



# Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

| Detail  | Data                                 |
|---|--------------------------------------|
| Number of pupils in school  | 454 (48 of which are in the nursery) |
| Proportion (%) of pupil premium eligible pupils   | 13%                                  |
| Proportion (%) of service premium eligible pupils   | 30%                                  |
| Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b> | 2021-2024                            |
| Date this statement was published   | November 2022                        |
| Date on which it will be reviewed   | September 2023                       |
| Statement authorised by   | J. Banner                            |
| Pupil premium lead  | J. Banner                            |
| Governor / Trustee lead   | L. Cobbin                            |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £122,126 |
| Recovery premium funding allocation this academic year  | £8,265   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £130,391 |

# Part A: Pupil premium strategy plan

## Statement of intent

*We should challenge ourselves to consider disadvantaged learners as **not being Educationally Disadvantaged but instead being victims of Educational Inequality.***

*The most impactful approach to improving outcomes for disadvantaged children supports those that are not disadvantaged. Therefore, all our children are entitled to **high quality first wave teaching!** Disadvantage is endemic in society but we must maintain a focus on our sphere of influence, the gift of learning, and make small changes to impact on this at an individual level. To ensure all children can make a valued contribution to the class learning, we must scaffold up and not differentiate down!*

*It is our shared mission of collective knowledge, ownership, understanding individual roles to play and an understanding of the shared goal that enhances our provision for disadvantaged children. Our school culture is one that encourages us to believe we can do better so that we challenge perceptions. Irrespective of background, all pupils must feel that they belong in our school. We must keep our strategies and approach simple and always focussed on the needs of individual children and their families.*

*We must use assessment not assumption in order to identify the 'who' and 'what' of disadvantaged need in our school. We must be open and curious about the specific disadvantages for our children. We must be wary of unconscious bias, guarding against pre-conceived perceptions of children and families which may stem from our own personal influences. We must ask questions and find answers to identify the barriers our children have. Therefore, we should consider long-term strategies in order to begin to address long-term negative impacts.*

*The identified needs of the children must drive our strategies. COVID19 has significantly exacerbated the imbalances already in place, we have to ask the necessary questions in order to identify and support each individual. What happens in the classroom makes the biggest difference for all children and especially disadvantaged children. It is important to maintain all relationships in school, less successful learners need the very best relationship with their learning and the adults are the conduit for that. Every child needs a champion, a positive role model.*

*Positive wellbeing  Consistent staff  Consistent relationships  Consistent culture.*

*Being present in the moment, having quality modelling and then receiving personal, effective feedback with an opportunity to try again immediately, impacts positively on progress and attainment. The quality of relationships between adults and children impact on the quality of feedback and therefore the outcome of that feedback.*

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <i>Poor early language development. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary. This impacts on their reading and phonetical knowledge from KS1.</i>  |
| 2                | <i>Low level (or lack of) reading; little parental support, illiteracy, or reading being undervalued</i>   |
| 3                | <i>Inability to emotionally regulate; often linked to trauma, chaotic lifestyles leading to lack of control</i>  |
| 4                | <i>Low SEMH affecting engagement in learning with some showing weaknesses in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.</i> |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome  | Success criteria  |
|---|---|
| <i>Pupils do not feel disadvantaged because of their socio-economic status.</i>   | <ul style="list-style-type: none"> <li>• <i>Pupils know and understand that they are entitled to the same high-quality education and life opportunities as their peers and embrace this.</i></li> </ul>   |
| <i>Good connection with staff in school</i>   | <ul style="list-style-type: none"> <li>• Transition arrangements allow children to move positively and with great awareness of anxiety levels.</li> <li>• New PHSRE curriculum targets SEMH, supports positive behaviour, empathy and greater self-reflection</li> <li>• The virtues remain fundamental to school culture, modelled by adults and children</li> <li>• Continued emphasis on positive culture</li> </ul> |
| <i>Improved opportunities for pupils to be challenged across the curriculum; and to apply and extend skills in greater depth learning to inspire high aspirations for their future.</i> | <ul style="list-style-type: none"> <li>• <i>Pupils will develop physically, emotionally and academically in line with their peers. They will be successful in the Profile for Success that will develop them as an individual through agency and action.</i></li> </ul>   |

|   |  |
|---|--|
| <i>Phonics and reading improve across the school</i>  | <ul style="list-style-type: none"> <li>• All staff attend training</li> <li>• New strategies from Little Wandle Programme are applied in all classes and monitoring shows progress</li> <li>• Rapid Catch-up Intervention addresses gaps in learning</li> <li>• NELI programme followed in EYFS has a positive impact</li> <li>• SALT intervention improves children's confidence and ability for speech and language</li> </ul>   |
| <i>Assessment clearly highlights where improvements are being made and where gaps still need addressing in reading, writing and maths</i> | <ul style="list-style-type: none"> <li>• Pupil conferencing highlights where progress is being made</li> <li>• Termly Data tracking is rigorous and informs staff of successful progress, gaps in learning etc.</li> <li>• Leaders are able to identify patterns for targeted intervention</li> <li>• NTP targeted intervention for children in Y2 impacts children's confidence and attainment</li> <li>• Mastering Number Training</li> <li>• Early Years Maths Project</li> </ul> |
| <i>Pastoral offer positively impacts individuals and groups of children</i>   | <ul style="list-style-type: none"> <li>• Nurture groups</li> <li>• TIS sessions in KS2 implemented</li> </ul>  |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

