

# St Erth Community Primary School



## Pupil Premium Strategy statement 2023/24

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. This review takes place in autumn 2023 looking back at the policy over 3 years and ahead into 2023/24 and the 2 following years which this plan will be in place for.

It outlines our pupil premium strategy, how we intend to spend the funding for the next 3 academic years and the effect that the last 3 years spending of pupil premium has had within our school.

### School overview

Detail	Data
School name	St Erth Community Primary School
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24 2024/25 2025/26
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
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	£46450
Recovery premium funding allocation this academic year	£3335
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	£49785

## 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, increasing the amount of 1:1 time pupils receive in class and creating 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.

Long-term educational recovery from Covid-19 is integral in our strategy. The challenges faced by our disadvantaged pupils have been exacerbated by the legacy left by Covid-19 school closures. In addition to this, experiences for each individual during lockdowns and following educational recovery varied, requiring our response to be dynamic and responsive to these needs, whilst at the same time structured and rigorous. This approach is adapted to suit the varying needs of individuals and year groups.

The school identifies the challenges its pupils 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
	Challenges are identified at the beginning of a 3 year period, starting with 2023/24.

1	Our assessments and observations indicate that, a high number of our vulnerable pupils need support to fully access learning due to barriers predominately related to social, emotional and mental health issues. Evidence demonstrates that the school's work on this has reduced the number of pupils requiring a high level of support since 2020, support is now embedded in practice, dynamic and responsive to needs.
2	A high number of pupils need additional support to develop a clear understanding of the learning process (Metacognition) and have a dependency on others to support their learning and organise for them. As a results aspiration and resilience can be low. The school's embedded approach to developing metacognitive awareness in pupils (Ready, Reflect, Review), demonstrates sustained impact in meeting this challenge and must be continued.
3	High inward mobility (25%) amongst PP pupils. This impacts on the continuity of pupils' education, they have 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. The year 1 pass rate for phonics over 2 years 22&23 combined demonstrates the difference. Non-pp 91%, PP 71%.
6	<p>Assessment of maths indicates that disadvantaged pupil's level of attainment is below that of non-disadvantaged pupils.</p> <p>Whole school attainment data indicates that 50% of our disadvantaged pupils were working at expected levels of attainment for relevant to their year group across the school at the end of 2022/23 compared to 78% of non-disadvantaged pupils. However, KS2 at outcomes at the expected level have been in line between PP &amp; non-PP for the past 2 years. Indicating that pupil's attainment increases as they move through school benefiting from the school's curriculum provision.</p>
7	<p>Assessment of reading indicates that disadvantaged pupil's level of attainment is below that of non-disadvantaged pupils.</p> <p>Whole school attainment data indicates that 62% of our disadvantaged pupils were working at expected levels of attainment for relevant to their year group across the school at the end of 2022/23 compared to 80% of non-disadvantaged pupils. However, KS2 at outcomes at the expected level have been in line between PP &amp; non-PP for the past 2 years. Indicating that pupil's attainment increases as they move through school benefiting from the school's curriculum provision.</p>
8	<p>Assessment of writing indicates that disadvantaged pupil's level of attainment is below that of non-disadvantaged pupils.</p> <p>Whole school attainment data indicates that 46% of our disadvantaged pupils were working at expected levels of attainment for relevant to their year group across the school at the end of 2022/23 compared to 68% of non-disadvantaged pupils. However, KS2 at outcomes at the expected level have been in line between PP &amp; non-PP for the past 2 years. Indicating that pupil's attainment increases as they move through school benefiting from the school's curriculum provision.</p>

9	The percentage of pupils on the schools Special Education Needs register is higher among our disadvantaged pupils. At the start of 2022/23 29% of disadvantaged pupils were on the SEN register compared to 16% of non-disadvantaged pupils.
10	Attendance amongst our pupil premium children is on average below that of their peers. In the 22/23 year overall attendance of pp pupils was 93.21% for the whole school it was 94.13%. PP pupils were over represented in pupils who were persistently absent making up 50% of pupils who were PA.
11	Rural isolation impacts disadvantaged pupils at St Erth. Cost of living crisis has exacerbated this. Public transport links are poor in the village. There are no leisure or sports facilities in walking distance or natural feature such as the coast. Therefore pupils experience and cultural capital can be limited, leaving them under prepared for the transition to secondary school and life as a citizen in the United Kingdom.

