



Pupil premium strategy statement 2020-12

School overview

Metric	Data
School name	Kennall Vale School
Pupils in school	131
Proportion of disadvantaged pupils	6.8% (9/131) Disadvantaged 4.5% (6/131) Forces
Pupil premium allocation this academic year	£14,965 (9 Disadvantage; 6 Forces)
Academic year or years covered by statement	2020-2021
Publish date	05/10/20
Review date	September '21
Statement authorised by	Jeremy Williams
Pupil premium lead	R Chirgwin
Governor lead	Kieran Jenkin

Disadvantaged pupil progress scores for last academic year (2019)

Measure	Score
Reading	+5.01
Writing	+7.57
Maths	+4.20

Disadvantaged pupil performance overview for last academic year (2019)

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

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To ensure all PP children have regular opportunities for pupil conferencing with a qualified teacher to discuss strengths and next steps
Priority 2	Interventions follow proven methods for accelerated learning and progress – EEF guidance is followed –



	and are reviewed through regular SLT/Gov monitoring.
Barriers to learning these priorities address	Ensure evidence based means of interventions are used and monitoring ensures effective practice
Projected spending	£5 504

Teaching priorities for current academic year

Aim	Target	Target date
Progress and attainment in Reading (PP)	KS1 EXS: 77% (83%) GDS: 26% (16.6%) KS2 EXS: 73% (100%) GDS: 25% (50%)	May '21
Progress and attainment in Writing (PP)	ELG: 77% (N/A) KS1 EXS: 70% (83%) GDS: 24% (16.6%) KS2: EXS 78% (100%) GDS: 18% (50%)	June '21 May '21
Progress and attainment in Mathematics (PP)	ELG: 77% (N/A) KS1 EXS: 83% (100%) GDS: 26% (0%) KS2 EXS: 79% (100%) GDS: 18% (50%)	June '21 May '21
Phonics (PP)	Yr1 – 76% (100%) Yr2 – 77% (100%)	November '20 June '21
Other	Support all PP children to achieve attendance of =>96%	Review termly

Targeted academic support for current academic year

Measure	Activity
Priority 1	Targeted Phonic intervention (at least x3 a week) for PP children in Yr 1, 2 and 3 (re-takes). Daily 1 to 1 reading for PP children in KS1 and at least x3 weekly for children in KS2
Priority 2	Targeted handwriting intervention for PP in KS1 Weekly pupil conferencing for KS2 PP to discuss writing and support next steps, incl. effective editing skills (incl. More able for GDS).
Barriers to learning these priorities address	Children will make progress in phonics so that they can access all areas of the curriculum through the application of phonics. Children will develop a positive mind-set to improving their writing so that they have the confidence at the skill to 'up-level'.
Projected spending	£5700



Wider strategies for current academic year

Measure	Activity
Priority 1	Support EHWB through targeted interventions to promote emotional regulation and high self-worth: - PAfC – x 1 weekly - Play Therapy x 1 weekly - Drama and Dance x 1 weekly - Dreadnoughts Centre x 1 weekly
Priority 2	Offer enrichment opportunities for children to develop strengths and create pathways for future success: - PAfC and after school clubs - Engagement with Cornwall Music Service: violin, guitar and drum lessons; Songfest.
Barriers to learning these priorities address	Children will develop positive self-image and resilience so that they can access all areas of the curriculum, challenging themselves and preventing them becoming passive learners.
Projected spending	£3000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching		
Targeted support		
Wider strategies		

Review: last year's aims and outcomes

Aim	Outcome
Improved behaviour for learning and development of positive relationships with peers.	Visible benefits of PT sessions – focussed nurture time was a significant aspect of child's timetable. Sessions continue to support impact of partial closure and Covid.
Emotional regulation leads to a happy and positive attitude to self and learning	Positive uptake of schooling opportunities during partial lockdown period which supported EHWB of disadvantaged children
Children will feel motivated to be challenged and gain deeper knowledge and understanding.	Impact of lockdown and partial school closure has led to patterns of passive behaviour for learning.
Developed fine motor skills lead to legibility and consistently formed handwriting	Progress heavily impacted by partial school closure during lock-down period
Improve response to external barriers	Effective use of CPOMS and introduction of Class Dojo to allow effective recording of concerns and



	communication with adults, particularly during lockdown period.
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