

# St Day and Carharrack - Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil premium 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 **2024 – 2025** and outcomes for disadvantaged pupils last academic year **2023 -2024**.

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.

Note -**\*Review and adaptations for 2024-2025 are in green.**

## School overview

| Detail  | Data   |
|---|--|
| School name   | St Day and Carharrack Primary School   |
| Number of pupils in school  | <b>115 September 2024</b><br><b>134 September 2023</b><br>158 December 2022  |
| Proportion (%) of pupil premium eligible pupils   | <b>(predicted 42% 48/115 pupils)</b><br><b>43% (September) 57/134 pupils</b><br><b>(22% SEND 30/134 pupils)</b><br>(£1,455 each)<br>(1x Service - £335)<br>(2x PLAC - £2,530 each) |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022 - 2023<br><b>2023 – 2024</b><br><b>2024 – 2025</b>  |
| Date this statement was published   | <b>December 20<sup>th</sup> 2023</b> – Reviewed and updated<br>December 16 <sup>th</sup> 2022  |
| Date on which it will be reviewed   | July 2023 – review completed<br><b>July 2024</b><br><b>July 2025</b>   |
| Statement authorised by   | Governing Body   |
| Pupil premium lead  | Susannah Storey  |
| Governor  | Andrew McFarland   |

## Funding overview

| Detail  | Amount                 |
|---|------------------------|
| Pupil premium funding allocation this academic year | <b>£92, 410</b>        |
| Pupil premium carried forward from previous years   | <b>N/A (overspend)</b> |
| <b>Total budget for this academic year</b>          | <b>£92, 410</b>        |

# 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 - we are still experiencing the impact of this in 2023 - 2024 as children progress through the school. Children who are entitled to pupil premium may have less support at home due to parental self-declared literacy difficulties, 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 and reduced
- 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, ready for the next step in education

#### **We aim to do this by:**

- Ensuring that high quality curriculum design, learning and teaching in all classes meets the needs of all children
- Ensure that appropriate provision is made for all children to succeed be that at an individual, group or whole class level.
- Knowing each child and recognising that not all children who are entitled to 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. **Continued gaps in attendance due to illness and high sickness rates – gaps in progression of learning and time needed to close gaps.** Proactive learning at home – extending parental engagement to taking an active role within child’s education. Overall funding picture for 2024-2025 means real staffing cuts have to be made – this is foreseen to continue. The impact of this is yet unknown; leaders will need to change and update strategy to ensure that staffing arrangements do not negatively impact on pupil outcomes. Within that, school will need to be careful and selective with spending around opportunities for trips and visits; school will be increasingly reliant upon parental contributions which are relatively low due to the struggles all families face with the cost of living crisis. School will need to be mindful of costs such as coach transport and ensure families can budget for school based activities. Families continue to face timely access to external support due to wider societal issues beyond our control. There are continued barriers between groups within the community – demonstrating empathy and understanding towards each other. There continues to be pockets of the school community where confidence in their abilities is low and there is a belief that they cannot do some parts of their learning; this requires significant levels of adult-led motivation either through curriculum adaptation to engage or additional SEMH interventions. We have seen an increase in behaviours indicative of Emotional Based School Avoidance, particularly within upper Key Stage 2 children; this requires considerable levels of support and provision to ensure safeguarding and wellbeing. On-going across the year 2023-2024, girls did not perform as well as boys across maths; this needs further exploration. The attainment of children who are disadvantaged and have Special Educational Needs remains below that of their peers. The attainment and attendance of children who are disadvantaged remains below that of those who are not- however when comparing this to comparable setting, the gap is smaller (about 20% difference).

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p><b>Attainment in Reading and Writing</b> – 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> <p><b>Led by 2023-2024 data, attainment in Writing and Maths, particularly for girls, requires a renewed focus addressing the gap between children who are disadvantaged and those who are not.</b> The challenge is now based around translating the progress children are making in reading across to their writing, using phonic strategies in early writing for spelling and ensuring children have wide-ranging vocabulary to support composition. Reading progress now needs to be sustained with successful interventions in place. Within Maths, early number fluency remains a barrier – retention and recall of number facts specifically to aid reasoning later on.</p> |
| 2                | <p><b>Oracy</b> - Children who are entitled to Pupil Premium can be 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. <b>The focus on oracy will be used to drive writing standards up.</b></p>   |
| 3                | <p><b>Readiness and mental well-being</b> - 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> <p><b>2023-2024 – Focus to shift to mental well-being and resilience around learning.</b> We’ve noted an increase in children who struggle to manage the expectations and demands of the school environment – a pattern of upper Key Stage 2 girls in particular. This can lead to behaviours indicative of EBSA. This can be linked to external circumstances. This also links to the pattern of Writing and Maths data, where disadvantaged girls are not attaining as well as</p>   |