## 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 and articulation 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. Disadvantaged pupils currently achieve in line with their peers for expected levels at KS2 in St Erth. This will be maintained and attainment at greater depth will also be in line.
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, which are consistently above the national average at expected and greater depth.
Improved reading attainment	Key stage 2 reading outcomes in each year of the plan result in more than 73%, 2023 national average, of disadvantaged pupils achieving expected outcomes. Disadvantaged outcomes are also in line with greater depth outcomes. Year 1 phonics

	screening in each year of the plan results in more than 90% of disadvantaged pupils at expected standards.
Improved writing attainment	Key stage 2 writing outcomes in each year of the plan result in more than 71% (2023 national average) of disadvantaged pupils achieving expected outcomes. Disadvantaged outcomes are also in line with greater depth outcomes.
Improved maths attainment	Key stage 2 maths outcomes in each year of the plan result in more than 73% (2023 national average) of disadvantaged pupils achieving expected outcomes. Disadvantaged outcomes are also in line with greater depth outcomes.
To ensure high attendance is sustained for all pupils, in particular those who are disadvantaged.	This is demonstrated in each year of the plan by: <ul style="list-style-type: none"> <li>• The overall attendance rate being at or above national averages and the gap between disadvantaged and non-disadvantaged pupils being negligible.</li> <li>• The percentage of pupils who are persistently absent is below national average each year. Persistent absence among disadvantaged pupils is in line with their peers.</li> </ul>
To provide a curriculum designed to improve cultural capital, life experience and opportunity for all pupils, in particular those who are disadvantaged.	Pupils have access to a wide range of extra curricular activity unavailable outside of school. The school's curriculum is enriched by practical experience. E.G. trips and in school events. The school's curriculum is well-planned to ensure coverage provides pupils with sufficient cultural capital to go on to become successful citizens.

## 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: £21,069

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>Increased capacity for small group intervention.</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><a href="#">EEF Metacognition and self-regulated learning</a></p>	<p>1, 2, 3, 5, 6, 7, 8.</p>
<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 (This reflected in the school's homework policy), 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 key 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. Throughout the previous PPG plan 20-23, we observed numerous examples of pupil's progress in reading and maths being accelerated by continued engagement in learning programmes at home and in school outside of curriculum time.</p> <p><a href="#">EEF toolkit homework</a></p>	<p>5, 6,7,8</p>

<p>Development of our maths curriculum and teaching, taking into account DFE and EEF guidance, continuing to develop the effectiveness of standalone progression for times tables and declarative knowledge. Further maths mastery CPD for Teachers and TAs</p> <p>Release time and training costs.</p>	<p>The creation of a standalone progression model for Times Tables to meet the requirements of the year 4 tables check has had a positive impact. Pupil's are well prepared for the check and teachers reported improved engagement in times tables. The implementation of this will be reviewed and refined throughout the plan. Declarative knowledge plans are regularly reviewed, providing pupils at every stage with clear additional skills to ensure their continued progress. Our pupils thrive on success and the correct level of challenge and high success in these areas will lead to high attainment at the end of KS2. By the end of this plan all teachers will have undertaken maths mastery courses. Use of the DFE publication and EEF report below will continue review of our maths curriculum and identify the need for training.</p> <p><a href="#">Maths KS2 &amp; KS1 guidance</a> <a href="#">EEF maths in KS2 &amp; KS3</a></p>	6
<p>Continued development of the school's own systematic synthetic phonics scheme, ensuring it is built to meet the needs of St Erth pupils and the challenges they face. Over the course of the plan standards in reading and writing at all data points increase as a result of fidelity to the scheme.</p> <p>Staff training and release time</p> <p>Annual inset for all staff.</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 proven as having a significant positive impact. Results of 93% pass at year 1 in 2022 &amp; 88% pass in 2023 are well above national averages and represent continued improvement from pre-covid results. Shared development and ownership of the scheme is developing all staff who teach phonics into experts in early reading.</p> <p><a href="#">EEF toolkit phonics</a></p>	5, 7, 8
<p>Developing early language by ensuring engaging quality texts are used to develop language from the start of EYFS, embedding age and development appropriate reading interventions.</p> <p>We will purchase books to support our curriculum. Fund teacher release time to effectively plan interventions according to identified need.</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.</p> <p><a href="#">EEF toolkit oral language interventions</a></p>	4, 5, 7, 8



