

St Erth Community Primary School



Pupil Premium Strategy statement 2021/22

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 Erth Community Primary School
Number of pupils in school	108
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/21 2021/22 2022/23
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	William Coleman
Pupil premium lead	William Coleman
Governor / Trustee lead	Sandra Page

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47760
Recovery premium funding allocation this academic year	£5220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£52980

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all pupils attending St Erth Primary School are supported to meet the ambition set out in our curriculum intent. Namely that '*Children to leave St Erth School being confident, aspirational and self-aware learners.*' This is the ambition for all learners despite the challenges and disadvantage they may face. It includes making good progress from their starting points in all areas of the curriculum leading to high levels of attainment. Our Pupil Premium strategy is focused on achieving this outcome for disadvantaged pupils.

In devising this the school has carefully considered the best evidence and advice available. Strategies and approaches are then selected following this research to address the unique challenges faced by pupils at St Erth. Selected strategies are a tried approach as recommended by the Education Endowment Foundation and fall into 3 categories: high quality teaching, targeted academic support and wider strategies.

At St Erth these strategies are designed create a sense of place, ownership and safety for disadvantaged pupils. High quality teaching and learning leads this approach, creating engagement in pupils and harnessing this to drive progress through the curriculum. High adult ratios enable teaching to be precise and personalised, increase the amount of 1:1 time pupils receive in class and creates capacity for daily intervention. Whilst being designed to support our disadvantaged pupils in the challenges they face, these approaches also benefit non-disadvantaged pupils, sustaining and improving their progress and attainment, whilst improving attainment and progress for disadvantaged pupils.

Educational recovery from Covid-19 is integral in our strategy. The challenges faced by our disadvantaged pupils have been exacerbated over the past 2 academic years. In addition to this experiences for each individual during lockdowns varied, requiring our response to be dynamic and responsive to these needs, whilst at the same time structured and rigorous.

The school identifies the challenges its pupil's face through observations and assessments both diagnostic and summative. Progress against these is then measured in the same fashion allowing for careful on-going analysis and improvement.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that, a high number of pupils unable to fully access learning due to barriers predominately related to social, emotional and mental health issues.

2	A high number of pupils lack a clear understanding of the learning process (Metacognition) and have a dependency on others to support their learning and organise for them.
3	High mobility (30%) PP pupils into the school impacting on continuity, pupils having to catch up and fit in with different learning programmes, styles etc
4	Oral language skills and vocabulary are underdeveloped when starting school and this gap persists effecting attainment and progress from reception to year 6. This disproportionately effects our disadvantaged students.
5	Early and on-going assessment of pupil's ability in phonics indicates that when compared to non-disadvantaged pupils, disadvantaged pupils have more difficulty and require a higher percentage of additional support.
6	Assessment of maths indicates that disadvantaged pupil's level of attainment is below that of non-disadvantaged pupils. Whole school attainment data indicates that 56% of our disadvantaged pupils were working at expected levels of attainment for relevant to their year group across the school at the end of 2020/21 compared to 79% of non-disadvantaged pupils.
7	Assessment of reading indicates that disadvantaged pupil's level of attainment is below that of non-disadvantaged pupils. Whole school attainment data indicates that 59% of our disadvantaged pupils were working at expected levels of attainment for relevant to their year group across the school at the end of 2020/21 compared to 81% of non-disadvantaged pupils.
8	Assessment of writing indicates that disadvantaged pupil's level of attainment is below that of non-disadvantaged pupils. Whole school attainment data indicates that 44% of our disadvantaged pupils were working at expected levels of attainment for relevant to their year group across the school at the end of 2020/21 compared to 65% of non-disadvantaged pupils.
9	The percentage of pupils on the schools Special Education Needs register is higher among our disadvantaged pupils. At the start of 2021/22 27% of disadvantaged pupils were on the SEN register compared to 8% of non-disadvantaged pupils.
10	Attendance amongst our pupil premium children is on average below that of their peers.

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
Pupils emotional and well-being needs are met at school and they are ready for learning.	Assessment and observations indicate that pupil's emotional and well-being needs are being met at school. This results in sustained improvements in: well-being, behaviour,

	engagement, attendance and resilience when faced with challenges.
Pupils are self-motivated and enabled to achieve well in their learning. Children improve their understanding of metacognitive strategies and apply this to their learning.	Pupil's knowledge of themselves as learners is systematically developed as they move through the school. This results in them becoming confident, self-aware and aspirational learners, who are well-prepared at each step for the next stage in their education. This results in improved outcomes academically. By the end of 2022/23 disadvantaged pupils achieve in line with their peers for expected attainment at the end of key stage 2.
Improved use of language and vocabulary	Assessments and observations indicate improved outcomes in pupil's use of oral and written language. This is evidenced through improved outcomes in writing at KS1. KS1 writing in 2022/23 result with more than 70% of disadvantaged pupils reaching expected standards.
Improved reading attainment	Key stage 2 reading outcomes in 2022/23 result in more than 73%, 2019 national average, of disadvantaged pupils achieve expected outcomes. Year 1 phonics screening in 2022/23 results in more than 90% of disadvantaged pupils at expected standards.
Improved writing attainment	Key stage 2 writing outcomes in 2022/23 result in more than 70% of disadvantaged pupils achieve expected outcomes.
Improved maths attainment	Key stage 2 maths outcomes in 2022/23 result in more than 70% of disadvantaged pupils achieve expected outcomes.
To ensure high attendance is sustained for all pupils, in particular those who are disadvantaged.	This is demonstrated in 2022/23 by: <ul style="list-style-type: none"> • The overall attendance rate being above national averages and the gap between disadvantaged and non-disadvantaged pupils being reduced to 1% at most • The percentage of pupils who are persistently absent is below 9% including those pupils who are disadvantaged.

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: £26,513

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of metacognitive strategies.</p> <p>Allocation of group support</p> <p>Additional TA support to increase capacity for individual support by teachers and TAs to develop their thinking.</p> <p>Teacher release time for on-gong CPD.</p>	<p>Allocation of TA support beyond normal classroom grouping to ensure all PPG pupils receive a higher amount of individual attention and focused intervention to support needs. There is strong evidence that developing metacognitive teaching practices and supporting children to have developed metacognitive strategies in their work has a significant impact on attainment and progress. High levels of staffing allow for more 1:1 time in class and intervention, providing children with consistent personalised modelling of metacognitive strategy.</p> <p>EEF Metacognition and self-regulated learning</p>	1, 2, 5, 6, 7, 8.
<p>Purchase licences for high quality online learning programmes for maths and English to support home learning.</p>	<p>There is evidence that applying a flipped learning model to homework, where pupils prepare at home for teaching in school, can have a positive impact. In addition to homework set by the teacher subscriptions purchased for use at home and in school allow pupils to practice keys skills and look ahead in their learning as they progress. Through our own observations during periods of remote learning we are confident this has a positive impact on children's engagement and success in the classroom.</p> <p>EEF toolkit homework</p>	6,7,8
<p>Development of our maths curriculum and teaching, taking into account DFE and EEF guidance, creating a standalone progression for times tables and further maths mastery</p>	<p>The creation of a standalone progression model for Times Tables to meet the requirements of the year 4 tables' check is we believe likely to have a highly positive impact. This is based on our understanding and observation of our cohort and the requirements of the curriculum in years 5 and 6. Our pupils thrive on success and the</p>	6

<p>CPD for Teachers and TAs Release time and training costs.</p>	<p>correct level of challenge, high success in this area will lead to high attainment at the end of KS2. Use of the DFE publication and EEF report below will continue review of our maths curriculum and identify the need for training. Maths KS2 & KS1 guidance EEF maths in KS2 & KS3</p>	
<p>Development of an in house DFE validated phonics scheme to secure stringer phonics teaching for all pupils. Staff training and release time</p>	<p>Strong phonics teaching is an essential foundation to children's early experience of reading and future achievement. Time taken to develop a bespoke approach meeting the particular needs of pupils at St Erth is highly likely to have a significant positive impact. EEF toolkit phonics</p>	5, 7
<p>Carrying out early language interventions, ensuring engaging quality texts are used to develop language from the start of EYFS, embedding age and development appropriate reading interventions. We will purchase resources, fund teacher release time to plan and train and fund TA time to deliver.</p>	<p>There is a strong body of evidence supporting the fact that oral language interventions that encourage discussion and reading aloud, led by trained and supported staff, have a significant impact on pupil's development. EEF toolkit oral language interventions</p>	4, 5, 7

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

Budgeted cost: £12,348

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Capacity in each class to deliver small group and 1:1 interventions in the afternoon – maths on track etc. Ensure adequate TA hours. Enable teacher release time.</p>	<p>Creating this capacity ensures that pupils receive regular and rapid intervention, allowing them to more prepared for the following days learning preventing them from falling behind. In addition, to this as interventions are directly planned from class work and the current, unit, sequence or topic of work pupils receive direct individualised feedback which they are supported to take action on. This improves the impact and level of feedback, as well as continually developing pupil's</p>	2,3,4,5,6,7,8,9

	<p>metacognitive ability and understanding. Through intervention they are supported to identify strategies that will impact their learning immediately.</p> <p>EEF toolkit feedback EEF toolkit Teaching assistant interventions EEF Metacognition and self-regulation</p>	
<p>Maintain programme of intervention to improve listening, narrative and vocabulary skills.</p> <p>Training and release time for TAs.</p>	<p>There is research to evidence, and our own observations and assessments support the fact that, oral language interventions can have a positive impact on the development of pupil's language skills. Specific reading comprehension interventions that focus on a combination of speaking and listening also have academic impact.</p> <p>EEF toolkit oral language interventions EEF toolkit reading comprehension strategies</p>	4,7
<p>Ensure capacity for supporting emotional well-being on a 1:1 basis is in place. Maintain qualifications of relevant staff. Allow time for coordination of support to be well led.</p>	<p>Pupils' whose emotional need are met in school are more ready to learn and meet the challenges the curriculum and school life in general sets for them. By meeting these needs pupils are more engaged in their learning and more ambitious, which leads to them accessing more of the academic provision described in this report and therefore making greater academic progress. Through our observations and assessments the impact of this provision is clear.</p> <p>EEF social and emotional learning</p>	1,2,3,9,10

