

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Troon Community Primary and Nursery School
Pupils in school	166
Proportion of disadvantaged pupils	32.2%
Pupil premium allocation this academic year	£65, 375
Academic year or years covered by statement	2019-2020
Publish date	December 2019
Review date	December 2020
Statement authorised by	Terry Carter
Pupil premium lead	Sarah Wilkins
Governor lead	Lauren Seymour

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	6.3
Writing	6.2
Maths	6.7

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	0%

## Strategy aims for disadvantaged pupils

Priority 1	Reading- to further improve reading across the school to ensure all pupils make at least good progress and meet or exceed national expectations in reading.
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Priority 2	Maths- to continue to raise standards in maths so that attainment levels and progress levels meet or exceed the national average for ARE or GD.
Priority 3	Writing- to continue to further improve levels of attainment and rates of progress in writing and SPAG so that pupils meet ARE in both.
Priority 4	To improve teaching and learning across the wider curriculum to ensure pupils acquire a range of skills and experiences.
Priority 5	Improved attendance of disadvantaged pupils to LA average (98.5%)
Barriers to learning these priorities address	Poor parental engagement, low levels of attainment from pupils entering school, low attendance, SEND.

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve National Average Progress scores in KS1 and KS2 reading	June 2020
Progress in Writing	Achieve National Average Progress scores in KS1 and KS2 writing	June 2020
Progress in Mathematics	Achieve National Average Progress scores in KS1 and KS2 maths	June 2020
Phonics	Achieve above National Average expected standard in Phonics Screening Check	June 2020
Other	Improved attendance of disadvantaged pupils to LA average (98.5%)	July 2020

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Targeted intervention for the lowest 20% of readers in each year group. Easy Read intervention 1:1 Speech and Language support Carefully monitored RWI groups- assessed regularly Accelerated Reader Program
Priority 2	Targeted interventions for pupils Pre-teaching Booster Clubs Lunchtimes and after school
Priority 3	Targeted writing groups for pupils Handwriting intervention
Priority 4	Wrap around care, school trips, music lessons, school uniform budget.
Priority 5	Full SLA Agreement with EWO. Termly attendance clinics, Traffic Light Letters, rewards
Projected spending	£33,213

## Wider strategies for current academic year

Measure	Activity
Priority 1	Audit of current reading books and purchase of new RWI 'Book Bag' books which are linked to children's learning in school. RWI training for all staff Accelerated Reader
Priority 2	Power Maths Scheme Two teachers to continue mastery training Maths resources to support Power Maths Training
Priority 3	Half termly spelling assessments
Priority 4	Redesign curriculum to ensure learning is sequential and progressive in knowledge and skills in all subjects. Ensure opportunities for children to revisit previous learning-memory café.
Priority 5	Termly Traffic Light Letters Termly attendance Clinic Support from Family Liaison Officer Attendance Rewards
Projected spending	£32,162

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Some PP children are also SEND children and may not make the 6pts progress over the year from their starting points.	Monitor PP and SEND Children as a discrete group.
Targeted support	Introduction of new Power Maths scheme using the Mastery approach.	Ensure staff get regular feedback. List of non-negotiables completed to ensure consistency in approach.
Wider strategies	RWI Update training for all staff not available this year.	Support from within the MAT-RB Head at STMI to support.  Support from Kernow Literacy Hub

		Reading monitored termly.
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**Review: last year's aims and outcomes**

<b>Aim</b>	<b>Outcome</b>
Speech and Language support in the early years is effective and children are able to communicate confidently	2018-2019 outcomes for EYFS show that PP children achieved better than Non-PP children in Speaking, Listening and Attention.
PP children achieve as well in their Phonics screening as non-PP children. PP premium acquire and use a range of spelling strategies confidently across KS2 in line with ARE	77% of PP children achieved the phonics screening in 2018-2019. 61.5% of non-PP children achieved the phonics screening in 2018-2019.
PP children achieve as well in R,W and Maths as their peers -tracking data and end of key stage assessments	KS2 progress data shows that PP children's attainment in writing and maths is in line with other pupils nationally.  We are continuing to support PP children in reading to ensure it is line with Non-PP children.
More PP children are working at Greater Depth in all subjects	There has been an increase in the number of PP working at greater depth in writing and maths.
Children become emotionally resilient and apply this to their learning. They have high self-esteem and a good range of coping strategies Children are supported by Thrive practitioners, EP, Learning Mentor and Walk on Water Counsellors	Pupils are well supported by staff who follow a whole school TIS approach.  Individual Pupils have access to 1:1 and small group TIS and the majority of pupils have increased social and emotional levels and are able to regulate their emotions.
PP children will have access to a wide range of experiences and opportunities within school and after school.	Pupils have access to a wide range of extra-curricular activities. Pupils are included in school trips.
Children are supported effectively to develop their fine and gross motor skills using a wide range of strategies including Funky fingers, Fun Fit	2018-2019 data shows that EYFS PP children achieved better than non-PP in Moving and Handling. Interventions are having impact with particular pupils with co-ordination and motor skill difficulties.
Improved attendance and punctuality for PP children Monitored by HT, Family Liaison Officer and EP	There has been an improvement in punctuality and attendance for individual pupils and families. The role of the

	Family Liaison Officer has been crucial in supporting families with attendance.
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