



Pupil Premium Strategy Statement: Threemilestone School 2020-21

1. Summary information					
School	Threemilestone School				
Academic Year	2020 - 21	Total PP budget	£112,000	Date of most recent PP Review	Oct 2020
Total number of pupils	423	Number of pupils eligible for PP	78 (18%)	Date for next internal review of this strategy	Feb 2021

Latest Data Used for 2018/19 as no 2019/20 data due to COVID

2a Current attainment		Expected Standard			Higher Standard			Scaled Score		
<u>KS2 2018-19</u>		<i>PP School EXS+</i>	<i>School Non PP</i>	<i>National non PP EXS+</i>	<i>PP School - Higher</i>	<i>School Non PP</i>	<i>National non PP - Higher</i>	<i>PP School - Scaled Score</i>	<i>School Non PP</i>	<i>National Non PP - Scaled Score</i>
Combined (R,W,M)		46%	68%	67%	9%	0%	TBC	-	-	-
Reading		59%	78%	77%	27%	24%	TBC	103.6	105.2	101.2
Writing		59%	78%	82%	14%	39%	TBC	-	-	-
Maths		64%	78%	62%	23%	22%	TBC	102.3	105.1	101.5
GPS		73%	84%	60%	32%	38%	TBC	104.3	106.5	102.0
Reading Progress		+1.57 (Non PP -0.28)								
Writing Progress		-1.31 (Non PP -2.41)								
Maths Progress		-0.08 (Non PP -0.12)								

2b Current attainment		Expected Standard			Greater depth		
<u>KS1 2018-19</u>		<i>PP School EXS+</i>	<i>School Non PP</i>	<i>National non PP EXS+</i>	<i>PP School - GD</i>	<i>School Non PP</i>	<i>National non PP - GD</i>
Combined (R,W,M)		9%	71%	TBC	0%	16%	TBC
Reading		27%	82%	TBC	0%	43%	TBC
Writing		9%	80%	TBC	0%	25%	TBC
Maths		18%	78%	TBC	0%	31%	TBC

1. Current Issues		
A.	Low PP attainment in certain year groups (based in Spring term '20 data). Y2 and Y4.	
B.	Support needed for NQTs and RQTs to best placed to support disadvantaged pupils through Quality First Teaching.	
C.	Gaps that exist, in part due to COVID lockdown, need identifying and then measures in place to support filling these.	
D.	Targeted interventions required to address identified gaps in learning.	
E.	Evidence based strategies needed to best inform and then support learning. Wider strategies needed to 'disadvantaged' pupils in improving their memory and recall.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
A.	Attendance of identified PP children needs monitoring and actions take to improve this.	
B.	Need to raise aspirations of PP children, increase engagement through social and emotional well being and ensure that children are able to fully engage in school life and opportunities.	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Attainment gaps reduced with a particular focus on Y2 and Y4.	Attainment gaps reduced
B.	Ensure that systems, structures and support are in place to support and develop new staff.	Teacher standards are successfully met and teaching supports narrowing of PP gaps. Bespoke training and opportunities are in place for individual NQTs.
C.	SEND/PP screenings inform interventions and support.	Screening are in place termly and inform interventions.
D.	Interventions are in place and consistently evaluated.	Interventions are in place, data is review to evaluate impact. Reviews take place in progress meetings.
E.	Evidence informed strategies are used in school to improve outcomes. T&L explicitly teaches and utilises techniques to improve memory and recall.	Teachers undertake research projects as part of PD meetings – these are used to improve outcomes. T&L is informed and supported by latest research i.e. brain research. Evidence of these strategies in monitoring.

