

St Day and Carharrack - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2021 to 2022 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
School name	St Day and Carharrack Primary School
Number of pupils in school	156 (December 2021)
Proportion (%) of pupil premium eligible pupils	43/156 pupils = 28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022 2022 - 2023 2023 - 2024
Date this statement was published	December 18 th 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Susannah Storey
Pupil premium lead	Susannah Storey
Governor	Zoe Finch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,996
Recovery premium funding allocation this academic year	£145 per pupil Total: £3,262* (additional money to come)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ c/o amount* – PP not fully spent due to lockdowns
Total budget for this academic year	£67,258 + c/o

Part A: Pupil Premium Strategy Plan

Statement of intent

We have the same expectations of children who are entitled to Pupil Premium, as all our children:

ENJOYING. ENGAGING and EXCELLING in all learning

Our vision and values:

Happy, healthy children, enjoying learning for life - surrounded by kind, respectful relationships and engaging in rich learning experiences. Together we will enable and encourage ALL our children to discover their unique gifts of character, talents and abilities. Our children will enthusiastically contribute to society, excelling in all they choose to do. They will communicate confidently, listen openly, think critically and question respectfully – our children will be the responsible Change-Makers of Our World.

Common barriers to progress both academically, socially and emotionally at St Day and Carharrack School reflect the national picture which has been impacted by the global pandemic-Covid-19. Children who are entitled to pupil premium may have less support at home, lacking in confidence and self-esteem, poor attendance and punctuality, weak language and communication skills, as well as other difficulties. We ensure that we do not make assumptions about the barriers to making progress our children encounter, but work with children and their families to ensure that they are supported to meet individual needs. We look carefully at how being disadvantaged impacts on children's learning.

Our ultimate aim is:

- The gap is not widened between those children who are entitled to Pupil premium and those who are not
- For all children who are entitled to Pupil Premium to meet or exceed expected progress in core key subjects
- For all children who are entitled to Pupil Premium to be supported with their health and Wellbeing to be able to lead happy and fulfilling lives

We aim to do this by:

- Ensuring that learning and teaching in all classes meets the needs of all children
- Ensure that appropriate provision is made for all children to succeed
- Knowing each child and recognizing that not all children who are Free School Meals are socially disadvantaged: no assumptions are made and staff are aware of any unconscious bias which could prevent achievement
- Pupil Premium funding is allocated on a need basis, with priority individuals and groups identified
- Staff believe that all children can succeed and as a team, have a collective responsibility for all children.

The key principles of our strategy follow the latest EEF research, meeting our vision and values for our whole school community.

Challenges

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

SIP - Continued BARRIERS include: Covid-19 absence – of staff and children – gaps in learning and progress/ parental engagement/ literacy skills - communication skills, enjoyment of reading, lack of range of vocabulary to draw on for writing / limited experiences (compounded by limited planned trips due to covid) / mental health and well-being – motivation, resilience, capacity to focus for extended periods of time / increase in additional learning needs

Challenge number	Detail of challenge
1	Attainment in Reading and Writing – gap between children who are entitled to PP and those who are not. Children are starting school with poor communication skills, limited experiences and vocabulary. Impact of covid and lockdown shows gaps in learning across the school. See data drops and correlation of PP children + Record of Need.
2	Oracy - Children who are entitled to Pupil Premium are less confident in oral language. This impacts on reading and writing, confidence and communication -less confidence when speaking about learning, less able to answer questions showing oral competency, and in turn, asking questions. The school recognises how important oral literacy affects future chances.
3	Readiness and mental well-being - Children who are entitled to Pupil premium often participate less in whole school/community events or extra curricular activities. This can affect readiness to learn, engage and mental well-being. Lockdown has further impacted this with some children less likely to ask for support, engage in sport and other opportunities- and less likely to build secure and healthy attachments.
4	Attendance - In 2020-2021 there was a gap of attendance of children who were entitled to Pupil Premium and those who were not. This has been greatly impacted by lockdown.

