



Pupil premium strategy statement 19-20

School overview

Metric	Data
School name	Ludgvan School
Pupils in school	200
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£24980
Academic year or years covered by statement	2019-2020
Publish date	Oct 2019
Review date	Sep 2020
Statement authorised by	Adam Anderson
Pupil premium lead	Adam Anderson
Governor lead	Gail Terry

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	8.02
Writing	5.74
Maths	4.22

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	100%
Achieving high standard at KS2	100%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1: All children achieve the expected standard in Y1 Phonics Screening.	All KS1 staff receive specialist Read,Write Inc training to enable them to deliver scheme effectively
Priority 2: All children make at least expected progress in Maths across the school.	Work with Maths Hub to develop to 'Maths Mastery Specialists' and cascade this expertise to all teachers.

Barriers to learning these priorities address	Children come into school with little or no phonetical knowledge. Not all children receive support with their learning at home. Teaching is not consistent for all groups.
Projected spending	£3000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Progress to greater than national average in KS2 Reading (>0)	Sept 2020
Progress in Writing	Progress to greater than national average in KS2 Writing (>0)	Sept 2020
Progress in Mathematics	Progress to greater than national average in KS2 Writing (>0)	Sept 2020
Phonics	Achieve above national average in Phonics Screening Check.	Sept 2020
Other	Improve attendance of disadvantaged pupils to >96%.	Sept 2020

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: Children who are not at ARE in reading, access AR to engage and improve their comprehension.	Embed accelerated reader across Y3-Y6 for LA readers to increase engagement.
Priority 2: Children with additional needs or areas of significant difficulty work with a trained adult 1:1 or in small groups.	Provide literacy skills tuition, to include phonics and speech and language
Barriers to learning these priorities address	Low fundamental literacy skills in KS1, significant SEN and a lack of motivation to read for pleasure in KS2.
Projected spending	£7000

Wider strategies for current academic year

Measure	Activity
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Priority 1: Ensure attendance is in line with national.	Employ Education Welfare Officer to support families with low attendance
Priority 2: Provide children, staff and families with specialist support.	Employ services of Educational Psychologist to support staff and families of children with specific needs
Priority 3: Provide a time and safe adult for children in need to talk.	Provide specific Nurture and Draw and Talk sessions
Priority 4: Ensure financial insecurity does not prohibit children from engaging with trips and visits.	Subsidisation of education visits and residential trips
Barriers to learning these priorities address	Children and families understanding the importance of regular attendance. Not all professionals and families have the skills and knowledge to deal with all situations without support. Some children have suffered significant trauma or are dealing with complex issues. Many families do not have the financial capacity to afford all trips and visits.
Projected spending	£16000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure enough time is given to allow sufficient CPD	Senior Leaders to provide additional cover to allow CPD to take place
Targeted support	Ensuring enough time allocated for AR and interventions to be impactful	Interventions and ICT equipment timetabled to ensure time allocation is ongoing
Wider strategies	Engaging families facing the most challenges	Work closely with SENCO to identify best method of communication and engagement

Review of Impact:

Measure	Success	Notes
All children achieve the expected standard in Y1 Phonics Screening.	N/A	Y1 Screening did not take place due to Covid-19
All children make at least expected progress in Maths across the school.	Not Achieved	Due to children missing a large portion of their school year and no Summer

		assessments taking place, we do not have an accurate assessment of last year's progress.
Children who are not at ARE in reading, access AR to engage and improve their comprehension.	Achieved	
Children with additional needs or areas of significant difficulty work with a trained adult 1:1 or in small groups.	Achieved	JM leads 1:1/small group interventions every afternoon.
Ensure attendance is in line with national.	Achieved	Above National until COVID-19 lockdown.
Provide children, staff and families with specialist support.	Achieved	Through GW and JW, all children, staff and parents are provided access or signposted to specialist support.
Provide a time and safe adult for children in need to talk.	Achieved	Children are aware of who their 'safe adult' is and identified children also have scheduled times to speak with trained adults.
Ensure financial insecurity does not prohibit children from engaging with trips and visits.	Achieved	All children attended visits and all who wanted to attend residential did so. This was achieved through financial support for our most in need.