# Pendeen School Pupil premium strategy statement 2021 /22 / 23

*guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

## 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

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| Detail | Data |
| School name | Pendeen Primary |
| Number of pupils in school | 79 (October 2022) |
| Proportion (%) of pupil premium eligible pupils | 37% (28 children) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 – 2024 |
| Date this statement was published | 04/09/22 |
| Date on which it will be reviewed | 05/07/23 at FGB |
| Statement authorised by | Chris Wilson |
| Pupil premium lead | Chris Wilson |
| Governor / Trustee lead | Marna Blundy |

**Funding overview 2022 / 23**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 35,500 |
| Recovery premium funding allocation this academic year | £ 7290 |
| 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 | NA |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **We want all of our pupils, including disadvantaged to:**  Be in school regularly;  Be safe and happy;  Be able to read, write and complete maths tasks to NARE  Make accelerated progress where there are gaps  Have learnt and remembered all learning objectives for science, RE and Foundation subjects which are covered in a 2 year rolling programme (2023 being Year B)  Be physically and mentally healthy and participate in sporting activities and competitions with other schools  To move on to secondary school having enjoyed a primary school where local cultural capital is used to instil local knowledge and pride in the school, its community and environment;  Be educated in a school where British Values are reinforced and celebrated including school council elections and school council fulfil democratic roles; where diversity and tolerance are celebrated and supported by real experience; where the rule of law is understood and respected and all children understand the concept of individual liberty  We want to ensure that a disadvantaged background does not exclude any children from the intent above and that any external barriers to the intent above are pro-actively addressed and, where possible removed. Our strategy works in a clear and focussed manner – **where there is a barrier, we will remove it** – for example:  if children don’t have books to read at home, we will provide them;  where financial challenges at home prevent a child from wearing school uniform or having the necessary equipment, we will enable parents to fund them;  where financial challenge prevents children accessing clubs or visits including residential (to London in 2023) we will ensure access;  where COVID and family circumstance has resulted in poor speech and language we will employ therapists to support the whole family.  **Our key principles are to remove barriers to good attendance, safety, happiness and learning for all, including our disadvantaged children.** |

## Challenges

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| Challenge | Detail of challenge |
| 1 | Covid disrupted education for the previous 2 years has left approximately 50% of the school and 80% of disadvantaged children below NARE at the points in their school life. Many children in KS1 have a legacy or poor speech and language stemming from the COVID period. |
| 2 | When asked for his personal target for a child said “To get a packed lunch box”. We are a good school, with kindness at our core and we are the very centre of the community, but the lack of aspiration and life chances has harmed our community and our children for generations. |
| 3 | Pendeen is a community with significant challenges, often stemming from economic deprivation, poor mental health, substance abuse, neglect, domestic violence, geographical isolation and lack of aspiration. 85.6% of pupils live in the most deprived 30% of small areas, significantly higher than the Cornwall average of 31.4%. Due to COVID and the relative deprivation, isolation and issues described above, it would be reasonable to say that the majority of children at Pendeen fall into the category of vulnerable. 30 of 77 (39%) of children on roll are eligible for pupil premium. There is very little employment in the local area and many parents work in part time and seasonal work with was affected by COVID and lockdowns. |

## 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.

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| Intended outcome | Success criteria |
| All children learn and experience all objectives within the National Curriculum and EYFS. All children are NARE in R,W,M or making accelerated progress towards NARE. All children are making at least expected progress and those disadvantaged, with SEND or with significant gaps are making accelerated progress. | 100% of children are at NARE or have made accelerated progress in 2022/2023 |
| All children are in school regularly | No children have attendance of less than 90%  Whole school attendance is at or above national average% |
| 100% children are safe and happy. | 100% of children say they are happy and safe in school. 100% of parents say their child is happy and safe in school. Lesson observations and progress staff meetings show all children have a good attitude to learning and interventions in place if this is not the case. Questionnaires, lesson observations, performance management cycle, SEND reviews and SHIP partners (Head teachers from partner schools spending a day a term in Pendeen school) identify a positive and inclusive school culture where all children are safe and happy. |
| All children choose a staff member who they can see at any time (lunchtime, break time, before school after school) to discuss any issue of concern. All safeguarding concerns logged via CPOMS and followed up by CW. Any issues not followed up by CW are logged with DDSLs BC and then if still not followed up logged with Safeguarding Governor / Whistleblowing Governor LK | All children have a trusted adult who they can talk to at any time. All safeguarding concerns are logged on CPOMS and followed up by DSL CW and / or DDSL BC |
| Children are fit and engaged in regular PE and wider sport including swimming and surf life-saving. | Use of TPAT PE wheel shows all children are achieving at age related levels or making accelerated progress in PE by end of academic year. All children complete daily mile |