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|   | <p>their peers. The self-confidence and self-esteem of these pupils may be lower; their expectations of themselves can be lower than that of their peers also. To build on parental engagement and pupil voice to collate, explore and answer: <i>Do these girls have interests out of school? Are they active members of the community? What roles and purposes do these girls have beyond their families? How are we engaging our compliant, masking girls?</i></p>   |
| 4 | <p><b>Attendance</b> - In 2020-2022 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> <p>Punctuality is a key focus for vulnerable families.</p> <p>Whole School focus remains on improving attendance for all children. Due to high pupil mobility with in year admissions – children join us mid year with challenging and complex circumstances – including EBSA, EHE children, from/to Alternative Provision, waiting for specialist provision. Attendance data fluctuates particularly for one vulnerable group (with 5 of 7 pupils in severe absence). Headteacher works with external groups within the community, including RJ to support attendance but external services waiting lists can often remain the challenge.</p> |
| 5 | <p><b>Challenges around the wider budget and the impact of this on curriculum opportunities – trips/visits/intervention/nurture support/enhancement</b></p>   |

## 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  |
|---|---|
| <p><b>1. Attainment in Reading and Writing</b> – 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> <p><b>Attainment in Maths and Writing</b> – reduce the gap between children who are entitled to PP and those who are not.</p> | <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"> <li>- pass the Y1 phonics screening</li> <li>- achieve GLD</li> <li>- Achieve ARE in reading, writing and maths in Y2 SATS</li> <li>- Achieve 95+ standardised score in NFER assessments in Y3/4/5</li> <li>- Achieve 100+ scaled score in Y6 statutory assessments (reading, maths, SPAG)</li> <li>- Achieve the expected standard in writing in Y6</li> </ul> <p>At least 80% of children</p> <ul style="list-style-type: none"> <li>- Pass the Y1 phonics screening</li> <li>- achieve GLD</li> </ul> <p>At least 75% of children</p> <ul style="list-style-type: none"> <li>- Achieve 100+ scaled score in Y6 statutory assessments (reading, maths, SPAG)</li> <li>- Achieve the expected standard in writing in Y6</li> </ul> <p>Data gap between those who are disadvantaged and those who are not closes.</p> |

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| <p><b>2.Oracy</b> - 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"> <li>- Children who are entitled to Pupil Premium are able to:</li> <li>- Speak in sentences – scaffolded support with sentence stems</li> <li>- Answer questions in a coherent, articulate and audible manner</li> <li>- Ask questions</li> <li>- Articulate their learning and thoughts</li> <li>- Participate in discussions about topics covered in assembly, RRS, related to virtues and values</li> <li>- Talk about any educational visits and make links to classroom learning- current and prior</li> <li>- Engage in conversations with adults about learning and engage with feedback</li> <li>- 2023 oracy focus extended to book talk – choral, model, echo, partner, performance reading – to support confidence and communication around reading a range of books.</li> <li>- RRS – communication and confidence developed – talking about RRS articles.</li> <li>- 2024 – Oracy is embedded and informs and supports writing outcomes.</li> </ul>  |
| <p><b>3. Readiness and mental well-being-</b> 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> <p><b>Mental well-being and resilience around learning</b> – all children are who are disadvantaged attend school regularly and are active participants in all aspects of school life (trips, clubs). Children who are disadvantaged approach their learning with confidence and resilience, equipped to overcome challenge.</p> | <ul style="list-style-type: none"> <li>- At least 85% of children who are entitled to Pupil Premium attend weekly after school clubs</li> <li>- All PP children are supported to engage in a rich sporting offer during the school day- talent spotted and enabled to represent the school</li> <li>- All parents/carers attend the termly Face to Face meetings</li> <li>- All children who are entitled to pupil premium have a PE kit, school uniform funding and look and feel part of the school</li> <li>- All parents/carers with children on the record of need are actively engaged in the IEP meetings</li> <li>- Mental well-being – targeted support for Music therapy, EMHP support, TIS, Nurture opportunities</li> <li>- Girls report feeling confident to engage with activities beyond the curriculum; taking safe ‘risks’ to explore new opportunities. Teachers report girls demonstrate levels of engagement with learning beyond the compliant – they are confident, proactive learners who contribute. This sits within our Rights Respecting Schools approach.</li> <li>- All children attend school consistently and report feeling safe and happy to do so</li> <li>- Staff are aware of the early signs of EBSA through training and CPD and can implement strategies to avoid these alongside continued implementation of our Respectful Relationships policy.</li> <li>- Nurture interventions have a positive impact, reducing incidences of poor mental health and well-being, including school avoidance. These are tracked through CPOMS, Motional and attendance data.</li> </ul> |
| <p><b>4.Attendance</b> - In 2020-2021 there was a gap of attendance of children who were entitled to Pupil Premium (86.88%) and those who were not (95.74%). This has been greatly impacted by lockdown with an emergence of EBSA children.</p>   | <ul style="list-style-type: none"> <li>- 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%)</li> <li>- Target families have termly meetings with Headteacher and EWO to meet clearly defined targets and expectations.</li> <li>- PP children want to be in school, care about missing learning and are supported to catch up and keep up.</li> </ul>  |