| <b>Activity</b>   | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|---|---|--------------------------------------|
| <i>CPD for teaching staff to better understand the developmental needs of these pupils and appropriate interventions and strategies to support them to be successful.</i> | <i>The learning and teaching delivered to pupils directly influences and impacts upon the outcomes of pupils to be successful in line with their peers.</i> | 1 - 4                                |
|   |   |                                      |

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [insert amount]

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Implement Phonics &amp; Reading Intervention (e.g. NELI, SLTP, Little Wandle Rapid Catch-Up)</i> | EEF Focus<br><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</a><br><br>Small group tuition and One to one tuition | 1-2                           |
| <i>Implement SEMH interventions e.g Lego club, HMS Heroes,</i>                                      | Curriculum and developmental research and theory agree that social and emotional development and communication are fundamental to being able to learn.   | 4                             |
|   |  |                               |

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [insert amount]

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Create clearly identified safe spaces for individual respite with a trusted adult.<br>To include counselling support from external agencies (CHALK, mental Health Support Team) as well as staff employed at Parc Eglos | When pupils struggling with their emotions and behaviour can express how they are feeling, they can recover rapidly and re-engage in their learning. This can be achieved through specific strategies and resources that allow them to independently remove themselves to a safe space to distract from their barriers and regulate their behaviour to access learning again. This is a particularly inclusive approach as everyone has a need for respite at some time | 3, 4,                         |
| <i>Support families who have financial difficulty with regards to resources and expenditure.</i>  | By supporting families to afford the opportunities on offer, pupils are not disadvantaged and have equity in their learning. This starts at home including (not exhaustively) having a clean comfortable bed, satisfying meals and resources for leisure and learning.  | 3, 4,                         |

|  |  |       |
|--|--|-------|
| <i>Forest School</i>                       | New Economics Foundation state that Forest Schools makes a difference to confidence, social skills, communication, motivation, physical skills and knowledge and understanding.                              | 3, 4  |
| <i>Trips &amp; Visits</i>                  | Evidence from EEF - The Guide to Pupil Premium: A tiered approach To Spending.   | 3, 4, |
| <i>Wraparound Club &amp; Holiday Clubs</i> | Northumbria University found that the benefits of holiday clubs included improved diets, increased physical activity and enjoyment, and access to a variety of activities and supported parent's well-being. | 3, 4, |

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

*Inclusion is at the heart of everything we do. We deliver teaching and learning through an inquiry based curriculum which values everyone's ideas, opinions and personal circumstance. We build on this culture in our social relationships and learning environment. Developing areas in classrooms and around school helps pupils to understand their own needs and manage their emotions with increasing independence. A reading culture that ensures all pupils read regularly and develop a love of books is being embedded throughout the school community. Moving and developing our library space supports our offer of higher quality reading books and wider range of authors available in school library.*

*Having additional adults enabled us to provide focused support for pupils in class to build their independence and confidence which, in turn, builds their positive learning behaviours. Further to this, additional adults and resources provided the capacity to work with individuals and groups of pupils to give them the skills and strategies to build friendships and to understand their feelings and emotions. The most important impact of this is that they know and, most importantly, believe that they are important and valued.*

*Over time, this is feeding into their home life, helping families strengthen relationships and build a positive future together.*

*More practically, to ensure pupils could attend the academy and families can have the basics they deserve, we have provided families with food, uniform and subsidised or funded trips and visits. We have also funded wrap around care places where necessary to support working families.*

#### **School data headlines for year 2021 to 2022**

- **Averaged across the school, progress last year for Pupil Premium children, including service children, is above the benchmark 6 points in all three subjects.**
- **Averaged across the school, last year Pupil Premium children have the same progress as Non-Pupil Premium children in writing, but slightly less progress than Non-Pupil Premium children in reading and in maths.**
- **Averaged across the school, last year Service children have made slightly more progress in maths; slightly less progress than Not Service children in writing; and the same progress in reading.**
- **On the GLD measure, the gap between boys and girls is only 2%. The difference between Service and Not Service children is 5%; the difference between the two**



**classes is 13%; and the difference between children who joined in the Nursery and those who joined in Reception is 14%. There were only 5 FSM children, and one of those had an EHCP.**