## 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 – Reading, Writing and Maths in small groups, generally age related

Budgeted cost: £7,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All children have one hour per day each morning direct teaching of R, W, M in small groups of 1 to 18 children, focussed precisely All work is planned by teachers and delivered by teachers and teaching assistants. Teacher / TA / Teacher for lower; TA / Teacher / TA for higher on a termly rota.  Full time 1:1 support for 1 child in Y1 and 1 child in Y2 without EHCs but with significant needs whose needs would impact very significantly on all other children without 1:1 support  1:1 support for a child with SEMH needs and a behaviour plan for each lunch and break time and at all transition points during the day | Approximately 50% of the school and 80% disadvantage pupils are behind NARE at end | 1 and 2 |

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

Budgeted cost: £17,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Tutoring, 1:1 and small group support including 2 full time 1:1 teaching assistants for children without EHC / pending EHC: All children have caught up with their previous post-covid levels and working to the full potential. Children with identified SEND make accelerated progress. No child is left behind and short, effective interventions are in place for SALT, SEMH (TIS) reading and maths £16,500 | Approximately 50% of the school and 80% disadvantage pupils are behind NARE at end Autumn 1 2021 | 1 and 2 |
| Pupil with SLD who has been significantly impacted by COVID has 1:1 horse riding lessons to broaden horizons, create bonds and experience great enjoyment  Approx £500 | Very limited outside experiences, poor self-esteem and enjoyment of school | 2 and 3 |

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

Budgeted cost: £18,100

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| SALT Therapy and Support - £4500 | Low levels of SALT especially in Y1 and 2 | 1 |
| Play therapy £160 per day for 7 pupils for Autumn 1 and 2 and Spring 1 £2200 | Trauma and post covid mental health challenges | 2 |
| All children in UKS 2 have 6 full days learning to surf, life-save and swim in the sea, fully funded by the school, including transport and hire of equipment 09/06/23; to 21/07/23. Children in LKS2 have 1 full day taster £3000 | COVID isolation and lack of physical activity | 1, 2, 3 |
| £200 allocated to all children in receipt of PP for equipment to use at home and in school, including uniform, shoes, PE equipment, books, stationary and trips  Cost 28 x 200 = £5600 | Social exclusion | 1, 2, 3 |
| Class reading books from Book Trust 100 best books to be purchased for home library for all children in receipt of PP  6 books per year at £10 per book x 28 children Approx £1800 | Lack of access to books at home, no library within travelling distance | 1, 2, 3 |
| Participation for all children in various events celebrating Britisj Values and respecting and using local cultural capital including: Black History Month, link with Hallf For Cornwall, Play in a Day, Children’s University, travelling theatre companies, St. Michaels Mount, Newquay Zoo, London Residential £3000 |  | 1, 2, 3 |

