

1. Summary information					
School	Bude Primary Academy				
Academic Year	2020/21	Total PP budget	£107,735	Date of most recent PP Review	03/20
Total number of pupils	263	Number of pupils eligible for PP	91 (35%)	Date for next internal review of this strategy	21.10.20

2. Current attainment			
<i>Due to pandemic these results are from July 2019.</i>		Y6 pupils eligible for PP (your academy)	Pupils not eligible for PP (national average)
% of Y6 pupils achieving ARE in reading, writing and maths		34.6%	65%
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: reading		50.0%	73%
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: writing		57.7%	78%
% of Y6 PP pupils making at least expected progress from end of KS1 to end of KS2: maths		46.2%	79%
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>			
A.	There are a significant number of pupils with identified high levels of social and emotional needs which need to be met before they can fully engage in their learning.		
B.	The quality of teaching has been inconsistent in the past, resulting in gaps in pupil knowledge and lack of progress.		
C.	A significant number of pupils eligible for pupil premium (39%) also have special educational needs which provides further barriers to progress.		
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>			
D.	A number of pupils in receipt of pupil premium are persistent absentees.		
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>			Success criteria
A.	The enriched and additional provision for pupils with high levels of emotional needs will enable them to fully engage with their learning.		Motional and academic assessments show good progress from their starting

B.	<p>There will be regular CPD for Maths, Reading and Writing focussed on improving learning, ensuring consistency of approach and enabling good progress in every lessons. This will be supported by coaching lesson observations and sharing of good practice.</p> <p>A consistent curriculum framework (Cornerstones, SCARF, RE Syllabus and Spanish programme) will ensure that pupils are taught appropriate subject knowledge and will enable teachers to address gaps.</p>	<p>Regular self-evaluation and quality assurance of the impact and implementation of learning across the curriculum will confirm consistency and effectiveness.</p> <p>Pupil progress meetings will focus on Pupil Premium and SEND pupils.</p>
C.	Regular CPD and monitoring and evaluation will ensure that appropriate APDR cycles are in place for all pupils with SEND.	As above. There will be a separate audit of the effectiveness of SEND provision by the Trust in Spring 2021
D.	Achieving A, B and C as well as continuing to work closely with external agencies such as EWO, parents and families will bring attendance for all pupils in line with national.	Attendance figures each term will show improvement.

5. Planned expenditure

Academic year

2020/21

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Quality first learning enables all pupils to make good progress from their starting points.	<p>Regular cpd programme linked to teaching standards and supported by coaching and modelling of good practice.</p> <p>HLTA time to support teacher cpd</p> <p>Keeping one large year group in 3 classes to enable best possible teacher/child ratio.</p>	<p>Both approaches are evidence-based as having the greatest effect on improving teaching. Over the last three years there has been significant turnover in teaching staff.</p> <p>There is now a strong and</p>	Rigorous and regular self-evaluation will inform the specific aspects of teaching to be improved and the impact of actions taken.	JO/SK	<p>Dec 2020</p> <p>March 2021</p> <p>July 2021</p>

<p>A consistent curriculum framework (Cornerstones, SCARF, RE Syllabus and Spanish programme) will ensure that pupils are taught appropriate subject knowledge and will enable teachers to address gaps.</p> <p>Reading will be at the heart of our curriculum and the revamping of the library which is physically at the heart of the school will enable effective use of books for knowledge and pleasure.</p>					
Total budgeted cost					£55,000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review
Individual TIS sessions will enable the emotional development of individuals for whom this is a barrier to progress.	Motional assessments will inform targeted, regular TIS interventions – impact will be reviewed regularly.	Some pupils need specific TIS interventions to address and improve their emotional barriers to learning. A significant investment is being made in training to provide expert practitioners.	The Pastoral Team will evaluate the impact and progress of all interventions with all relevant staff being involved in the evaluation.	HL/TC	December 2020 March 2021 July 2021

Additional and different provision as a result of SMART IEP targets will enable pupils with SEND to make good progress from their starting points. Pupil voice	Further training and support from Aspire inclusion team. Regular coaching and support for teachers from SENDCo. Use of TA/HLTA for interventions.	32% of pupils eligible for Pupil Premium also have special educational needs.	Regular monitoring will evaluate progress and identify areas for further development, resourcing or training.	HL/ND	
Total budgeted cost					£40,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implement
At least termly enrichment activities will not only enhance the curriculum but provide opportunities for pupils to learn in different ways and build self-esteem as well as improving their peer and adult relationships and providing an incentive for better attendance.	This will depend on covid-safety guidelines. In the Autumn term we are unable to have visitors. We will continue woods and Relax kids provision.	Offering pupils with barriers to learning an enriched and accurately differentiated curriculum provision with as wide a range of teaching strategies as possible has been proven not only to raise morale and resilience but also academic progress.	We will start with one or two additional session to trial the approach and measure its impact before building gradually to a fully enriched curriculum offer.	JO HM	December 2020 March 2021 July 2021
Attendance for all pupils will be in line with national figures. Breakfast Club and trip support plus hardship	The attendance team will continue to work closely with the Trust EWO to support and challenge parents to ensure that their child has good attendance. This will include our Parent Support Advisor working closely with individual families.				December 2020 March 2021 July 2021

6. Review of expenditure

Previous Academic Year		2019/20		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Interventions provided for SEND PP children particularly to target understanding, communication and speech and language.	Support from SENDCo and external advice. Quality feedback from observations and further training. Use of 'Speech Link' programme to inform personalised interventions.	IEP monitoring, classroom observations and data analysis show some progress for pupils with speech and languages barriers to learning.	Further training is needed for teachers on effective target-setting and intervention planning for IEPs.	£55,000
Whole school TIS approach provides effective approaches to improve behaviours and encourage reluctant learners.	Train whole school. Two TIS practitioners provide interventions. IBPs provided where appropriate. Additional TA hours to support and provide interventions.	Motional assessments show that TIS practitioners have made a positive difference to some individuals ability to engage with their learning.	Some turnover in staff means further and ongoing whole school TIS training is needed. Motional plans need to be used more specifically to inform IBPs and class teams need to be actively involved in designing, implementing and evaluating them.	

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve PP all round emotional development through targeted intervention.	Provide pet therapy, forest school and nurture breakfast and lunch groups as appropriate.	All activities proved beneficial in terms of improved well-being and emotional stability.	Interventions need to be more closely linked to motional assessments and more closely monitored for impact on improved emotional development, academic progress and improved attendance.	£25,000
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve PP attendance to 95% or above by engaging parents.	Weekly drop in sessions and personal support from PSA. Increased profile of importance of good attendance via newsletters and social media. Rewards.	A firmer stand on not authorising holiday and making the consequences of lost learning time clear has reduced holiday requests. PSA has improved relations with families who are struggling to achieve good attendance for their children. Attendance for some pupils improved.	Weekly attendance needs closer monitoring and more prompt action.	£25,000

Increase PP parental engagement through a personal £50 personal budget and subsidy of trips.	Parents can spend up to £50 on uniform, clubs or trips. Spend to be authorised by PP champion.	Anecdotal evidence indicates that families who have taken up their budget have appreciated the support. It has been difficult to measure whether this initiative has had any significant impact on improving attainment and engagement in learning.	<p>The spending has proved complicated and time-consuming to administer and impact hard to evaluate.</p> <p>This considerable amount of money would be better spent on specifically identified needs and outcomes.</p>	
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Mid-year review of impact of PP funding: