

## -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	Perran-ar-Worthal CP School
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	7%
Proportion (%) of service pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Rachel Heffer
Pupil premium lead	Hannah Pallôt
Governor / Trustee lead	Susie Matthews

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,140 + £1,550 Serv
Recovery premium funding allocation this academic year	£2,000
School led tutoring grant	£1,458
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19,598 (+£1,550 Serv)

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that every child in our school makes the progress they are capable of regardless of background or challenges they face. Our Pupil Premium strategy focus is to ensure that all our Pupil Premium children leave our school with attainment that is at least in line with Age Related Expectations (ARE). That each academic year pupils make at least expected or better than expected progress in reading, writing and maths.

The use of highly skilled practitioners to work with and support targeted pupils within the Pupil Premium group is at the heart of our strategy. Our approach will be responsive to common challenges and individual needs, rooted in robust summative and formative assessment, not assumptions about the impact of disadvantage. These assessments will ensure that intervention is as effective as possible and this intervention is adapted and evaluated to best serve the needs of the children as and when necessary.

We recognise that among Pupil Premium pupils there are some which need support to work in line with ARE and some who need challenge and support to ensure they reach their full potential exceeding ARE.

Our strategy is also integral to wider school plans supporting well-being and mental health. Research shows that interventions such as these improve pupil outcomes by enabling pupils to better engage with their learning.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate disadvantaged pupils in KS2 are making less progress than nonPP in mathematics and there is a concern that the gap will widen unless addressed through intervention.
2	Fewer PP pupils are working at ARE or above in reading (-21%) compared to -16% nationally.
3	Fewer PP pupils are working at ARE or above in writing (-11%).
4	Fewer PP pupils are working at ARE or above in maths (-8%)

## 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
Progress gap in maths decreases between PP and nonPP groups	KS2 maths progress for PP children is in line with nonPP progress by the end of 2024/25
Improved reading attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show that a greater percentage than the national average of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that a greater percentage than the national average of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that a greater percentage than the national average of disadvantaged pupils met the expected standard.

## 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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths mastery KS1 training for TAs and Teachers	The impact of mastery learning approach is an additional five months' progress, on average, over the course of a year. <a href="#">Mastery Learning   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 4

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional maths sessions targeted at disadvantaged pupils who require support	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 4

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

Budgeted cost: £14,500 (TIS)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Using a TIS practitioner to support the emotional well-being of pupils in both KS 1 and 2	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
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**Total budgeted cost: £ 19,500**

## 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.

The largest part of our spend in the 2020/2021 strategy was allocated to providing small group intervention through use of HLTAs for pupils in KS2 at risk of falling behind age-related expectations. Internal data shows that pupils in this targeted group made better progress in reading and in maths than non-PP children. Within this targeted group: 100% of pupils reached ARE or better in reading compared to 89% of non-PP pupils; in writing, 100% of pupils reached ARE or better compared to 86% of non-PP pupils; in maths 100% of pupils reached ARE or better compared to 82% of non-PP pupils. As combined percentages, this equals 100% of Pupil Premium pupils achieving combined ARE in reading, writing and maths compared to 71%. Nationally, Pupil Premium pupils achieving combined ARE in reading, writing and maths was 51%.

The school has implemented Jigsaw PSHE as a whole school approach. Observations indicated that these sessions are having a positive impact on pupils' emotional readiness to access their learning. We are building on this approach as evidenced in this strategy.

### Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Last academic year, Service PP funding was spent on STEM interactive resources to support pupils.
What was the impact of that spending on service pupil premium eligible pupils?	Using these resources enabled pupils, who were unable to engage fully in classroom based learning opportunities, to develop their resilience, confidence and build positive relationships with peers.