

1. Summary information					
School	Cardinham School				
Academic Year	18-19	Total PP budget	£ 21.080	Date of most recent PP Review	Jan 2019
Total number of pupils	73	Number of pupils eligible for PP	16	Date for next internal review of this strategy	Jan 2020

2. Current attainment		
	<i>Pupils eligible for PP Cardinham School</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	38% (6/16) of pupils	64%
% making expected progress in reading (as measured in the school)	62% (10/16) of Pupils	
% making expected progress in writing (as measured in the school)	62%(10/15) of Pupils	
% making expected progress in mathematics (as measured in the school)	68 %(11/16) of Pupils	

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	High number of pupils (8/15) unable to fully access learning due to barriers predominately related to social, emotional and mental health.
B.	Oral language skills in Nursery and Reception are lower for pupils eligible for PP than other groups. This leads to slower reading progress and links to passes at Phonic assessments in year 1.
C.	Cohort fluctuations in PPG numbers, high mobility, (31%)

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

D.	Some persistent low attenders are PPG. Some of our taxi pupils are PPG, which is a barrier to an effective home-school relationship.
E.	Limited aspirations for some PPG pupils in our community (pupils, parents)
F.	Rural isolation and lack of local transport links gives some PPG pupils limited access to a range of opportunities, such as cultural, social and inspirational events.

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Access to learning for PP pupils is enhanced as emotional needs are met and supported. Children have increased confidence in their own ability to achieve.	TIS assessment show decrease in need for emotional support for pupils who have had support in their emotional needs.
B.	Improve oral language skills for pupils eligible for PP in reception class. Enhanced provision for SALT in EYFS Number of referral to SALT increased and more pupils have needs met in EYFS	Reduction in number of pupils needing continued SALT provision through KS1. Communication Data indicated increasing number of children working at and exceeding age-related expectations.
C.	Pupil grouping and opportunities are made with consideration for PP numbers to meet all pupils' needs, including pupils who join Lanivet through an In-Year application. Specific and focused groups for mobile PP pupils enable all pupils to work across cohorts to support needs and reduces the settling-in time.	Pupils are supported by flexible groups to support needs of individuals and meet cohort specific needs. Support plan targets for individuals are met and monitored through our PPG an Mobile Pupils monitoring, resulting in an efficient settling in time.
D.	Home-school communication for school transport PPG pupils is improved through phone-calls, texts, letters and home-school books, resulting in an increased interest of hard to reach parents in their children's education and lower barrier of parents to engage.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Most PPG parents to attend teacher-parents meetings.
E.	High level of awareness of staff of PPG pupils, through staff training and monitoring. Careers days, transition events at Secondary School organised with focus on PPG pupils.	All PPG pupils fully involved with career days, staff actively raise aspirations through planning and encouragement.
F.	Opportunities for PP pupils to participate in a range of cultural activities is increased. Funding support specific events and opportunities for all PP pupils. Cultural events and experiences are a focus of school planning. All PP children are able to participate in extra-curricular and residential activities.	All children have a rich diet of extra-curricular activities, and experiences to relate their learning.

5. Review of expenditure				
Previous Academic Year		2017 -2018		
i. Quality of teaching for all				
Action	Intended outcome	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
Pupil grouping and opportunities are made with consideration for PP numbers to meet all pupils' needs. Specific and focused groups for PP pupils enable all pupils to work across cohorts to support needs.	High quality Fun-fit, SALT and Precision Teaching, Reading interventions can all be delivered in-house daily and further integrated in class provision.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.	Continue with provision. Specific provision has had a good impact with pupils in terms of attitude to school, basic skills, confidence and behaviour.	0.5 x TA