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

Budgeted cost: £13,397

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, phonics etc.</p> <p>Ensure adequate TA hours.</p> <p>Enable teacher release time.</p>	<p>Creating this capacity ensures that pupils receive regular and rapid intervention, allowing them to be 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 metacognitive ability and understanding. Through intervention they are supported to identify strategies that will impact their learning immediately. Our observations demonstrate that this high level of adult interaction also impacts positively on pupil's well-being. As they are supported to develop metacognitive understanding they develop relationship and feel valued. Staff are also able to promote, and make relevant for pupils, the school's values and create a sense of place.</p> <p><a href="#">EEF toolkit feedback</a></p> <p><a href="#">EEF toolkit Teaching assistant interventions</a></p> <p><a href="#">EEF Metacognition and self-regulation</a></p>	<p>2,3,4,5,6,7,8,9,10</p>
<p>Maintain programme of intervention to improve listening, narrative and vocabulary skills.</p> <p>Training and release time for TAs.</p> <p>Use of NELI</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>4,7</p>

	<a href="#">EEF toolkit oral language interventions</a> <a href="#">EEF toolkit reading comprehension strategies</a>	
<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><a href="#">EEF social and emotional learning</a></p>	1,2,3,9,10

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

Budgeted cost: £15,319

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school will provide a free of charge breakfast club provision to disadvantaged pupils. Staffing costs will be covered.</p>	<p>Our observations evidence that children who attend breakfast club are more 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><a href="#">EEF toolkit extending school time</a></p>	1,5,6,7,8,10
<p>Additional extra-curricular activities. A variety of sporting, craft, cooking and other hobbies are put on as after school clubs.</p> <p>We will invest staff time in enabling the school to take part in sporting events and inter school competitions wherever</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. Our observations demonstrate that the social skills developed help to create a sense of place for children and enhances their well-being. EEF research on physical activity to raise</p>	1,9,10,11

<p>possible and create pathways to external clubs in the wider community. We will pay for additional staff time to run these</p>	<p>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> <a href="#">EEF toolkit physical activity</a></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.  <a href="#">EEF SEN in mainstream schools</a></p>	1,2,9,10
<p>Providing a wide range of trips and events in school to enhance the curriculum offer. Some trips will be subsidised using pupil premium funding.</p>	<p>Our assessments and observations tell us that pupil engagement, attendance and attitudes to learning are improved by providing a rich and varied curriculum. To do this successfully the curriculum must reach outside of the classroom regularly and provide children with practical experience. This builds towards our ultimate curriculum goal, for all pupils to be 'Confident, Aspirational and self-aware learners.</p>	1,10,11
<p>Forest school provision  Cost of provision provided by an outside agency.</p>	<p>The school's observations, pupil voice and assessments demonstrate that our pupils benefit from extended time interacting with nature. We employ professionals trained 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 challenges pupils face that can be addressed through this medium.  <a href="#">EEF toolkit Behaviour interventions</a></p>	1,2,10,11
<p>Pupil premium allocation.  The school will ensure that disadvantaged</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</p>	1,10,11

<p>pupils take part in all aspects of school life, by funding some activities using its pupil premium allocation.</p>	<p>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>	
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**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 2020/21, 2021/22 & 2022/23 academic years.

Strategies detailed in this document build upon many that were in place throughout 2020/21, 2021/22 & 2022/23. High priority was placed on ensuring pupils' well-being was supported effectively, as full time education was re-established in autumn 2020 following the 1<sup>st</sup> 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, when compared to national averages was very positive for all pupils in 20/21 & 21/22, dropping to be broadly in line with national averages in 22/23.

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.
- Phonics screening in year 1 2022 achieved a 93% pass rate, above national average and again in 2023 with 88%
- Pupil's early language development is consistently improving. More pupils are reaching a good level of development at the end of EYFS.
- National assessments in KS2 in 2022 & 2023 demonstrate strong achievement for disadvantaged pupils at St Erth. In Reading and Maths disadvantaged pupils performed better than the national average for all pupils both with 82% at ARE. In 2023 100% of disadvantaged pupils achieved expected levels in reading, writing and maths. Outperforming their peers and national averages.
- 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.

- Behaviour and attitudes in class have developed significantly. Pupils demonstrate developed understanding of how they learn best using metacognitive strategies effectively. Pupils are ready to learn and have higher aspirations for themselves than before this plan began.
- The strategies developed over the previous 3 years are now embedded and being refined continually. The school is confident this will lead to further improvement in all performance measures for disadvantaged pupils.