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| <p><b>5 The impact of ever-increasing budget constraints are minimised in relation to curriculum opportunities – trips/visits/intervention/nurture support/enhancement to remain a priority for our children</b></p> | <ul style="list-style-type: none"> <li>- Carefully chosen evidence-based interventions to support reading, writing and maths have impact. Data evidences this.</li> <li>- Carefully selected – best value trips and visits which complement the curriculum and aid personal development</li> <li>- Nurture support to be specifically targeting the needs profile of the school for 2024-2025 and ensuring it aligns with whole school approaches (TIS/Zones/RRS/Emotion Coaching/RJ)</li> </ul> |
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## 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:

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|--|-------------------------|
| - Nurture Provision Leader   | £25,416                 |
| - Phonics resources and RWI training (release cover)   | £1,000                  |
| - Ruth Miskin subscription and coaching  | £2,292                  |
| - Reading for pleasure training x 2 staff (release cover)<br>(Unwin Primary School Library Programme through The Literacy Trust) | £Funding                |
| - <b>Fresh Start</b> training and resources  | (£1350 –cost Yr1)       |
| - Talk for Writing   | £220.49                 |
| - Oxford Owl   | £1087.52                |
| - Literacy Gold  | £300                    |
| - Rockerbox  | £479.95                 |
| - Reading Bands  | £82.70                  |
| - Reading Books – comprehension development  | (£1,049.52 fundraising) |
| - CLPE subscription  | £450                    |
| - Literacy Shed  | £484.20                 |
| - Assessments (Mappix)   | £720                    |
| - NO MORE MARKING- ongoing assessment  | £714                    |
| - TT Rockstars   | £380.76                 |

**£33,677.14**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>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.</p> <p>Nurture provision is in place to target individuals and groups to develop and maintain positive mental health and well-being alongside toolkits of self-regulatory strategies to manage challenge.</p> <p>Lifted from SIP:</p> <ul style="list-style-type: none"> <li>• Intervention and PPA Cover teacher to lead on implementation of Art/DT curriculum which raises awareness of and positively promotes diversity within our local and wider communities.</li> <li>• LV to lead on the PINs project supporting understanding of neuro-divergence within our school community</li> <li>• AH to lead on development and implementation of an LGBTQ+ education to interweave with the PSHE curriculum</li> <li>• VH to lead on securing RRS Gold Award (see 3.1)</li> <li>• BP to lead on the ‘MADE project – Feeling Good’.</li> </ul> | <ul style="list-style-type: none"> <li>- 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.</li> <li>- EEF – Meta-cognition and Self-regulation guidance – very low cost for very high impact supporting pupils to develop a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</li> <li>- Sense of ‘belonging’. See Council ‘Belonging Framework’</li> <li>- Parental Engagement Model – Cornwall Council</li> <li>- United Nations – Conventions on the Rights of the Child</li> <li>- Mental Well-Being Research</li> <li>- Restorative Justice Practices</li> <li>- TIS</li> <li>- RRS evidence</li> </ul> | <p>1,2,3,4</p> <p>1, 3, 4, 5</p> |
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| <p>Phonics resources and training + new reading scheme for comprehension</p>   | <ul style="list-style-type: none"> <li>- 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.</li> <li>- Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils</li> <li>- Government review (April 2021) shows that effective systematic synthetic phonics helps to ensure high quality phonics teaching that: <ul style="list-style-type: none"> <li>● gives all children a solid base upon which to build as they progress through school</li> <li>● helps children to develop the habit of reading widely and often, for both pleasure and information</li> </ul> </li> </ul> <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"> <li>- 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.</li> <li>- <b>Additional books bought for 2023 + Freshstart resources</b></li> </ul> | <p>1</p> |
| <p>Quality first teaching for all children – including an additional teacher to plan and lead small group interventions <b>in and out of class</b></p> <p>Quality first teaching for all children – including an additional teacher to plan and lead small group interventions in and out of class</p> | <ul style="list-style-type: none"> <li>- 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.</li> <li>- EEF guide to Pupil premium - tiered approach - teaching is top priority</li> <li>- Sutton Trust - quality first teaching has direct impact on student outcomes</li> <li>- <b>Ruth Miskin Fast Track tutoring introduced for children up to Yr3 – additional RWI sessions every afternoon + Freshstart tutoring Yr4 -6.</b></li> <li>- <b>Ruth Miskin training days for all RWI early reading teachers</b></li> <li>- <b>Half termly coaching and training</b></li> <li>- <b>Additional in class intervention support linked to class learning for target children – to meet the specific needs of disadvantaged pupils with SEND</b></li> </ul> <p>Evidence based interventions:</p> <ul style="list-style-type: none"> <li>● <b>Fresh Start for targeted KS2 children</b></li> </ul>  | <p>1</p> |

