



Celtic Cross Education

## Veryan Pupil Premium Plan 2018-2019



Our aim is to use funds available through the Pupil Premium grant to provide support for the identified vulnerable children and to narrow the gap in their attainment in all aspects of school life.

Objectives:

1. To improve the access of pupils to all aspects of school life.
2. To support the academic achievement of pupils.
3. To broaden the range of opportunities for pupils.
4. To improve the health and well-being of these pupils.
5. To improve the health and well-being of these pupils.

Pupil Premium Allocation 2018/19 based on January Census:

Pupils Eligible: 9

PP Funding April 2018 – March 2019 = £12,000

### Quality of Teaching, Learning and Assessment

1. Barrier: To raise the attainment of pupils disadvantaged pupils, PP and SEN in order to increase the number of pupils making Age Related Expectations in reading, writing, maths and SPaG.

Spending to address the barrier:

- Parents information evening to support SATs
- Resources for home learning for SATs

- Monitoring phonics Provision - NC
- Phonic teacher and TA led interventions both small group and 1:1 catch up.
- Refresher RWI phonic training for all Class 1 staff.
- Leaders of learning lead coaching sessions for all staff.
- Reading Karate has been updated again in line with second year of achievement.
- Maths whizz.
- Bug Club.
- SPAG.com

### **Reasons for the approach:**

According to research carried out by the Sutton Trust Education Endowment Foundation, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps.

According to research carried out by the Sutton Trust Education Endowment Foundation, phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Evidence suggests that the effectiveness of phonics is related to the pupil's stage of reading development. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).

### Measuring Impact:

This will be monitored through;

- Monthly tracking of interventions and progress for identified groups.
- Results at end of KS1 and KS2 to be monitored and impact shown.
- Pupils achieving Y1 Phonics Screening will be monitored and the impact for provision shown.

2. Further develop the standard of handwriting, presentation and spelling across the school to further support pupil outcomes in Year 2 and Year 6.

### Spending to address the barrier:

- Writing guidelines/ non-negotiable in KS1/KS2
- BLP linked to working walls in English.
- Small group support for identified handwriting groups.
- Finger gym and motor skills interventions.
- Parent information evening – expectations for English.
- BLP approach to teaching – cold tasks to support self-assessment and child-led learning.
- Pupil progress meetings.
- Moderation across the school and MAT
- Small group spelling interventions.

-Feedback.

-Use of ICT to support.

### Reasons for the approach:

According to research carried out by the Sutton Trust Education Endowment Foundation, studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is closely matched to learners needs can result in an additional 4+ months progress.

### Measuring Impact:

This would be monitored through lesson observations, intervention observation and progress, book scrutinises and on-going data submission. Monthly intervention trackers would also be used to monitor the progress of these pupils.

In Y2, ensure 80% (8 out of 10) achieve expected ARE across Maths, Reading, SPaG and writing.

Ensure at least 80% meet ARE in Y6 (8 out of 10 pupils).

Ensure that the number of pupils in year 6 achieving the expected standard for maths increases to 75% (6 out of 10 pupils).

3. Barrier: To provide pupils with more opportunities to develop their understanding of 'reasoning' in Maths across a range of contexts and mathematical concepts.

Spending to address the barrier:

- Maths guidelines/ non-negotiable in KS1/KS2
- BLP linked to working walls in Maths.
- Practice Tests.
- Implementation of interactive multiplication scheme.
- Continue to use Maths Whizz to support learning and assessment.
- Pupil progress meetings.
- Set up small group interventions (Rapid Maths).
- Moderation across the school and MAT.
- Use of ICT to support.

### **Reasons for the approach:**

According to research carried out by the Sutton Trust Education Endowment Foundation, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps.

### **Measuring Impact:**

This would be monitored through lesson observations, intervention observation and progress, book scrutinises and on-going data submission.

In Y2, ensure 80% (8 out of 10) achieve expected ARE across Maths, Reading, SPaG and writing.

Ensure at least 80% meet ARE in Y6 (8 out of 10 pupils).

Ensure that the number of pupils in year 6 achieving the expected standard for maths increases to 75% (6 out of 10 pupils).

Barrier 4. Provision and tracking systems in place to ensure that pupils currently below or on Pupil Asset at .1 and .2 for current year group make 8 points progress by end of academic year.

Spending to address the barrier:

- Intervention-small group and 1:1 teacher and TA led.
- Monthly analysis of intervention trackers to ensure provision is effective.
- Pupil progress meetings.
- Moderation across the school and MAT.
- Refresher RWI phonic training for all Class 1 staff.
- Leaders of learning lead coaching sessions for all staff.
- Reading Karate has been updated.

-Maths whizz.

-Bug Club.

-SPAG.com

### Reasons for the approach:

According to research carried out by the Sutton Trust Education Endowment Foundation, evidence indicates that, on average, children make four additional months' progress per year from small group intervention. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area.

### Measuring Impact:

This would be monitored through lesson observations, intervention observation and progress, book scrutinises and on-going data submission.

## Personal Development, Behaviour and Welfare

Barrier: Ensure the implementation of TiS approach strategies are in place and impact recorded & reviewed in line with CCE SEN procedures.

