data
School name	Roche CP School
Pupils in school	207 (funding based on this number)
Proportion of disadvantaged pupils	27% (54 of 200 children September 2020)
Pupil premium allocation this academic year	£62,290 2019/20 allocation
Academic year or years covered by statement	2020/21.
Publish date	16 th September 2020
Review date	1 st September 2021
Statement authorised by	Jeremy Walden
Pupil premium lead	Jeremy Walden
Governor lead	Rosie Osborne

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	2020 no official data Predicted 7/7 children in Year 6 were on track to make expected progress. 2/7 on track for GDS (2019 -1.59)
Writing	2020 no official data Predicted 7/7 children in Year 6 were on track to make expected progress. 1/7 on track for GDS (2019 -0.66)
Maths	2020 no official data Predicted 7/7 children in Year 6 were on track to make expected progress. 1/7 on track for GDS (2019 +0.31)

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	2020 7/7 were on track to meet EXS (2019 38%)
Achieving high standard at KS2	2020 2/7 on track for reading GDS 1/7 on track for writing GDS 1/7 on track for maths GDS (2019 0%)
Achieving phonics level in line with National average	2020 Year 1 data (02/2020) indicated potential 80%+ pass rate (this cohort will be assessed in autumn 2020) PP 6/6 on track to pass
Measure	Activity
Priority 1	<ul style="list-style-type: none"> • Ensure that new Read Write inc Spelling programme is fully embedded in Key stage 2 with all staff trained. • RWI Spelling is fully resourced • RWI spelling lead is assigned and is able to QA provision and coach staff for high quality consistent delivery. • Ensure that every opportunity for reading is developed for in school and home reading
Priority 2	<p>Writing conferencing</p> <ul style="list-style-type: none"> • Both intervention and teacher led writing conferencing is fully embedded • Establish a writing conferencing intervention lead/teacher.
Priority 3	<ul style="list-style-type: none"> • Catch up/Extend phonics provision in KS1
Priority 4	<ul style="list-style-type: none"> • Extend More Able maths provision in to Year 3. All KS2 classes have differentiated maths
Priority 5	<ul style="list-style-type: none"> • Introduce precision teaching for PP/SEND children
Priority 6	<ul style="list-style-type: none"> • Children develop cultural capital through a varied range of curriculum based experiences

	many of which provide the context for learning in other areas including reading and writing.
Barriers to learning these priorities address	<p>Reflecting SDP/recovery plan</p> <ul style="list-style-type: none"> • Children making expected progress/catch up in reading, writing and maths in key stage 2 • Children's writing standard is improved by improved spelling (Spelling at age related standard or better) • Children's progress in writing catches up or is accelerated
Projected spending	<p>P1; £ 3,000 RWI resources Spelling KS2 P1; £ 5,100 Kindle purchase to enable more AR and independent reading in class P1; £ 1,200 MyOn to enable home reading P3; £1000 training new staff for RWI P2; £16,000 salary for writing conferencing teacher P4; £ 26,000 salary for maths teacher for all KS2 classes differentiated provision P5;whole staff training on precision teaching (support staff overtime and training cost) resourcing for precision teaching £2000 P6; £8000 central fund to be used to subsidise activity for all classes.eg visitors, trips (residential, cultural experiences, local context such as Wheal Martyn project), resources</p> <p>Subtotal £63000</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Make accelerated progress to catch up to individual expected level. (mitigating lockdown impact) Achieve national average progress scores or better in KS2 Reading	Year 6 May 2021 KS2 July 2021
Progress in Writing	Make accelerated progress to catch up to individual expected level. (mitigating lockdown impact) Achieve national average progress scores or better in KS2 writing	Year 6 May 2021 KS2 July 2021
Progress in Mathematics	Make accelerated progress to catch up to individual expected level. (mitigating lockdown impact) Achieve national average progress scores or better in KS2 maths	Year 6 May 2021 KS2 July 2021
Phonics	Year 2 autumn phonics test outcome in line with or better than National score. School target 83%. Year 1 Children make accelerated progress to catch up (mitigating lockdown impact)	Year 2 Autumn 2020 Year 1 June 2021
Maintain cultural capital content of the curriculum	All classes' curriculums are enhanced and enriched by cultural capital focused activities such as visits and visitors to school	continuous

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> • Purchase RWI spelling resources • Assign two leads to train KS2 teachers on RWI delivery techniques • Release leads to coach and QA KS2 teachers
Priority 2	<ul style="list-style-type: none"> • Appoint/assign a staff member to deliver writing conferencing • Train staff member in writing conferencing

	<ul style="list-style-type: none"> English lead to QA provision Purchase resources for conferencing including laptop. QA teacher led conferencing throughout the year
Priority 3	<p>As part of recovery plan;</p> <ul style="list-style-type: none"> Increase frequency of phonics lessons in R, Y1, Y2 bubbles Purchase all resources for RWI including home reading books
Priority 4	Extend More Able maths provision in to Year 3. All KS2 classes have differentiated maths
Priority 5	As part of daily provision deliver precision teaching (frequency to be TBC) for PP/SEND prioritised children and PP children
Barriers to learning these priorities address	<p>Reflecting SDP/recovery plan</p> <ul style="list-style-type: none"> Children making expected progress/catch up in reading in key stage 2 Children's writing standard is improved by improved spelling (Spelling at age related standard or better) Children's progress in writing catches up or is accelerated Mitigating the impact of lockdown on phonics/reading progress in KS1/KS2

Wider strategies for current academic year

Measure	Activity
Priority 6	All classes plan activities such as launches, high points and landings that enhance the curriculum and engage children. Ensuring that disadvantaged children access cultural experiences that develop their personality, breadth or experience and understanding of the their local and wider environment.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Establishing consistent high quality provision</p> <ul style="list-style-type: none"> P1; Release time for phonics lead to coach and QA provision for new KS2 Spelling programme without 	<p>P1;Assign experienced HLTA to class to cover for periods out of class.</p> <p>P1;Assign additional supports staff to class to support HLTA.</p>

	<p>negatively impacting on their own class.</p> <ul style="list-style-type: none"> • P1; Release time for phonics lead to coach and QA provision in Reception and KS1. • P2; Release time for English lead to coach and QA new writing conferencing teacher and assess quality of impact (leadership time) without impacting negatively on their own class. • P2; Release time for English lead to coach and QA teachers delivering conferencing across school. (leadership time) without impacting negatively on their own class • P3; enable more phonics teaching time for catch up in R, Year 1 and 2. Impact on other curriculum areas and topic teaching approach. • P4; provide extra daily maths session for Year 3 more able group 	<p>P1; Buy in to RWI external support for QA and coaching from the Cornwall English hub</p> <p>P2; assign experienced HLTA to lead year 5 in teacher's absence.</p> <p>P3; school has established a catch up curriculum assigning more time to phonics, including extra afternoon slots and intervention activities. Aspects of the foundation curriculum are being delivered through other subjects such as shared reading</p> <p>P4; subject leaders timetable has been reviewed to include the extra daily hour slot for Year 3. Leadership time has been condensed and reorganised on timetable. Class teacher has created a timetable that accommodates the maths activity.</p>
Targeted support	<p>Establish writing conferencing</p> <ul style="list-style-type: none"> • P2; Timetabling sessions for children on rotation from all key stage 2 classes to ensure adequate slots are provided for all who require intervention . 	<p>All Key stage class timetables have been coordinated to facilitate conferencing intervention by conferencing lead as well as by class teacher. Extended use of class AR time and HLTA leading classes for handwriting has provided teacher release time for intervention</p>
Wider strategies	<p>Overcoming restrictions that may be in place due to covid</p>	<p>All classes are adapting their plans in order to offer the range of experiences required in a safe way. Communication with venues such as museums is taking place to secure risk assessments where required.</p>