ii. Targeted support				
Action	Intended outcome	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 oral language skills for pupils eligible for PP in reception class. Enhanced provision for SALT in EYFS Number of referral to SALT increased and more pupils have needs met in EYFS	Reduction of Pupils continuing with external SALT provision into KS1	Reduction from 5 to 1 pupils remaining of external supported SALT into 2018 KS1. Reduction across all groups.	Continue with provision. Reduction in numbers of SALT referrals made in year 1 and 2 as needs are met in EYFS.	5 Hours TA per week ST
Opportunities for PP pupils to participate in a range of cultural activities is increased. Funding support specific events and opportunities for all PP pupils Cultural events and experiences are a focus of school planning	Opportunity for experiences beyond cultural understanding for PP pupils at school.	All pupils had enhanced provision that supported increases in cultural understanding. This gave them equal access to use their experiences in their writing and creative arts and contributes to raising aspirations. Provision included participation of the Dance Festival at the Eden Project, theatre trip and North Cornwall Book Festival and several class topic trips.	Continue with provision. Funding for specific pupils to access opportunities within classes and residential trips.	£2000
iii. Other approaches				
Action	Intended outcome	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
School Uniform Grant and Trip and Residential Camp grants. Breakfast Club grant. Music Lessons grant. Swimming grant.	All pupils have equal access to look smart, have a good start of the day and participate fully in all of school life.	Pupils look smart, are not hungry, so ready to learn and participate fully in all of school life.	Continue provision for next academic year – see planned expenditure	£2000
All PP children are able to participate in extra-curricular activities.	Higher number of PP attend afterschool clubs	Developing. Scope and range of clubs increased	Focused support for club provision and funding has increased pupil participation in afterschool clubs.	£3000

6. Planned expenditure

Academic year

2018-2019

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

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Introduction of collaborative learning through the Kagan Structures	Pupil interaction to maximise cooperation, communication and active engagement by all, including PPG pupils will impact positively on outcomes.	EEF research guidance https://educationendowmentfoundation.org.uk/public/files/Publications/EEF Collaborative learning, moderate impact, low cost. Collaborative learning can impact particularly on pupils with social and emotional needs and effect their standing p	Monitoring, pupil and teacher conferencing	DJ	July 2019
Teaching supports all PPG pupils to fully engage with the learning process and understand their contribution to learning	All PPG children have access to learning support assistant who can support learning in context and support developing metacognition with pupils during intervention	EEF research guidance https://educationendowmentfoundation.org.uk – strand 2 on metacognition research	Monitoring of intervention teaching. Teacher CPD on metacognition	DJ	July 2019
Total budgeted cost					£ 1.000

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils who are PPG and SEND have a bespoke curriculum experience in KS2 to better prepare them for the next stage in their learning	Transition to KS3 is more successful for SENDPP pupils.	Y6 cohort	Training of Y6 teacher and high quality support for KS2 pupils for whom current curriculum is not supportive of good transition.	DJ/MG	September 2020
Access to learning for PP pupils is enhanced as emotional needs are met and supported. Children have increased confidence in their own ability to achieve.	Early intervention to support emotional needs	Introduction of program after successful outcomes in partner school	Monitoring of pupils via TIS support plans and intervention exit data	MG	July 2019
Improve oral language skills for pupils eligible for PP in reception class. Enhanced provision for SALT in EYFS Number of referrals to SALT increased and more pupils have needs met in EYFS	Reduction of Pupils continuing with external SALT provision into KS1	Continuation of successful outcomes from last year	Monitoring of pupils SALT support plans and intervention exit data	ST	July 2019
Allocation of funds to support class, group and whole school trips, visits and visitors.	Finance is not a barrier to planning whole school or class experiences that support learners.	Reduction in voluntary contributions from parents have made some trips not viable. To support curriculum aims and provides a varied and inspiring range of enhancing experiences funding to support these is necessary.	Staff awareness of fund to support trips an allocation proportionate to PPG pupils within classes.	Class teachers with OM	July 2019
Total budgeted cost					£ 18.000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All PP children are able to participate in extra-curricular activities.	Focus on extending provision to support taxi children	A large percentage of our taxi children are PPG and they have reduced opportunities to get involved in after school clubs	High quality lunch clubs to be established by Plymouth Argyle/ Music/Dance	MG	July 2019
Total budgeted cost					£21.000
7. Additional detail					