### Spending to address the barrier:

- Meet and greet at the start and end of day.
- Nurture lunch- KS1 and KS2 group (if appropriate)
- TiS CPD for staff and allocated time to assess and support pupils with specialist provision.
- Support funding for trips/camp.

### Reasons for the approach:

The Thrive / TiS Approach: Thrive is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubling behaviour providing a firm foundation for academic attainment. According to research carried out by the Sutton Trust Education Endowment Foundation, evidence indicates that, on average, children make four additional months' progress per year from having social and emotional support.

### Measuring Impact:

Impact is measured half term to half term through whole class screening tool on Thrive / TiS Online. Individual and Group Action Plans are created according to need and then these are also reviewed termly.

## Outcomes for Pupils:

Barrier: To continue to develop challenge and mastery within Maths curriculum, including test-readiness in order to raise standards across both Key Stages.

### Spending to address the barrier:

- BLP linked to working walls in Maths.
- Mastery learning
- Practice Tests
- Feedback
- Intervention-small group and 1:1 teacher and TA led
- Booster lessons
- Pupil progress meetings
- Moderation across the school and MAT
- Use of ICT to support

### Reasons for the approach:

According to research carried out by the Sutton Trust Education Endowment Foundation, evidence indicates that, on average, children make four additional months' progress per year from small group intervention. This arrangement

enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area.

Veryan C of E Primary KPI's 2018-2019	
1.	KPI 1 - In EYFS ensure that 85.7% of pupils achieve GLD (6 out of a possible 7 pupils).
2.	KPI 2 - Ensure rapid progression of pupils in Maths, Reading and Writing to ensure pupils achieving 'expected' progress rises to 75%.
3.	KPI 3 - Increase the amount of pupils achieving ARE in Reading, especially boys achieving expected attainment in reading to ensure 75% (25 out 29 pupils).

### Measuring Impact:

This would be monitored through lesson observations, intervention observation and progress, book scrutinises and on-going data submission.

Ensure that 6 out of a possible 7 pupils achieve GLD in EYFS (85.7%).

Ensure that 70% of pupils in Year 1 (7/10) achieve their phonics screening (including 4 Year 2 pupils).

In Yr1, 70% of pupils are expected to meet ARE.

In Y2, ensure 80% (8 out of 10) achieve expected ARE across Maths, Reading, SPaG and writing.

In Yr3, ensure that 85% (11 out of 13) are achieving ARE for maths and reading and 77% (10 out of 13 are achieving ARE for writing).

In Yr4, ensure 80% of pupils (4 out of 5) achieve ARE.

In Y5, 75% of pupils (3 out of 4) achieve ARE.

Ensure at least 80% meet ARE in Y6 (8 out of 10 pupils).

Ensure that the number of pupils in year 6 achieving the expected standard for maths increases to 75% (6 out of 10 pupils) .

Ensure that the % of boys achieving expected progress increases by 22% across the school.

## Early Years Provision:

Barrier: To continue to develop provision for independent writing across EYFS.

### Spending to address the barrier:

- Introduce Funky Fingers-fine motor skills
- Introduce cursive handwriting
- Phonic/writing interventions TA led
- Develop the outside area for EYFS

### Reasons for the approach:

Early years or early childhood interventions are approaches that aim to ensure that young children have educationally based pre-school or nursery experiences which prepare for school and academic success, usually through additional nursery or pre-school provision. Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.

### Measuring Impact:

This would be monitored through lesson observations, intervention observation and progress, book scrutinises and on-going data submission.

Ensure that new teacher is subject to a full induction i.e. pupil asset, marking, expectations etc.  
Ensure that 6 out of a possible 7 pupils achieve GLD (85.7%)

Utilise the environment so as to maximise children's experience and learning opportunities.

Ensure that writing is given a high priority in both adult and child led activities to ensure that 6 out of a possible 7 pupils achieve GLD (85.7%)

Ensure that the provision for both year groups is effective in the mixed aged classroom, utilising the space appropriately.

Ensure the use of BLP is embedded across EYFS – linked to EYFS established learning habits.

Ensure that all data is cross referenced and evidence using pieces gathered at a distance.

Ensure that a tight early years action plan is in place in order to achieve rapid progress, and that this is reviewed half termly.

### Leadership and Management:

Barrier: To maintain a consistent level of challenge to ensure that all pupils including vulnerable groups and the more able in all cohorts are 'on track' to meet/exceed end of year milestones.

#### Spending to address the barrier:

- Intervention in place for identified 1-1 and small groups of pupils.
- BLP approach to teaching, enabling all pupils to challenge themselves appropriately.
- Monthly analysis of intervention trackers to ensure provision is effective.
- Pupil progress meetings.
- Moderation across the school and MAT.
- Refresher RWI phonic training for all Class 1 staff.

-Leaders of learning lead coaching sessions for all staff.

-Reading Karate has been updated.

-Maths whizz.

-Bug Club.

-SPAG.com

### **Reasons for the approach:**

One to one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support. Evidence from the Sutton Trust indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.

According to research carried out by the Sutton Trust Education Endowment Foundation, evidence indicates that, on average, children make four additional months' progress per year from small group intervention. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area.

### **Measuring Impact:**

This would be monitored through, intervention observation, planning, progress meetings, book scrutinises and on-going data submission.