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
1.Attainment in Reading and Writing – gap between children who are entitled to PP and those who are not. Children are starting school with poor communication skills, limited experiences and vocabulary. Impact of covid and lockdown shows gaps in learning across the school. See data drops and correlation of PP children + Record of Need.	<p>All children are immersed in reading and writing and develop a love of reading.</p> <p>All children are confident communicators, enjoying, engaging and excelling – living the school vision and values.</p> <p>At least 65% of children:</p> <ul style="list-style-type: none">- pass the Y1 phonics screening- achieve GLD- Achieve ARE in reading, writing and maths in Y2 SATS- Achieve 95+ standardised score in NFER assessments in Y3/4/5- Achieve 100+ scaled score in Y6 statutory assessments (reading, maths, SPAG)- Achieve the expected standard in writing in Y6

<p>2.Oracy - Children who are entitled to PP can be less confident in oral language. This impacts on reading and writing and communication -less confidence when speaking, less able to answer questions, asking questions. The school recognises how important oral literacy affects future chances.</p>	<ul style="list-style-type: none"> - Children who are entitled to Pupil Premium are able to: - Speak in sentences – scaffolded support with sentence stems - Answer questions in a coherent, articulate and audible manner - Ask questions - Articulate their learning and thoughts - Participate in discussions about topics covered in assembly, RRS, related to virtues and imagery - Talk about any educational visits and make links to classroom learning- current and prior - Engage in conversations with adults about learning and engage with feedback
<p>3. Readiness and mental well-being- Children who are entitled to Pupil premium often participate less in whole school/community events or extra curricular activities. This can affect readiness to learn, engage and mental well-being. Lockdown has further impacted this with some children less likely to ask for support, engage in sport and other opportunities- and less likely to build secure and healthy attachments.</p>	<ul style="list-style-type: none"> - At least 85% of children who are entitled to Pupil Premium attend weekly after school clubs - All PP children are supported to engage in a rich sporting offer during the school day- talent spotted and enabled to represent the school - All parents/carers attend the termly Face to Face meetings - All children who are entitled to pupil premium have a PE kit, school uniform funding and look and feel part of the school - All parents/carers with children on the record of need are actively engaged in the IEP meetings - Mental well-being – targeted support for Music therapy, EMHP support, TIS, Nurture opportunities
<p>4.Attendance - In 2020-2021 there was a gap of attendance of children who were entitled to Pupil Premium and those who were not. This has been greatly impacted by lockdown.</p>	<ul style="list-style-type: none"> - The attendance of children who are entitled to Pupil premium is inline with or greater than children who are not pupil premium (National average is 96%) - Families have termly meetings with Headteacher and EWO to meet clearly defined targets and expectations. - PP children want to be in school, care about missing learning and are supported to catch up.

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:

- New Nurture Provision+ Leader	£19,844
- HLTA qualification for Nurture Lead	£600
- ASD Champion Training	£200
- Phonics resources and RWI training	£15,000
- Reading Books – comprehension development	£1,000
- Release for teachers to attend PP meetings	£2500
- TLR +Cover for English and maths lead for subject support	£5,000

- NfER assessments	£2,000	
- Oracy Programme	£800	
- Jane Considine Writing Approach resources	£400	£
- NO MORE MARKING- ongoing assessment	£800	
- Maths Hub + English Hub support		
- Curriculum REAL Experience Days	£1,000	

£48,144

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Provision – new room set up for individual and small group specific interventions – with a focus on behaviours for learning in the first instance. Zones of Regulation are taught to enable children to self-regulate.	<ul style="list-style-type: none"> - Personalised 1:1 targetted support and timely intervention. EEF supports 1:1 interventions with a skilled practitioner for maximum learning gains. Children who are taught to self-regulate can begin to access their learning. 	1,2,3,4
Phonics resources and training + new reading scheme for comprehension	<ul style="list-style-type: none"> - A systematic approach to the teaching of RWI phonics is a characteristic of best practice in teaching early reading. Reading by the age of 6 is a determining factor in overall school success as well as longer term life outcomes. - Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of 	1
	<p>word reading (though not necessarily comprehension), particularly for disadvantaged pupils</p> <ul style="list-style-type: none"> - Government review (April 2021) shows that effective systematic synthetic phonics helps to ensure high quality phonics teaching that: <ul style="list-style-type: none"> ● gives all children a solid base upon which to build as they progress through school ● helps children to develop the habit of reading widely and often, for both pleasure and information <p>This is supported by a school audit from our local English Hub, which made recommendations to improve our current provision. This included additional resourcing and training for all staff. Online resources purchased to support new staff joining.</p> <ul style="list-style-type: none"> - Reading Book scheme purchased to support comprehension – for children who come off RWI. This is a gap school have identified through ongoing assessment– new scheme is a bridge between KS1/KS2 readers to support transition, develop comprehension and maintain reading confidence. 	