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|   | <ul style="list-style-type: none"> <li>• Fluency intervention – bridging the gap between phonics and fluency for targeted year 2/3 children</li> <li>• Literacy Gold for targeted KS2 children who present with difficulties and differences with a wide range of skills needed for reading and writing</li> <li>• All Year 3 children screened for literacy difficulties to target specific interventions/provision</li> <li>• 1:1 Read Write Inc. tutoring in place for EYFS and KS1 children</li> <li>• KS2 pre and post teach maths interventions using WRM resources</li> </ul> |      |
| Implementation of an evidenced-informed coaching and mentoring cycle to develop and improve teaching and learning.  | <ul style="list-style-type: none"> <li>• EEF Effective Professional Development Guidance – ensuring that professional development builds knowledge, motivates staff, develops teaching techniques and embeds practice to improve pupil outcomes.</li> </ul>  | 1, 3 |
| Termly Pupil Progress meetings track progress of children who are entitled to PPand appropriate interventions are put into place  | <ul style="list-style-type: none"> <li>- EEF evidence that feedback following quality assessment and metacognition are low cost, high impact strategy.</li> </ul>  | 1    |
| CHANGE Model of Learning bespoke to our School is established with contributions from ALL staff members   | <ul style="list-style-type: none"> <li>- EEF evidence that feedback following quality assessment and metacognition are low cost, high impact strategy.</li> <li>- Consistency in approach across the school supports all learners to know more, remember more.</li> </ul>  | 1, 2 |
| <p>Purchase of web based platforms to support engagement with children's learning at home and involvement with families</p> <ul style="list-style-type: none"> <li>- TimesTable Rockstars</li> <li>- Spelling Shed</li> <li>- Maths Shed</li> <li>- RWI phonics</li> <li>- Literacy Gold</li> </ul> | <ul style="list-style-type: none"> <li>- EEF parental engagement</li> <li>- EEF targeted academic support</li> <li>- Rosenshine's Principles – to embed new learning into long-term memory.</li> </ul>   | 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"> <li>- EEF evidence that feedback following quality assessment and metacognition are low cost but high impact strategy.</li> <li>- Teacher development and excellent subject knowledge in key skills enables children to meet age related expectations.</li> </ul>   | 1, 2 |

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| Purchase of standardised diagnostic assessments | <ul style="list-style-type: none"> <li>- 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</li> <li>- Collins Reading tests – half termly assessments to ensure timely support</li> <li>- Whiterose Maths resources</li> <li>- Literacy Gold</li> </ul> | 1 |
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

|  |                       |
|--|-----------------------|
| - Catch-Up Teacher- Intervention groups+1:1 in English, Maths and Freshstart | £33,814               |
| - Nurture Lead- additional responsibilities                                  | £as above             |
| - Pupil and Parent Support Mentor – Nurture Lead                             | £as above             |
| - Additional LSA time to support Nurture, ASD                                |                       |
| - TIS – motional assessments   | £502.74               |
| - LSA – additional Fast track RWI tutoring                                   | £2,408.25- 5hrs/wk/yr |

**£44,228.80**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Oracy Project – 'Kernow Talks<br/>'Primary Oracy programme – South West project via Cornwall Teaching Hub.</p> <p>Reading for Pleasure + developing a range of strategies to aid reading comprehension and fluency</p>                | <ul style="list-style-type: none"> <li>- EEF - oral language interventions consistently show positive impact on learning</li> <li>- Quality, research based CPD -English Lead attending sessions and leading training/project development for all staff</li> <li>- High quality interventions delivered and bespoke programmes will support PP children to progress in communication skills, learning and confidence.</li> <li>- Oracy extended to reading comprehension focus including VIPERS + reading for pleasure – to enable children to talk confidently about books and to access the rest of the curriculum.</li> </ul> | 1, 2                          |
| <p>Pupil Support via EMHP – Emotional Mental Health Practitioner<br/>Nurture Lead – Includes Emotional literacy support/ Zones of Regulation/ TIS motional assessments<br/>ASD champion TA to support emotional literacy development</p> | <ul style="list-style-type: none"> <li>- 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</li> <li>- Trauma Informed School</li> </ul>   | 3, 4                          |