- *KS2 Test and teacher assessments were above national results in all areas*
- *Averaged across the whole school, the percentage of children working at or above the Expected standard is above 2022 national KS2*
- *School assessments are typically above national results; but are below national results for maths and combined RWM in Y4, for reading and writing in Y3 and for all three subjects and combined RWM in Y2.*
- *Compared with the July 2021 assessments, the percentage of children in each cohort working Above Expected in July 2022 has typically increased in every year group.*
- *Averaged across the school, progress this year is above the benchmark in all three subjects (and is broadly similar for all three subjects).*
- *Averaged across the school, progress last year for both boys and girls is above the benchmark in all three subjects.*
- *Averaged across the school, last year girls have made slightly more progress than boys in reading and in writing; but boys have made slightly more progress than girls in maths.*
- *Averaged across the school, progress last year for all children with SEN is above the benchmark in reading and in writing and is in line with the benchmark in maths.*
- *Averaged across the school, last year children with No SEN have made slightly more progress than All SEN children in all three subjects.*
- *The percentage of children in Reception assessed as Age Typical and above has increased by between 3% and 22% for each aspect, and has increased by 16% for the overall GLD measure over the year.*
- *74% of children achieved 'On Track for GLD' (defined as Age Typical or above for all 12 aspects which contribute to the GLD measure). No national figures are available for comparison as this is the first year of the new EYFSP.*
- *14 children were not on track for a GLD at the start of the Autumn term, but achieved a GLD on the EYFSP.*
- *3 children were assessed as working within age-typical for all 17 aspects on entry, but did not achieve a GLD on the EYFSP; all three were Emerging for Word Reading, for Writing and for Number.*

**Average Points Progress, July 2021 to July 2022 (PP and Non PP)**

|                    | Reading    |            | Writing    |            | Mathematics |            |
|--------------------|------------|------------|------------|------------|-------------|------------|
|                    | PP         | Non PP     | PP         | Non PP     | PP          | Non PP     |
| <b>All (44 PP)</b> | <b>6.6</b> | <b>6.7</b> | <b>6.5</b> | <b>6.5</b> | <b>6.2</b>  | <b>6.4</b> |
| Y6 (6 PP)          | 6.7        | 7.0        | 8.0        | 7.0        | 6.3         | 7.2        |
| Y5 (12 PP)         | 6.7        | 7.0        | 7.3        | 6.9        | 6.0         | 6.4        |
| Y4 (9 PP)          | 6.9        | 6.5        | 6.7        | 6.5        | 6.7         | 5.6        |
| Y3 (5 PP)          | 7.7        | 6.6        | 5.7        | 5.7        | 5.7         | 6.3        |
| Y2 (8 PP)          | 5.3        | 5.3        | 5.1        | 6.2        | 6.4         | 5.8        |
| Y1 (4 PP)          | 6.5        | 7.7        | 6.0        | 6.6        | 6.0         | 7.0        |



| <b>Average Points Progress, July 2021 to July 2022 (Service and Not Service)</b> |            |            |            |            |             |            |
|--|------------|------------|------------|------------|-------------|------------|
|  | Reading    |            | Writing    |            | Mathematics |            |
|  | Service    | Not Serv.  | Service    | Not Serv.  | Service     | Not Serv.  |
| <b>All (93 Serv)</b>   | <b>6.7</b> | <b>6.7</b> | <b>6.2</b> | <b>6.6</b> | <b>6.5</b>  | <b>6.3</b> |
| Y6 (18 Serv)   | 6.8        | 7.1        | 7.1        | 7.1        | 7.5         | 6.9        |
| Y5 (11 Serv)   | 8.0        | 6.7        | 6.2        | 7.2        | 6.9         | 6.2        |
| Y4 (19 Serv)   | 6.6        | 6.5        | 6.1        | 6.7        | 5.6         | 5.9        |
| Y3 (12 Serv)   | 7.1        | 6.6        | 5.5        | 5.8        | 6.5         | 6.1        |
| Y2 (16 Serv)   | 4.6        | 5.5        | 5.8        | 6.1        | 5.3         | 6.1        |
| Y1 (17 Serv)   | 7.4        | 7.7        | 6.5        | 6.6        | 7.2         | 6.8        |

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme  | Provider                       |
|--|--------------------------------|
| SEMH – social and communication support through outdoor and adventure activities | BF Adventure                   |
| SLTP   | TP                             |
| Little Wandle SSP  | Little Wandle Letters & Sounds |

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure  | Details  |
|--|--|
| How did you spend your service pupil premium allocation last academic year?    | Resources to support children from service families included staffing for 10 hours a week, materials to provide one-to-one support where necessary (including books, art materials, reading packs, scrapbooks)<br><br>Family support through Meet & Greet meetings for parents and their children after school |
| What was the impact of that spending on service pupil premium eligible pupils? | Regular deployments from Culdrose required a number of individuals to be supported in school, several quite intensely.   |

|  |  |
|--|--|
|  | <p>Children were more settled in class after pastoral sessions.</p> <p>Sessions offered individually and in small groups dependent on level of vulnerability. In some instances there was involvement with the whole family.</p> |
|--|--|

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

**Venn Diagrams identify and compare barriers to learning possibly experienced by children in each class. Teachers analyse the data which is used to inform teaching and learning.**

*Tracking meetings support decision making process, and interventions are put in place.*