



## Pupil premium strategy statement

### School overview

Metric	Data
School name	Sennen School
Pupils in school	87
Proportion of disadvantaged pupils	24%
Pupil premium allocation this academic year (2021)	£25,600
Academic year or years covered by statement	2020 - 2023
Publish date	September 2020
Review date	September 2021
Statement authorised by	Dan Shannon
Pupil premium lead	Nichola Smith
Governor lead	Caroline Amos

### Disadvantaged pupil progress scores for last academic year (2019 data as we don't have 2020 data. Data based on 3 pupils)

Measure	Score
Reading	2.7
Writing	1
Maths	5.3

### Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	0%
Achieving high standard at KS2	0%

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all disadvantaged pupils can have access to adults who are specifically trained to support development of their individual needs.



	<ul style="list-style-type: none"><li>- Undertake training in specific intervention programmes to enable year on year replication of support. Phonics, reading comprehension and writing focus in 2020.</li></ul> Secure resourcing to support intervention groups.
Priority 2	Ensure Teaching assistants are highly trained to support learning QFT across Core subjects. <ul style="list-style-type: none"><li>- Use EEF outcomes to support redeployment of TAs to pupil focused intervention work and enabling teacher led interventions.</li></ul> Secure Level 3 TA qualification across workforce as a minimum requirement.
Barriers to learning these priorities address	Ensuring staff use evidence-based approaches to teaching interventions
Projected spending	Training courses to support core subjects (RWI, Fresh Start, White Rose Maths, speaking and listening) £1700 TA training for EYFS TAs £300 TIS training for 1 TA £1200 Total for priority <b>£3,200</b>



### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve in line with peer groups in progress – measured by KS2 progress as (0)	Sept 2021
Progress in Writing	Achieve in line with peer groups in progress – measured by KS2 progress as (0)	Sept 2021
Progress in Mathematics	Achieve in line with peer groups in progress – measured by KS2 progress as (0)	Sept 2021
Phonics	Achieve national average expected standard in Phonic Screening Test	Sept 2022
Other	Improve attendance of disadvantaged pupils to in at least in line with non-disadvantaged.	Sept 2021

**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	To provide daily catch-up sessions for pupils in core subjects so that they are able to keep up with their peers and reduce the risk of falling behind. This will take the form of 1-1 or small group sessions in the afternoons for children to 'purple polish' their work, revisit concepts and practise skills.
Priority 2	To deliver specific phonics and maths interventions to disadvantaged pupils, or to support 1 teacher led tasks to ensure misconceptions are quickly addressed and children are able to participate confidently in lessons.
Barriers to learning these priorities address	Due to Covid restrictions changing, some pupils may not be able to attend due to bubbles bursting, isolating etc. Intervention training may be hard to get hold of, so some may be delayed in starting.



Projected spending	2x TAs for afternoons (3 hours daily) to support across KS2	£10968
	1 extra TA across the school to support phonics and maths in the morning (3 hours daily)	£5484
	<b>Total spend for priority</b>	<b>£16452</b>

### Wider strategies for current academic year

Measure	Activity	
Priority 1	To provide 'emotionally available adults' who are specifically trained in TIS practices to support children emotionally.	
Priority 2	To support pupils to access enrichment activities such as sports clubs, music lessons, trips etc	
Priority 3	To use the support of the EWO through an SLA to improve the attendance of PP children, to improve their attendance and bring in line with their peers	
Priority 4	To ensure all PP children have access to relevant technology for home learning (including the equipment provided by DfE). Cost in first year.	
Barriers to learning these priorities address	As with above, Covid restrictions may affect attendance. Lack of training for adults may inhibit the start of sessions. Covid restrictions may mean that there is not as many activities available.	
Projected spending	1 TA to support with TIS (10 hours per week)	£3656
	EWO SLA	£500
	Contributions towards trips, enrichment etc	£500
	Purchasing technology	£1300
	<b>Total Spend</b>	<b>£5955</b>

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	No consistent approach to the delivery of phonics and maths sessions / interventions	High quality training provided Regular, short drop ins from leadership to support and ensure progress.
Targeted support	Lack of training for TAs to provide high quality interventions	Booking in advance, including teaming up with other schools to get the best price / availability. Utilise the skills and expertise of teaching staff and using 'in



		house' materials and coaching to support staff. Explore online courses (checking for quality).
Wider strategies	Engaging the families where attendance is poor.	Work closely with the EWO and have a clear and consistent approach to poor attendance beginning with support and meetings but leading to court action where necessary.

**Review: last year's aims and outcomes**

<b>Aim</b>	<b>Outcome</b>
Outcomes in Reading Outcomes in Writing Outcomes in Mathematics Phonics	100% achieved standard 75% achieved standard 100% achieved standard Year 2 – 100% achieved standard (2 pupils) 75% of all pupils achieved standard Year 1 – N/A – no PP pupils 75% of pupils achieved standard Total funds spent
Teaching	All training undertaken – RWI alongside another school, White Rose Online, Fresh start online <b>Total spend £3200</b>
Targeted support	All TA hours used, during lockdown, 1-1 sessions happened online via Zoom (including phonics). <b>Total spend £16452</b>
Wider strategies	TIS practitioner available, during Covid, PP children had weekly sessions via zoom if needed. School paid for trips and workshops for PP children across the school (Stone Age workshop, Flambards, foraging workshops etc EWO SLA paid for but not much engagement due to pandemic, reported to Cornwall Council. Tech purchased (chrome books) and sent out to pupils during home learning <b>Total Spend £5955</b>