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|--|---|------|
| Teacher employed across the school to support learning, specifically reading comprehension, Maths interventions and <b>reading fluency</b> | <ul style="list-style-type: none"> <li>- EEF tier 2 intervention for learning.</li> <li>- Impact of 1:1, small group interventions to close the learning gap.</li> <li>- Teacher led interventions – skilled practitioner</li> <li>- <b>Reading fluency to enable children to confidently access the wider curriculum.</b></li> </ul> | 1, 2 |
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## 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              | £11,400           |
| - Music Therapy  | £1,890 (ongoing)  |
| - Art Provision  | £Curriculum spend |
| - RRS membership   | £Curriculum       |
| - TIS membership + Motional assessments                              | £502.74           |
| - Behaviour - RJ whole school + Yr6 Leaders+Transition               | £812              |
| - Yr 6 CHANGE-MAKERS – Hoodies + resources                           | £900              |
| - RJ Step-Up training for Yr5  | £Curriculum       |
| - Plymouth Argyle 1:1 Sports Apprentice – for behaviour              | £3105             |
| - Respectful Relationships Policy’ – A restorative approach          |                   |
| - Team Teach Training for all teachers                               | £CPD              |
| - Educational Psychologist   | £2,946 (SLA)      |
| - Educational Mental Health Practitioner                             |                   |
| - Breakfast Club Provision and wider food provision (Greggs Funding) | £271.57 (food)    |
| - EWO  | £0                |
| - CPOMS  | £Admin            |
| - Barnardos  |                   |

**£21,827.31**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Staff development via art projects and music development via Cornwall Music Service.</p> <p>Music specialist – 2 days</p> <p>TIS – TA hours (pm sessions)</p>  | <ul style="list-style-type: none"> <li>- Trauma Informed School – to increase brain development and creativity. Improve memory and apply new skills across the curriculum.</li> </ul>  | 2, 3                          |
|   |  | 2, 3                          |
| <p>Education Welfare Officer (£375) brought in to support families with low attendance.</p> <p>Headteacher time – daily meet and greet</p> <p>Breakfast Provision provided to encourage punctuality</p> | <ul style="list-style-type: none"> <li>- Attendance data.</li> <li>- The Department for Education (DfE) published research in 2016 which found that:<br/>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<br/>Pupils with no absence are 1.3 times more likely to achieve age related expectations, than pupils that missed 10-15% of all sessions</li> <li>- Headteacher relationship building with the community - in person via informal conversations to encourage punctuality and attendance– Restorative Justice research.</li> <li>- Free breakfast offer for targeted PP children has been a successful strategy in the past – ensures children are ready to learn at the start of the day – punctual and fed.</li> </ul> | 4                             |
| <p>Children to attend residential and school trips (50% off )</p>   | <ul style="list-style-type: none"> <li>- Pupil survey reflecting a greater sense of community, enjoyment and engagement</li> <li>- EEF outdoor adventure learning shows positive benefits on academic and learning and self confidence</li> </ul>  | 3                             |
| <p>Children to attend after school clubs and sports events- prioritise children who are entitled to Pupil Premium and encourage attendance by providing transport/ resources.</p>                       | <ul style="list-style-type: none"> <li>- Pupil survey reflecting a greater sense of enjoyment and engagement and friendship building</li> <li>- EEF sports participation increases educational engagement and attainment</li> </ul>  | 3                             |
| <p>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.</p>                | <ul style="list-style-type: none"> <li>- Learning is contextualised in concrete REAL experiences and language rich environment</li> <li>- Ofsted (2019) places emphasis on improving cultural capital, particularly for disadvantaged children</li> <li>- Rich experiences increase engagement, learning and communication</li> </ul>  | 1, 2, 3                       |

**Total budgeted cost: £ 99,733.25**

## 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 **2023 to 2024** academic year.

| Intended Outcome  | Outcome   |
|---|---|
| <p><b>1. Attainment in Reading and Writing</b> – 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> | <ul style="list-style-type: none"> <li>• End of year outcomes for Year 6 2024 for writing were above local and national results – 74% compared to 72% for local and national</li> <li>• End of year outcomes for Year 6 2024 for SPaG were above local and national results – 85% compared to 69% locally and 72% nationally</li> <li>• A reading rich environment and culture is embedded within and across the school. This lays strong foundations to support children’s writing</li> <li>• The Rights Respecting Schools approach is making writing real for our children, giving writing meaning, purpose and relevance to local and global issues</li> <li>• Out Year 6 teacher and SLT member is a writing moderator for the county. She is fully trained and undertaking moderation across different schools</li> <li>• The school’s curriculum is now embedded with all foundation subjects securely in place</li> <li>• Year 6 2024 won the ‘Kingfisher Project’. This was an all-encompassing project that aided the development of many cross-curricular skills including inspirational writing opportunities. School will develop this format to deliver learning across other year groups.</li> </ul> <p><b>Success Criteria:</b></p> <p>At least 65% of children: - pass the Y1 phonics screening - achieve GLD - Achieve ARE in reading, writing and maths in Y2 SATS</p> <p>- Achieve 95+ standardised score in NfER assessments in Y3/4/5</p> <p>- Achieve 100+ scaled score in Y6 statutory assessments (reading, maths, SPAG) - Achieve the expected standard in writing in Y6</p> <p><b>Outcomes:</b><br/>EYFS – 11 pupils</p> |

**82% of children achieved GLD overall (11 pupils) (National – 67.7% )**

75% of PP EYFS pupils achieved GLD (4 pupils)

86% of Non-PP EYFS pupils achieved GLD (7 pupils)

**Phonics/ RWI Tutoring outcome:**

**Y1 – 19 pupils**

In June Y1 sat the Phonic Screening Check:

**79% of Y1 passed the PSC (15 pupils) (National – 80.3%)**

**Would be 83% if GRT pupil with high absence was not included.**

50% of PP Y1 pupils passed the PSC (4 pupils)

100% of Non-PP Y1 pupils passed the PSC (11 pupils)

Children in Year 1 and 2 have been receiving Fast Track Tutoring for Phonics throughout the year. This is above and beyond the Read Write Inc (RWI) daily lesson and extra sessions in the afternoon.