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

Budgeted cost: £14,119

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school will provide a free of charge breakfast	Our observations evidence that children who attend breakfast club are more	5,6,7,8,10

<p>club provision to disadvantaged pupils. Staffing costs will be covered.</p>	<p>settled and ready to learn when class starts. It provides them with additional well-being support, as worries are dealt with before class. It has a positive impact on attendance for those children who attend. Time is also used for small group intervention and pre-teaching to enhance class room performance.</p> <p>EEF toolkit extending school time</p>	
<p>Additional extra-curricular activities. A variety of sporting, craft, cooking and other hobbies are put on as after school clubs. We will pay to support additional staff time to run these</p>	<p>Our observations and assessments demonstrate that our pupils benefit both physically and emotionally from physical exercise and other additional social activity. Whilst this is not a specifically academic intervention, we believe at St Erth that readiness to learn is crucial. EEF research on physical activity to raise attainment states the following, <i>Planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</i></p> <p>EEF toolkit physical activity</p>	<p>1,9,10</p>
<p>Ensuring effective SEN support. Employing a dedicated SENCO. Increasing non-contact time for SENCO.</p>	<p>Given the high percentage of disadvantaged pupils who are on the school's SEN register, ensuring quality and adequate dedicated Senco time is essential. This provides further support for pupils, teacher support and parental liaison. The recommendations from the EEF's report on SEN in mainstream schools details the high level of engagement required to meet its 5 recommendations.</p> <p>EEF SEN in mainstream schools</p>	<p>1,2,9,10</p>
<p>Forest school provision Cost of provision provided by an outside agency.</p>	<p>The schools observations, pupil voice and assessments demonstrate that our pupils benefit extended time interacting with nature. We employ professionals training in forest school and emotional well-being who deliver forest school provision to support behaviour and well-being in school. The school work closely with practitioners to identify</p>	<p>1,2,10</p>

	<p>challenges pupils face that can be addressed through this medium.</p> <p>EEF toolkit Behaviour interventions</p>	
<p>Pupil premium allocation.</p> <p>The school will ensure that disadvantaged pupils take part in all aspects of school life, by funding some activities using its pupil premium allocation.</p>	<p>For pupils to engage in learning, feel they are valued at school and that their emotional well-being is met, it is essential that they can take part in school life fully. Taking advantage of activities the school may offer, such as residential trips and music tuition, which may cost money and they would miss out on otherwise. Through our own observations and assessment the school views this as an essential intervention to support teaching and learning and pupil's well-being. Allowing us to meet the ambitions we have for children in our curriculum, described in our statement of intent.</p>	1,10

Total budgeted cost: £52,980

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.

Strategies detailed in this document were in place throughout 2020/21. High priority was placed on ensuring pupils' well-being was supported effectively, as full time education was re-established in autumn 2020 following the 1st national lockdown. Ensuring high levels of staffing with this as a priority enabled pupils to settle quickly and quickly be ready to meet the challenges of their respective curriculums. As a result Attendance was positive, in particular following the second lockdown in January 2021 was improved with whole school attendance being 96.9% for this period.

Numerous measures evidence the impact of the school's pupil premium strategy and its use of the covid recovery fund.

- Our assessments at the end of 2021 demonstrated that the majority of our disadvantaged students had returned to their pre-covid levels of attainment from Autumn 2019, demonstrating good progress with academic recovery.
- Our assessments at the end of 2021 demonstrated that our disadvantaged pupils made good progress across the academic year. The percentage of disadvantaged pupils working at expected levels increased by 12% in reading, 12% in writing and 18% in maths, from the end of the autumn term in 2020 to the end of the summer term 2021, with 8 weeks of remote learning on the way.
- Phonics interventions were rapidly put in place in 2020/21 using the covid recovery fund. This resulted in year 2 screening results in the autumn term of 94% at expected levels. This rose to 100% following summer retakes.
- The school invested in and trained staff to deliver the Nuffield Early Language Intervention, supporting pupils in EYFS to make a good start to school. This contributed to 78% of pupils reaching a good level of development. Above national averages for 2019 – pre covid.
- Monitoring by leaders, pupil voice and parent voice, consistently demonstrate that pupils are happy in school, enjoy their learning and feel that behaviour is good. This demonstrates that pupils emotional needs are being met in school and that pupils have developed good attitudes to learning, supported by their understanding of their own learning process (metacognition).