Review: last year's aims and outcomes

Aim	Outcome
<ul style="list-style-type: none"> EYFS profile communication indicators demonstrate accelerated progress from starting point for PP children (EYFS profile) <p>Progress data for phonics (RWI) indicates that PP children are making expected or better progress</p>	<p>At time of lockdown progress of disadvantaged pupils was in line with cohort in phonics.</p> <p>Intervention through extra phonics activity had been applied for individual children to ensure similar rates of progress.</p> <p>Phonic data (September 2020 benchmark) indicated that whilst some disadvantaged pupils in Year 1 were working at a lower level than cohort the most significant factor in lower attainment was those children who had not attended in summer 2 as part of the reopening programme.</p>
<p>Progress in reading and writing;</p> <ul style="list-style-type: none"> EYFS progress and outcomes for PP children will be in line with or better than cohort. (EYFS profile, TT assessment) Progress and attainment in phonics (RWI) for PP children will be in line with or better than rest of cohort (half termly assessment of phonics from Reception onwards and Year 1 phonics assessment) Accelerated Reader progress outcomes for PP children will be in line with or better than cohort (AR data scrutiny). Comprehension assessment outcomes for PP children will be in line with or better than cohort (Twinkle half termly assessment of comprehension and end of key stage assessments). Target Tracker assessment of reading and writing will indicate equivalent rates of progress in reading and writing to the rest of cohort. Moderation of writing at all levels will indicate that PP children's progress is in line with or better than cohort KS1 and KS2 assessment outcomes for PP children in reading will be in line with or better than national outcomes KS1 and KS2 assessment outcomes for PP children in writing will be in line with or better than national outcomes. 	<p>Phonics assessment (September 2020 baseline) indicates that the cohort including disadvantaged children are on track to achieve in line with national average. School target 83%. None of the children in the 17% expected not to pass are disadvantaged.</p> <p>Predicted data outcomes for KS2 disadvantaged children at end of 2019/20 based on progress in April 2020;</p> <p>Reading 71% EXS 5/7 children. 2/5 GDS Writing 71% 5/7 children. 2/5 GDS Maths 57% 4/7 children. 1 /4 GDS</p>
<p>Pupils attaining GDS</p> <ul style="list-style-type: none"> A higher proportion of PP children are identified with GDS potential A higher proportion of PP children are working and achieving at GDS level. Children making accelerated progress in phonics (RWI) are identified early and pushed to work in more challenging groups 	<p>Predicted data outcomes for KS2 disadvantaged children at end of 2019/20 based on progress in April 2020;</p> <p>Reading 71% EXS 5/7 children. 2/5 GDS Writing 71% 5/7 children. 2/5 GDS Maths 57% 4/7 children. 1 /4 GDS</p>

<ul style="list-style-type: none"> • PP/GDS children are pushed to complete phonics and transition to AR in Year 1. • PP children are proportionately represented in the DM maths groups 	<p>Identification and provision for GDS in phonics and KS1 was still under development before lockdown.</p> <p>Maths provision for more able (Dan Moore) has been pushed down to include Year3. All KS 2 classes are split for more able /GDS maths.</p>
<p>Children develop cultural capital through a varied range of curriculum based experiences many of which provide the context for learning in other areas including reading and writing</p> <p>Derived from;</p> <ul style="list-style-type: none"> • Understanding and appreciation of the place and culture within which they live. Distinct Cornish identity. • Understanding and appreciation of the country within which they live and its diversity • Understanding of cultural diversity in the UK • Understanding of culture in terms of the arts <p>Engagement and enjoyment of learning is enhanced by placing learning in meaningful and engaging contexts.</p> <p>Attendance rates are improved target of 96.5% for whole school</p>	<p>This feature of planning in foundation subjects was becoming embedded before lockdown. Characterised by 'Cornishcentric' topics, visits and visitors eg. Grace Darling Lifeboat topic in Year 1. Links with Wheal Martyn China Clay museum.</p> <p>School expects to further develop this when it returns to full topic teaching approaches in Spring term 2021, post recovery plan.</p> <p>Attendance before lockdown was at 95.8% which is consistent with the same time of year in previous years.</p>