**Total budgeted cost: £42,100**

# 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.

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| **KS2 progress over time (%)**  **(note 8 children PP in 2022)** | **KS2 attainment over time (%)**  **(note 8 children PP in 2022)** | | **KS1 attainment over time (%)**  **(note Babcock Moderation in 2022** |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 17 | 18 | 19 | 21TA | 22 | | **R Sch** | **-0.15** | **-7.11** | **-2.23** |  | **3.54** | | **R PP Sch** |  | -11.5 | -7 |  | **5.2** | | **W Sch** | **1.77** | **-5.27** | **1.63** |  | **6.9** | | **R PP Sch** |  | -8.05 | 0.12 |  | **9.84** | | **M Sch** | **-5.16** | **-7.34** | **-6.5** |  | **2.99** | | **R PP Sch** |  | -10.6 | -6.37 |  | **4.93** |   The school is proud of the progress data in 2022, for all children and particularly for disadvantaged children.  Of 15 children in the Y6 cohort, 1 had been EHE for much of Y4 and all of Y5 and was working at a pre-key stage level and therefore did not sit SATS.  **The progress of our children from the end of Key Stage 1 to the end of Key Stage 2 has clearly improved significantly over time.** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Reading | 17 | 18 | 19 | 21TA | 22 | | **R Sch** | **67** | **61.5** | **69.2** |  | **67** | | **R PP Sch** | **20** | **50** | **40** |  | **50** | | Nat. | 71 | 75 | 73 |  | 74 |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Writing | 17 | 18 | 19 | 21TA | 22 | | **W Sch** | **75** | **61.5** | **100** |  | **73** | | **W PP Sch** | **40** | **50** | **100** |  | **63** | | Nat. | 76 | 78 | 78 |  | 69 |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Maths | 17 | 18 | 19 | 21TA | 22 | | **M Sch** | **33** | **46.2** | **69.2** |  | **60** | | **M PP Sch** | **20** | **25** | **80** |  | **38** | | Nat. | 75 | 76 | 79 |  | 71 |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | RWM | 17 | 18 | 19 | 21TA | 22 | | **RWM Sch** | **33.3** | **30.8** | **46.2** |  | **60** | | **RWMPP Sch** | **20** | **25** | **20** |  | **38** | | RWM Nat | 61 | 64 | 65 |  | 59 |   Attainment in 2022 for combined RWM and Reading was above national average but below in writing and maths.  **The attainment of our children at the end of Key Stage 2 has improved significantly over time but with a clear focus needed on improving outcomes in maths.** | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | EXS | 17 | 18 | 19 | 21TA | 22 | | **R Sch** | **70** | **72.2** | **76.5** |  | **82** | | **R PP** | **100** | **57.1** | **50** |  | **67** | | R Nat. | 76 | 75 | 75 |  | 67 |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | EXS | 17 | 18 | 19 | 21TA | 22 | | **W Sch** | **60** | **66.7** | **52.9** |  | **82** | | **W PP 1** | **100** | **42.9** | **33.3** |  | **67** | | W Nat. | 68 | 70 | 69 |  | 58 |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | EXS | 17 | 18 | 19 | 21TA | 22 | | **M Sch** | **80** | **72.2** | **52.9** |  | **82** | | **M PP** | **100** | **57.1** | **33.3** |  | **67** | | M Nat. | 75 | 76 | 76 |  | 68 |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | GDS | 17 | 18 | 19 | 21TA | 22 | | **R Sch** | **20** | **27.8** | **0** |  | **45** | | **R PP** | **0** | **14.3** | **0** |  | **33** | | R Nat | 25 | 29 | 28 |  | 18 | | **W Sch** | **20** | **11.1** | **0** |  | **9** | | **W PP** | **00** | **14.3** | **0** |  | **0** | | W Nat | 16 | 18 | 17 |  | 8 | | **M Sch** | **0** | **11.1** | **0** |  | **9** | | **M PP** | **0** | **0** | **0** |  | **0** | | M Nat | 21 | 25 | 24 |  | 15 |   Good Key Stage 1 outcomes in 2022, especially at greater depth, which at 45% is the highest of 26 schools in our Trust. **The attainment of children at the end of KS1 has improved very significantly over time.** |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Y1 Phonics over time (%)** | 17 | 18 | 19 | 21 | 22 | | **Phonics School** |  | **25** | **50** | **100** | **88** | | **Phonics School PP Chn** |  | **NA** | **75** | **100** | **67** | | Phonics National | 81 | 82 | 82 |  |  |   Children at risk of falling behind have daily phonics intervention from trained staff. 1 child did not pass in 2022 and will have intensive, daily RWINC and SALT intervention in 2022. **Attainment in phonics has improved significantly over time.** | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **GLD over time (%)** | 17 | 18 | 19 | 21 | 22 | | **GLD Sch** | **43** | **44.4** | **45.5** | **63 \*** | **70** | | **GLD PP** | 20 | **66.7** | **0** | **0** | **100** | | GLD Nat. | 71 | 72 | 72 |  | 65 | | Cornwall Indicative |  |  |  |  | 66 |   7 of 10 pupils attained GLD in 2022. The 3 who did not were boys, 2 on the SEND register and the other receiving intensive SALT. **Attainment at the end of EYFS has improved significantly over time.** | |

From IDSR October 2022

Reading Progress at key stage 2 - 2022 Key stage 2 progress in reading (3.3) was significantly above national and in the highest 20% in 2022.

Writing Progress at key stage 2 - 2022 Key stage 2 progress in writing (6.7) was significantly above national and in the highest 20% in 2022