**Y2 re-takes:**

60% passed the check (3 out of 5) (national 54.6%)

3 out of the 5 are PP – 2 out of the 5 passed the check (66.7%) (National 48.6%)

**Overall results for the end of KS1:**

– 89.5% (17 out of 19) have passed the Phonic Screening Check

**Y2 SATs - 19 pupils**

**63% achieved EXS+ in Reading overall**

50% of PP pupils achieved EXS+

69.2% of Non-PP pupils achieved EXS+ which includes 21% at GDS

**58% achieved EXS+ in Writing overall**

33.3% of PP pupils achieved EXS+

69.2% of Non-PP pupils achieved EXS+ with 10% GDS

**69% achieved EXS+ in Maths overall**

50% of PP pupils achieved EXS+  
76.9% of Non-PP pupils achieved EXS+ with 10% GDS

**Y6 SATs: (27 pupils)**

**88% of pupils achieved EXS+ in Reading overall**

75% of PP Y6 achieved EXS + in Reading with 33% GDS  
94.7% Non-PP Y6 achieved EXS + in Reading

**75% of pupils achieved EXS+ in Writing overall with 14.5% GDS**

50% of PP Y6 achieved EXS + in Writing with 12.5% GDS  
84.2% of Non-PP Y6 achieved EXS+ in Writing with 15.8% GDS

**82% of pupils achieved EXS+ in Maths overall with 26% GDS**

62.5% of PP Y6 achieved EXS + in Maths  
89.5% of Non-PP Y6 achieved EXS+ in Maths

**National combined (RWM) - 61%**

**School combined (RWM) – 74.1%**

**PP combined (RWM) – 50%** (TARGET AREA: Writing coupled with crossover with SEND needs)

**July 2024 – impact report for Catch Up 2020-2024 – End of KS2 data**

This is the first cohort that have had a qualified teacher/high quality intervention from Year 3, when the Catch Up funding was introduced, through to year 6.

- **15/27 pupils received catch up intervention in at least 1 academic year.**

**Reading**

Reading intervention was based on diagnostic analysis of individual pupil needs and then targeted focus on fluency and comprehension based on the Herts for Learning Fluency Project. This, coupled with the New Reading Framework guidance, became the foundation for teaching reading across the school as well as the focus for interventions (supported by research from the Education Endowment Foundation). Model, echo, choral and repeated reading are key features of the teaching approach.

Fresh Start (the RWI intervention scheme) was also used with 3 pupils to fill gaps in sound knowledge to support decoding and then build fluency.

- **13/27 pupils received catch up intervention for reading.**
- **92% (12/13) achieved ARE+ in reading at end of KS2**
- **31% (4/13) achieved Greater Depth for reading**
  - 4/13 pupils received 3-4 years of intervention. 75% (3/4) achieved ARE+
  - 9/13 pupils received 1-2 years' intervention. 100% (9/9) achieved ARE+

**PP** (5/3 pupils) – 80% (4/5) achieved ARE+ in reading

- 25% (1/4) achieved Greater Depth for reading

**SEND** (2/13 pupils) – 100% (2/2) achieved ARE+ in reading

- 50% (1/2) achieved Greater Depth for reading

### **Maths**

Maths intervention utilised a range of approaches (all supported by EEF research and guidance) depending on individual pupil needs, these included, Number Sense to develop tackle maths fluency and foundation skills, in class support, pre/post teach focus and small group focus on maths reasoning sessions.

- **13/27 pupils received catch up intervention for maths.**
- **77% (10/13) achieved ARE+ in maths at end of KS2**
- **15% (2/13) achieved Greater Depth in maths**
  - 3/13 pupils received 3-4 years of intervention. 100% (3/3) achieved ARE+
  - 10/13 pupils received 1-2 years' intervention. 70% (7/10) achieved ARE+