Quality first teaching for all children – including an additional teacher to plan and lead small group interventions.	<ul style="list-style-type: none"> - EEF – high impact of small group interventions, 1:1 support with a skilled teacher. Helen Bolt leads all interventions – identifying PP children via termly assessments. Entry and Exit data will be used to show progress across learning blocks. - EEF guide to Pupil premium - tiered approach - teaching is top priority - Sutton Trust - quality first teaching has direct impact on student outcomes 	1
Termly Pupil Progress meetings track progress of children who are entitled to PP and appropriate interventions are put into place	<ul style="list-style-type: none"> - EEF evidence that feedback following quality assessment and metacognition are low cost, high impact strategy. 	1
CHANGE Model of Learning bespoke to our School is established with contributions from ALL staff members	<ul style="list-style-type: none"> - EEF evidence that feedback following quality assessment and metacognition are low cost, high impact strategy. - Consistency in approach across the school supports all learners to know more, remember more. 	1, 2
Purchase of web based platforms to support engagement with children's learning at home and involvement with families <ul style="list-style-type: none"> - Nessy - TimesTable Rockstars - Spelling Shed - Maths Shed - RWI phonics 	<ul style="list-style-type: none"> - EEF parental engagement - EEF targeted academic support - Rosenshine's Principles – to embed new learning into long-term memory. 	1, 3
English and maths development in monitoring schedule - subject development and leadership are high priority on School Improvement Plan	<ul style="list-style-type: none"> - EEF evidence that feedback following quality assessment and metacognition are low cost but high impact strategy. - Teacher development and excellent subject knowledge in key skills enables children to meet age related expectations. 	1, 2
Purchase of standardised diagnostic assessments	<ul style="list-style-type: none"> - Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction 	1

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

Budgeted cost:

- Catch-Up Teacher- Intervention groups+1:1

£27,600

- Nurture Lead- additional responsibilities	£as above
- Pupil Support Mentor – Nurture Lead	£as above
- Additional TA time to support attitudes to learning, ASD	£12,000
- TIS – motional assessments	£600
- ASD Champion sessions	£as above

£29,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy Project – 'Kernow Talks' 'Primary Oracy programme – South West project via Cornwall Teaching Hub.	<ul style="list-style-type: none"> - EEF - oral language interventions consistently show positive impact on learning - Quality, research based CPD -English Lead attending sessions and leading training/project development for all staff - High quality interventions delivered and bespoke programmes will support PP children to progress in communication skills, learning and confidence. 	1, 2
Pupil Support via EMHP – Emotional Mental Health Practitioner Nurture Lead – Includes Emotional literacy support/ Zones of Regulation/ TIS motional assessments ASD champion TA to support emotional literacy development	<ul style="list-style-type: none"> - EEF social and emotional learning, improving interaction with others and self management of emotions -impacting on attitudes to learning and social relationships in school, which increase progress in attainment - Trauma Informed School 	3, 4
Teacher employed across the school to support learning, specifically reading comprehension and Maths interventions	<ul style="list-style-type: none"> - EEF tier 2 intervention for learning. - Impact of 1:1, small group interventions to close the learning gap. - Teacher led interventions – skilled practitioner 	1, 2

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

Budgeted cost:

- Additional Sporting Opportunities via curriculum	£Sports Premium
- £200 credit: uniform, trips, extra-curricular bespoke	£8,600
- Music Therapy	£5,000

- Art Provision	£Curriculum spend
- RRS membership	£400
- TIS membership + Motional assessments	£500
- Behaviour - RJ whole school + Yr6 Leaders+Transition	£500
- Respectful Relationships Policy' – A restorative approach for behaviour management – training	£300
- Team Teach Training for all teachers	£2,000
- 'Protective Bubble' Training +DV – whole school support	£Free
- Zones of Regulation – Nurture Training	
- Music Provision- learning an instrument	
- Educational Psychologist	£800
- Educational Mental Health Practitioner	
- Breakfast Club Provision	£2,000
- EWO	£375
- Residential	£2,000
	£17,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff development via art projects and music development via Cornwall Music Service. Music specialist – 2 days TIS – TA hours (pm sessions)	- Trauma Informed School – to increase brain development and creativity. Improve memory and apply new skills across the curriculum.	2, 3
		2, 3
Education Welfare Officer (£375) brought in to support families with low attendance. Headteacher time – daily meet and greet Breakfast Provision provided to encourage punctuality	<ul style="list-style-type: none"> - Attendance data. - The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 Pupils with no absence are 1.3 times more likely to achieve age related expectations, than pupils that missed 10-15% of all sessions - Headteacher relationship building with the community - in person via informal conversations to encourage punctuality and attendance– Restorative Justice research. - Free breakfast offer for targeted PP children has 	4

