

## Pupil premium strategy statement – Boscastle CP School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of those pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	27.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	Dec 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sara Haden Acting Headteacher
Pupil premium lead	Sara Haden Acting Headteacher
Governor / Trustee lead	Andrew Newland

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,160
Recovery premium funding allocation this academic year	£1,668
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£23,828

# Part A: Pupil premium strategy plan

## Statement of intent

At Boscastle, our aim is that all children, including those children eligible for Pupil Premium:

- make good progress and achieve high attainment from their starting points
- leave at the end of Year 6 meeting, or exceeding, Age-Related Expectations (ARE)
- enjoy coming to school and actively participate in their learning
- feel happy and safe, and understand how to get help from staff
- have good levels of attendance (96% or above)
- are supported to take advantage of all opportunities available to them

At Boscastle, the key principles of our strategy plan are to ensure:

- children receive first high-quality teaching throughout their primary education where all children are well supported in their learning and well-being.
- well-matched provision supports children's learning and SEN needs
- the SEMH of children is well supported by adults and external agencies if required.
- our approach is responsive to individual challenges and needs based on assessment, not assumptions about the impact of disadvantage
- early identification of need with effective intervention which is tracked and regularly reviewed
- a whole school approach, where all staff take responsibility for the outcomes of disadvantaged pupils and have high expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Barriers to learning identified by staff, and external agencies, such as dyslexic and dyscalculia difficulties, which impacts on attainment and rates of progress.
2	SEMH needs negatively impacts on a child's readiness to learn and ability to make progress.
3	Attendance data for PP children shows significantly lower rate of attendance which affects the attainment and rates of progress. 81% of children eligible for PP have attendance below 96% this academic year (2022/23) Additionally, poor punctuality results in lost learning time and impacts on readiness to learn. 38% of children eligible for PP have been late arriving at school on at least ... or more occasions in the Autumn Term 2022.

4	Assessments, observations and discussions with children indicate difficulties with language skills, both oral and written and vocabulary gaps.
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## 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
Greater number of children achieving phonics screening check at the end of Y1 (including Y2 who will be repeating)	Y1 phonics check is passed by all children eligible for PP in 2023
Improved reading attainment among PP children by the end of KS2	KS2 outcomes (of children eligible for PP) to meet the expected standard: In 2023/2024 > 80% In 2024/2025 100%
Improved writing attainment among PP children by the end of KS2	KS2 outcomes (of children eligible for PP) to meet the expected standard: In 2023/2024 > 65% In 2024/2025 100%
Improved maths attainment among PP children by the end of KS2	KS2 outcomes (of children eligible for PP) to meet the expected standard: In 2023/2024 > 65% In 2024/2025 100%
To achieve and sustain improved well-being for our children.	Sustained high levels of well-being by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• data from pupil voice consultations &amp; surveys, parent surveys and staff observations.</li> <li>• an increase in participation levels in enrichment activities, including KS2 residential trip.</li> </ul>
To achieve and sustain improved attendance for all pupils, including those eligible for PP.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall attendance rate being no lower than 96%</li> <li>• all children arriving at school by 8.50am every day .</li> </ul>

## 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
Additional phonics (RWI) teaching individual/ small groups for Y1 & Y2 in preparation for phonics check in June 2023	EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> 'Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.'	1,2,3,4
Purchase of standardised diagnostic assessment tests	Provides accurate measure of attainment in addition to teacher assessment, which can identify gaps and therefore inform staff of specific support required.	1,2,3,4
Staff training for child with specific ASD needs.	Training for staff to inform and skill staff ensure strategies are used consistently to effectively support an individual child.	1,2,3,4
First Access Music	Specialist music tuition.	1,2,3,4

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one support for reading and writing by TA – 2 children. Get Writing, paired reading,	RWI strategy for phonics & writing.- see above EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> 'well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.'	1,2,3,4

Online assessment for children working below key stage standards	Contribution to purchase B Squared to track the attainment and progress of particular children. EEF: 'Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction' <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1,2,3,4
Online learning support programmes eg Nesy, My Maths, TTRS,	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a> EEF: USING DIGITAL TECHNOLOGY TO IMPROVE LEARNING Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. • Technology can be engaging and motivating for pupils.	1,2,3,4
Daily precision teaching with TA.	EP advised to support children's reading and spelling skills.	1,2,3,4
Additional maths intervention sessions with TA – individual/ small groups x 3 weekly	White Rose Maths EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	1,2,3,4
Nurture group – weekly small group session with TA e.g cooking, gardening.	EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> 'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'	1,2,3,4

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Lego Therapy weekly session in small group.	EP advice for children requiring support with developing social communication, listening skills and improving concentration. turn taking, resilience, patience, perseverance and problem solving Lego-based therapy (LeGoff et al 2014) is an evidence based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving.	1,2,3,4
TIS sessions	TISUK trainings are informed by and adapted from the key components of whole school cultural change as set out by the Evidence-Based Practice Unit, Manchester University/ Anna Freud Centre, (Demkowicz and Humphreys 2019).	1,2,3,4
Part purchase of Jigsaw PSHE programme which supports SEMH.	The PSHE Association states “PSHE education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.... When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.”	1,2,3,4
Embedding principles of good practice set out in the DfE’s ‘Working together to improve school attendance’ May 2022	Guidance from the Department for Education (DfE) has been produced to help schools, trusts, governing bodies, and local authorities maintain high levels of school attendance based on principles used by school with high attendance levels	1,2,3,4

**Total budgeted cost: £23,828**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's pupils who are eligible for pupil premium during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Data from tests and assessments suggest that, despite some strong individual performances, attainment of our children eligible for pupil premium in 2021/22 was below age-related expectations, however the majority of those children made expected, or better progress.

7/14 children eligible for PP met ARE in Reading. With 11/14 making good, or better progress.

5/14 children eligible for PP met ARE in Writing. With 10/14 making good, or better progress.

5/14 children eligible for PP met ARE in Maths. With 11/14 making good, or better progress.

Our analysis suggests the ongoing impact of COVID-19 is a significant factor in this. Reading, writing and maths are all included in our School Improvement Plan this year, including a focus on closing the gap for children eligible for pupil premium.

Absence among children eligible for pupil premium was higher than their peers in 2021/22, including persistent absence. Raising the attendance of those children is a focus of our current plan to address this gap over the next 3 years.

Our observations and assessments demonstrated that pupil behaviour remains good, but challenges in relation to wellbeing and mental health remain significant for some individual children. In addition, we recognise the need to develop metacognition strategies for our children eligible for pupil premium alongside their peers as the EEF states that ... 'pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and

self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future'. Our School Improvement Priorities this year include action to support well-being, and learning through metacognition, in addition to focus on supporting families to improve attendance.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Nessi	Nessi Learning Inc
Dragon Speakeasy	Nuance