3.	4. 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.		ii. 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?	Approximate Cost	Staff lead	When will you review implementation?
<p>A - Attainment gaps reduced with a particular focus on Y2 and Y4.</p>	<p>Attainment gaps are targeted through:</p> <p>Regular progress meeting with a half term focus on key groups. Barriers to learning identified and action agreed for implementation.</p> <p>TAs used to facilitate interventions - TA led or teacher led – agreed and reviewed in PP meetings.</p> <p>Attainment targets set in PP meetings and reviewed in subsequent meetings.</p> <p>Y6 cohort split into three classes to facilitate a greater level of support for all children and including PP children.</p> <p>TLT and staff training time has a focus on building and developing children’s strategies for recalling information based on the latest research. See below.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>Evidence from spring term assessments. These were the latest we have due to COVID.</p> <p>EEF Guidance (Key Principle 3) – Quality teaching helps every child. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>Evidence shows that targeted academic support has a positive impact on progress. Progress meeting will help support the targeting of this support and intervention.</p> <p>Metacognition and self-regulation has a benefit of +7 months.</p> <p>Effective feedback has a benefit of +8 months (evidenced from EEF Toolkit).</p>	<p>Progress meetings – W.b 5th Oct, 7th Dec, 8th Feb, 29th Mar, 24th May and 5th July.</p> <p>Termly data drop, NFER assessments in Y3,4,5 each term and Y6 tests each term.</p> <p>Progress and attainment tracked and QLA completed.</p> <p>Quality assurance from SHIP monitoring each term.</p> <p>Monitoring as outlined in SDP.</p>	<p>£1000 TA time to support progress meetings.</p> <p>£61,000 (20% TA allocated time)</p>	<p>All staff</p> <p>DH to lead progress meetings</p> <p>SENDCO to support in monitoring actions.</p>	<p>Feb 2021</p> <p>July 2021</p>
<p>B - Ensure that systems, structures and support are in place to support and develop new staff.</p>	<p>NQT and RQT release time is planned consistently to ensure that adequate time is in place to support these teacher’s professional development.</p> <p>NQT release time is planned so that these teachers can work collaboratively.</p> <p>Training opportunities are in place to support the professional</p>	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”</p>	<p>Planned release time which is put in the school diary and protected.</p> <p>Regular review meetings with NQTs and RQTs</p> <p>Evidence from triangulated monitoring:</p> <ul style="list-style-type: none"> subject focused ‘deep dives’. Learning walks 	<p>£3500 NQT release</p> <p>£3600 TA training.</p>	<p>SLT</p> <p>DH & NC – NQT mentors</p> <p>NQTs and RQTs (TW, SG,</p>	<p>Feb 2021</p> <p>July 2021</p>

	<p>development, including TLT linked to SDP and external opportunities provided by Cornwall Teaching School.</p> <p>CAPH inset to be attended alongside SLT.</p> <p>Regular release time with HT and DHT to focus and support identified areas for development following monitoring.</p>	<p>We have a in the last year seen a shift in the dynamic of our teaching team. We currently have two teachers who are in their second year of teaching and three NQTs.</p> <p>In order to improve outcomes for all and specifically PP children it is crucial that they are best placed to deliver 'Quality First Teaching'. Investment in their professional development is therefore vital.</p> <p>Evidence shows that to improve outcomes then teachers should have the highest expectations for children in their class. We need to equip are teachers with the tools to do this.</p> <p><i>EEF Guide to the Pupil Premium June 2019:</i></p> <p>"Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving ... should rightly be the top priority for Pupil Premium spending."</p>	<ul style="list-style-type: none"> • Development lessons • Book scrutiny 		<p>AB, AW, MB)</p>	
<p>C & D</p> <p>SEND/PP screenings inform interventions and support.</p> <p>Interventions are in place and consistently evaluated.</p>	<p>Screening materials which focus on basic skills in reading, writing and maths are completed each term. These are completed by TAs or through the use of TAs to facilitate teachers in completing.</p> <p>The results from the screening materials will then be used to identify gaps in learning which should inform the key areas for intervention/catch up activities.</p> <p>Teacher make use of TAs to ensure that any interventions/catch up activities are completed consistently and regularly. Including:</p> <ul style="list-style-type: none"> • time 	<p>Evidence form the EEF shows that one to one tuition can be effective in delivering approximately 5 additional months of progress.</p> <p>We know from this evidence that such interventions will work best when delivered consistently and often.</p> <p>By ensuring that we also use TAs to facilitate teacher release to complete interventions, pre teaching and same day intervention we can ensure that the impact is even stronger.</p> <p>Regular review through progress meetings will allow us to monitor the effectiveness and impact of these accordingly.</p>	<p>Training in place for consistency – both teachers and TAs.</p> <p>TA training sessions including:</p> <ul style="list-style-type: none"> • Dyslexia update and screening. <p>Use of 'professional development meetings'. All TAs have a shared target as part of their PD which focuses on intervention and catch up – reviewed with Deputy Head and SENDCO.</p> <p>Progress meetings – W.b 5th Oct, 7th Dec, 8th Feb, 29th Mar, 24th May and 5th July.</p>	<p>£4000 Screening</p> <p>Intervention materials cost - £500</p>	<p>SENDCO</p> <p>Teachers</p> <p>TAs</p> <p>SLT</p>	<p>Feb 2021</p> <p>July 2021</p>

