

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 2022-23

Detail	Data
School name	Perran-ar-Worthal CP School
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	7.5%
Proportion (%) of service pupil premium eligible pupils	2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date this statement was first reviewed	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Rachel Heffer
Pupil premium lead	Hannah Pallôt
Governor / Trustee lead	Sarah Childs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,645 + £960 Serv
Recovery premium funding allocation this academic year	£1,000
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	£18,645 + £960 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 Update for 2022 using SATs outcomes
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. -0.08 (-0.5 Nationally)
2	Fewer PP pupils are working at ARE or above in reading (-21%) compared to -16% nationally. +17% (-18% Nationally)
3	Fewer PP pupils are working at ARE or above in writing (-11%).

	+20% (-20% Nationally)
4	Fewer PP pupils are working at ARE or above in maths (-8%) +24.1% (-22% Nationally)

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £3,712.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional maths and English 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: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4
Rockerbox (£249.60)	An online programme which provides support for reading comprehension. High quality texts are available at a range of levels followed by a quiz to ascertain understanding and comprehension https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2, 3
iSEND (£463.20)	A tracking and assessment system used to support pupils with SEND to more effectively set targets and track pupil progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 2, 3, 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
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: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Wraparound for wellbeing (£1, 400)	Providing places for PP pupils in wrap around breakfast and after school club https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	4

Total budgeted cost: £ 19,605

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

The largest part of the statement spend in the 2021/2022 strategy was allocated to providing a TIS practitioner to support the emotional well-being of pupils in both KS 1 and 2. Internal data (motional) shows that this has had a positive impact on pupils particularly those affected by the ongoing pandemic. It has also supported the school in using a TIS based approach to supporting pupils. It has had an impact on pupils wider than those in the Pupil Premium group which shows the value for money that this spend represents. We will continue to use this approach this academic year and will continue to fund this.

The second largest part of the statement spend in the 2021/2022 strategy was allocated to providing small group intervention for pupils in KS2 at risk of falling behind age-related expectations. External data (SATs) show that in maths PP pupil progress was -0.08 (-0.5 Nationally); in reading the percentage of PP pupils achieving ARE or above was +17% (-18% Nationally); in writing the percentage of PP pupils achieving ARE or above was +20% (-20% Nationally); in maths the percentage of PP pupils achieving ARE or above was +24.1% (-22% Nationally).

The training for mastery in maths for KS1 has seen changes to the way in which elements of maths teaching are delivered. The impact of this will be measured in the Y2 cohort of 2022/23.