**PP** (4/13 pupils) – 50% (2/4) achieved ARE+ in maths

**SEND** (2/13 pupils) – 50% (1/2) achieved ARE+ in maths

### **Overall impact statement**

The data demonstrates that the consistent approach of using a qualified teacher to deliver high quality intervention has had a significant impact of

|   |  |
|---|--|
|   | <p>the percentage of pupils closing the gaps and achieving ARE+ at the end of KS2.</p> <p><b>Actions:</b></p> <p>Future interventions and support to be targeted towards EYFS and KS1 to close the gap sooner so PP pupils achieve in-line with Non-PP before the end of KS2 onwards, with a particular focus on early reading. Support and interventions in place for the Y2 class to accelerate their progress to achieve ARE in reading and writing and target children in the Y4/5 for reading and maths to achieve ARE.</p>   |
| <p><b>2.Oracy -</b><br/>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> | <p><b>Success Criteria:</b></p> <p>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> <p><b>Outcome:</b></p> <p><b>Assessments, monitoring and observations indicate improved oracy among disadvantaged pupils - Pupils are able to talk more confidently about their learning when sharing their answers and ideas. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice and monitoring.</b></p> <p><b>This has been maintained and built upon for the year 2023/24.</b></p> |
| <p><b>3. Readiness and mental well-being-</b> Children who are entitled to Pupil premium often participate less in whole school/community events or extra-</p>  | <p>Personal Development plan fully implemented throughout the year. Pupil Premium pupils regularly partake in whole school/ community or extra-curricular events such as clubs, sporting events, theatre trips and residential camps.</p> <ul style="list-style-type: none"> <li>• Children hold a range of key roles of responsibility within school which support the school’s vision and values – sports leaders, computing leaders, reading and writing champions, rights respecting change-makers. Children now talk in terms of their rights, understanding how</li> </ul>   |

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.

their behaviour impacts on the rights of others. Children across school talk confidently and knowledgeably about their rights and those of others. School now has the Silver Award in place and are focused on going for Gold.

- The PSHE curriculum has been reviewed and evaluated and a new provider is now in place – SCARF PSHE
- A robust Personal Development programme is in place and ensures children are exposed to a wide range of experiences to enhance their development, uncover hidden skills and talents and prepare them for life – career talks and future aspirations and opportunities with guest visitors. Adventure Learning Week remains a key part of our PD programme (with a key focus on water confidence and safety) alongside wider community based opportunities such as Songfest, Lego League, environmental friendly groups including ‘Made in St Day Fayre’ and yearly theatre visits (to name a few). See PD document. Paul Hodson, SEC, in March 2024 – ‘The document is of a very high-quality and an example of best practice currently’ and ‘All of the personal development elements are covered in the programme and the document is testimony to the strong emphasis placed on personal development by school leaders and staff.’
- Pupil voice continues as a strength – we empower children to be active, respectful participants contributing ideas to bring about change.
- New bespoke Art and DT curriculum is diverse and inclusive

School is confident in applying for a Challenge Partners ‘Area of Excellence’ for Personal Development

Behaviour and Wellbeing Monitoring (CPOMS)

Tracking - Autumn Term



|                                     | 2020        | 2021       | 2022        | 2023        |
|-------------------------------------|-------------|------------|-------------|-------------|
| <b>Number of recorded incidents</b> | 146         | 53         | 129         | 63          |
| Year R                              | 6           | 8          | 14          | 0           |
| Year 1                              | 21          | 0          | 35          | 21          |
| Year 2                              | 45          | 14         | 11          | 17          |
| Year 3                              | 59          | 7          | 42          | 0           |
| Year 4                              | 4           | 19         | 20          | 0           |
| Year 5                              | 7           | 5          | 4           | 14          |
| Year 6                              | 4           | 0          | 3           | 11          |
| Number of pupils                    | 36          | 14         | 28          | 19          |
| Number of GRT pupils                | -           | -          | -           | 6/19 = 32%  |
| Number of pupils with SEN           | 20/36 = 56% | 8/14 = 57% | 12/28 = 43% | 12/19 = 63% |
| Number of suspensions (sessions)    | 25          | 28         | 30          | 13          |
| Number of pupils suspended          | 5           | 10         | 4           | 2           |
| Number of pupils with SEN suspended | -           | -          | 4           | 2           |

Tracking - Spring Term

|  | 2021         | 2022         | 2023         | 2024         |
|--|--------------|--------------|--------------|--------------|
| <b>Number of recorded incidents</b>        | 137          | 155          | 107          | 72           |
| Year R                                     | 16           | 53           | 21           | 6            |
| Year 1                                     | 37           | 3            | 53           | 33           |
| Year 2                                     | 35           | 17           | 1            | 12           |
| Year 3                                     | 38           | 36           | 0            | 0            |
| Year 4                                     | 3            | 11           | 23           | 2            |
| Year 5                                     | 3            | 32           | 9            | 14           |
| Year 6                                     | 5            | 3            | 0            | 5            |
| <b>Number of pupils</b>                    | 40           | 36           | 24           | 23           |
| <b>Number of GRT pupils</b>                | 4            | 5            | 5            | 5            |
| <b>Number of pupils with SEN</b>           | 17 (x7 EHCP) | 18 (x7 EHCP) | 16 (x4 EHCP) | 15 (x3 EHCP) |
| <b>Number of suspensions (sessions)</b>    | 8            | 6            | 5            | 10           |
| <b>Number of pupils suspended</b>          | 3            | 3            | 3            | 5            |
| <b>Number of pupils with SEN suspended</b> | 3            | 3            | 3            | 4            |