	<ul style="list-style-type: none"> • Same day intervention is in place to allow for immediate feedback and support from either teacher or TA <p>Resources are provided to support interventions:</p> <ul style="list-style-type: none"> • Numicon Breaking Barriers • Power of Two • Phonics • Manipulatives and resources for maths. <p>Screening materials are revisited each term to allow for tracking of progress, including regular updating of statements in TT.</p> <p>Progress and impact reviewed in regular progress meetings.</p> <p><u>Dyslexia and IEPS</u></p> <p>TA given additional hours to complete and support the SENDCO in completing dyslexia screenings.</p> <p>TA training is in place to build both teacher and TA knowledge and understanding of dyslexia.</p> <p>School tracking is revisited and reviewed for SEN/PP children initially to make sure that assessments are accurate and reflective of what they can do.</p>	<p>Many of our PP children (24% of PP) are also on the SEN register. By upskilling all of our staff in their understanding of SEN, including dyslexia, we will be best placed to support these children.</p>				
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<p>E - Evidence informed strategies are used in school to improve outcomes. T&L explicitly teaches and utilises techniques to improve memory and recall.</p>	<p>Ensuring that we utilise the most up to date research linked to brain development and memory in teaching and learning throughout the school.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Inset day focused on brain development and memory strategies. • A focus on the school's CALMPASTREV strategy by all adults. • Teacher's individual PD projects and targets looking at how we can implement theory into practice. • TA training sessions. • T&L training sessions. <p>This will be further supported through effective pastoral support. An element of this will be helping children to understand how they learn.</p> <p>Additionally support for emotional well-being and developing and embedding strategies to help children in regulating behaviours. This will include:</p> <ul style="list-style-type: none"> • 1:1 and small group support by PSM using TIS strategies. • Development of more strategic plan for PSM time. • 5 point scale 	<p>We know that the primary tool for narrowing gaps is high quality teaching and learning. Poor teaching has a disproportionate effect on disadvantaged learners. The good news is that high quality teaching has a disproportionately positive impact on disadvantaged learners too. Therefore our actions to support all pupils will be instrumental in supporting our PP pupils.</p> <p>Evidence practices through TIS (Trauma Informed Schools) will aim to improve children's engagement and interactions by helping to self-regulate their emotion and behaviours.</p> <p>This is supported by EEF evidence which shows 'social and emotional interventions' can have a benefit of +4 months and also particularly have a positive impact lower attaining children and pupil premium (disadvantaged backgrounds).</p> <p>Monitoring – looking for evidence of these strategies with PP children.</p>	<p>PSM time £9500</p>	<p>PSM SLT</p>	<p>Feb 2021 July 2021</p>
<p>Total Budgeted Cost:</p>				<p>£82,600</p>	
<p>iii.</p>	<p>iv. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

Attendance of PP children is high and where there are issues these are dealt with swiftly and effectively.	<p>Ensure school systems enable rigorous monitoring of attendance. Attendance regularly monitored and reviewed to identify any below threshold or where trends are on the decline.</p> <p>HT/SLT to work directly with parents/carers as soon as issues are identified concerning attendance.</p> <p>EWO support to be bought in to support the school and targeted families.</p> <p>PSM used to support children with whose school attendance is of a concern.</p> <p>Use of Shells and Pebbles as a vehicle to support when and where appropriate, including subsidised or free provision for PP if needed.</p>	<p>For children to attain well then need to be in school and evidence from a range of sources shows that lower attainment is linked with higher absence.</p> <p>In the year 2019/20 PP attendance at TMS was lower than non PP: PP = 93.8% Non PP = 96.5%</p> <p>An external EWO provides the school with additional support and also shows that attendance or lack of it is a serious matter.</p>	<p>Systems in the office allow for accurate monitoring and reporting.</p> <p>Fortnightly pastoral meeting with PSM and SLT to address any concerns and to identify focus children and/or groups.</p>	<p>EWO £500</p> <p>£7000 office/SLT time to support attendance and systems.</p>	<p>School office staff.</p> <p>HT & DHT</p>	<p>Feb 2021</p> <p>July 2021</p>
	Total Budgeted Cost:					£7500
v.	vi. 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 implementation?
<p>Raised aspirations of PP children.</p> <p>Increased engagement through social and emotional wellbeing.</p> <p>Ensure that children are able to fully engage in</p>	<p>Parents/carers of PP can access half price school camps and activities. They will also be given priority on after school clubs.</p> <p>Access to PSM – see row above.</p> <p>Summer term - careers event to be held to draw links with the world of work.</p>	<p>Ofsted recognises the importance of developing cultural capital and the need to equip pupils with the knowledge they need to succeed in later life. They define this as: <i>'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'</i></p> <p>Our strategies will aim to build this 'cultural capital' broaden the life</p>	<p>Monitoring of attendance.</p> <p>Feedback form conferencing and parent/pupil questionnaires.</p>	<p>£20,000 camps.</p> <p>£1500 for contingency</p>	<p>Office to monitor camps and records.</p> <p>PSM</p> <p>Teachers /SLT to encourage attendance</p>	<p>Feb 2021</p> <p>July 2021</p>



school life and opportunities.	Some additional funding is left available to support families on a more individualised basis.	experiences which they have access to.			ce on camps.	
	Total Budgeted Cost:					£21,500