	been a successful strategy in the past – ensures children are ready to learn at the start of the day – punctual and fed.	
Children to attend residential and school trips (50% off)	<ul style="list-style-type: none"> - Pupil survey reflecting a greater sense of community, enjoyment and engagement - EEF outdoor adventure learning shows positive benefits on academic and learning and self confidence 	3
Children to attend after school clubs and sports events- prioritise children who are entitled to Pupil Premium and encourage attendance by providing transport/ resources.	<ul style="list-style-type: none"> - Pupil survey reflecting a greater sense of enjoyment and engagement and friendship building - EEF sports participation increases educational engagement and attainment 	3
Cultural capital experiences promoted within the curriculum + funding available to PP children to pursue specific talents out of school offer eg. Music sessions, riding lessons.	<ul style="list-style-type: none"> - Learning is contextualised in concrete REAL experiences and language rich environment - Ofsted (2019) places emphasis on improving cultural capital, particularly for disadvantaged children - Rich experiences increase engagement, learning and communication 	1, 2, 3

Total budgeted cost: £95,019

(£27,761 over budget – use c/o from lockdown – cost of additional member of staff)

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

In School pupil evaluations and assessments were undertaken during the 2020 to 2021 academic year - NfER standardised teacher administered tests were completed by Yr1-6 and baseline EYFS assessments completed. Diagnostic assessments in Reading and Maths were used to determine intervention support. NMM- No More Marking is being used across the School. Data and book looks fluctuates in line with lockdown periods. Children achieve higher standards in school with a consistent teaching approach.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Pupil premium spending allowed our school to provide a range of interventions and further support for disadvantaged pupils (those eligible for PP) throughout the period affected by Covid-19. Plans and intervention programmes were adjusted due to time out of school and remote learning was established to support families at home. The well-being support at our School during this period was strong. During lockdowns, class teachers communicated with all families on a weekly basis by telephone. Headteacher and Deputy followed up if contact was not made. Daily communication online was available – storytime, virtual playtimes, learning explanations for the day learning in addition to providing weekly printed packs as requested by our families. Following a parent questionnaire, CPG books were purchased for every child to enable parents to have instant access to explanations, worked examples and answers. Small targeted in school/online groups through remote learning supported our most vulnerable children. The school was proactive in making food collection as easy as possible, and supported families in not only phone support in accessing Google Classroom and online learning, but also doing home visits and support with internet connection and laptop loans. The support the school had given during this time, especially with families of children who are eligible for Pupil Premium funding, was evidenced by the positive responses in the school questionnaire (see Rolling Record SEC report).

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
Rights Respecting School	
Restorative Justice	
Trauma Informed Schools	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We received £1,240 total for 4 children- this was put together with the total PP funding Data scrutinised to address individual needs, support provided
What was the impact of that spending on service pupil premium eligible pupils?	Service children achieved or exceeded age related expectation

Further information (optional)

We actively advantage all our children through an engaging curriculum offer in line with our Vision and Values.

We are proud to be a Rights Respecting School, Trauma Informed and actively encourage Restorative Justice approaches to ensure every child is listened to, heard and supported.

We use EEF evidence to improve and embed effective practice around feedback.

We have an EMHP and trained Deputy as a senior mental health lead- supporting well-being and effective collaboration with our families.

As covid cases reduce, school is fully returning to after school clubs and a wider in school offer – including swimming, music, class trips (including local attractions – zoo, theatre, farms), varied sporting offer (embracing a mix of competitive and individual sports) - Capoeira, cricket, cross-country, netball, water sports week, BF adventures and outdoor pursuits, football and specifically girls' football.

EEF implementation guidance has been used to assess, plan, review and develop our PP strategy – repeating successful strategies that work for our community.

This framework will be reviewed yearly, adjusted over the next three years to secure the best outcomes for our children.