Tracking – Summer Term

|  | 2021        | 2022         | 2023         | 2024        |
|--|-------------|--------------|--------------|-------------|
| <b>Number of recorded incidents</b>        | 132         | 57           | 99           | 45          |
| Year R                                     | 13          | 23           | 26           | 17          |
| Year 1                                     | 33          | 1            | 32           | 16          |
| Year 2                                     | 50          | 3            | 2            | 5           |
| Year 3                                     | 43          | 15           | 1            | 1           |
| Year 4                                     | 4           | 6            | 19           | 1           |
| Year 5                                     | 0           | 8            | 19           | 5           |
| Year 6                                     | 0           | 1            | 0            | 0           |
| <b>Number of pupils</b>                    | 25          | 20           | 29           | 18          |
| <b>Number of GRT pupils</b>                | 5           | 5            | 6            | 3           |
| <b>Number of pupils with SEN</b>           | 8 (x3 EHCP) | 10 (x3 EHCP) | 16 (x5 EHCP) | 7 (x1 EHCP) |
| <b>Number of suspensions (sessions)</b>    | 35          | 15           | 3.5          | 8           |
| <b>Number of pupils suspended</b>          | 8           | 2            | 3            | 1           |
| <b>Number of pupils with SEN suspended</b> | 6           | 2            | 3            | 1           |

The number of incidents had significantly decreased by the end of the Summer Term. This demonstrates that the strategies put in place by staff are working to ensure inclusion and decrease negative behavioural choices/incidents.

**4.Attendance - In**

2020-2021 there was a gap of attendance of children who were entitled to Pupil Premium (86.88%) and those who were not (95.74%). This has been greatly impacted by lockdown with an emergence of EBSA children.

**Success Criteria:**

The attendance gap between PP and non-PP children has widened after closing the gap the year before. This remains a challenge and key focus for our school.

The attendance of children who are entitled to Pupil Premium is not in line with children who are not pupil premium and National expectations (National average is 92.8%)

**Outcomes:**

**2023-2024 Attendance**

Overall – 90% / PP – 88% / Non PP – 94%

|                   | <b>Pupils in group</b> | <b>Attendances</b> | <b>Authorised Absences</b> | <b>Unauthorised Absences</b> |
|-------------------|------------------------|--------------------|----------------------------|------------------------------|
| Pupil Premium     | 55                     | 87.87              | 9.59                       | 2.54                         |
| Not Pupil Premium | 88                     | 94.33              | 4.54                       | 1.12                         |

**2022-2023 Attendance**

Overall – 91% / PP – 91% / Non PP – 91%

|                   | <b>Pupils in group</b> | <b>Attendances</b> | <b>Authorised Absences</b> | <b>Unauthorised Absences</b> |
|-------------------|------------------------|--------------------|----------------------------|------------------------------|
| Pupil Premium     | 55                     | 90.68              | 7.40                       | 1.89                         |
| Not Pupil Premium | 111                    | 91.42              | 6.13                       | 2.45                         |

Parents of PP children are knowledgeable about attendance and the impact on learning outcomes and well-being – This is shared with all families – in person in addition to weekly newsletter updates. Support packages and close monitoring are in place.

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. - Bespoke intervention for EBSA including Nurture provision. Bespoke intervention for GRT.

- Identified families are supported with attendance packages before falling into PA or consistent absence. eg. 5 families – all PP – offered breakfast provision to improve attendance, learning and well-being and to avoid ‘minutes’ lost at the start of each day.
- Well-being improved and learning gains achieved.

Leadership will need to revisit strategies tackling attendance and implement new strategies to boost Pupil Premium attendance.

## 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*

| <b>Programme</b>         | <b>Provider</b> |
|--------------------------|-----------------|
| Rights Respecting School | UNICEF          |
| Restorative Justice      | RJ              |
| Trauma Informed Schools  | TIS             |

## 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<br>Data scrutinised to address individual needs, support provided to meet end of year expectations. |
| What was the impact of that spending on service pupil premium eligible pupils? | Service children achieved or exceeded age related expectations.  |

## Further information (optional)

*We actively advantage all our children through an engaging curriculum offer in line with our Vision and Values – for everyone to Enjoy, Engage and Excel in their learning.*

*We are proud to be a Rights Respecting School (achieving Silver Award in 2023), Trauma Informed and actively encourage Restorative Justice approaches (achieved RJ status 2023, 2024) 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.*

*We have invested in and retained a skilled intervention teacher for timely support to rapidly close gaps in learning with research based interventions measuring starting and end points,*

*Nurture provision evolves to meet bespoke needs ensuring our children have social and emotional needs met in order to then access learning-building their confidence and resilience.*

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

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