# 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 | 56 |
| Proportion (%) of pupil premium eligible pupils | 28.6% |
| Academic year/years that our current pupil premium strategy plan covers | 2022 - 2025 |
| Date this statement was published | Dec 2022 |
| Date on which it will be reviewed | Autumn Term 2024 |
| Statement authorised by | Sara Haden  Headteacher |
| Pupil premium lead | Sara Haden  Headteacher |
| Governor / Trustee lead | Kate Evans |

## Funding overview

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £23,280 |
| Recovery premium funding allocation this academic year | £2,248 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*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.* | £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* | £25,528 |

# 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 SEND needs. * the mental health 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 pupils eligible for Pupil Premium and have high expectations of what they can achieve. |

## Challenges

This details the key challenges to achievement that we have identified among our pupils eligible for Pupil Premium.

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Low phonics attainment for EY and KS1 with language skills, both oral and written and vocabulary gaps which has a direct impact on reading and writing skills. |
| 2 | Low attainment in reading, writing and maths. Barriers to learning identified by staff, and external agencies, such as dyslexic and dyscalculia difficulties, which also impacts on attainment and rates of progress. |
| 3 | Attendance data for PP children shows significantly lower rate of attendance which affects attainment and rates of progress. Additionally, poor punctuality for some children results in lost learning time and impacts on readiness to learn. |
| 4 | Social, emotional and mental health needs which negatively impact on a child’s readiness to learn and ability to make progress. |

## 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 |
| Improve pupil outcomes in phonics: PP pupils to achieve at least their chronological reading age. | The gap in phonics attainment between PP children and other children will be closing. From their starting points in FS, PP children will make good or better progress by the end of KS1 and KS2. Year 1 phonics check is passed by all children eligible for PP. RWI teaching of phonics is quality first teaching with high quality interventions. |
| Improved attainment in writing among PP children by the end of KS2 | Pupil premium children’s writing shows progress and stamina for writing. Their writing demonstrates improvements in grammar, spelling, punctuation handwriting and presentation. Writing interventions alongside quality first teaching and support in class leads to progress and improvements in writing. |
| Improved attainment in reading and maths among PP children by the end of KS2 | Pupil premium children are making good or better progress in reading and maths. End of KS2 data shows the gap has narrowed between Pupil Premium children and peers. KS2 Pupil Premium children read widely and demonstrate an increasing use of vocabulary across the curriculum. Evidence-based interventions show positive impact on Pupil Premium pupils’ progress and attainment. |
| Achieve and sustain improved attendance for all pupils, including those eligible for PP. | Attendance and punctuality of PP pupils is closely matched to national and the gap between PP and non-PP pupils is closed. Pupil Premium children are engaged in their learning and enjoy school. Intervention and support is offered to families where attendance declines. |
| Achieve and sustain improved well-being for our children with opportunities to engage in a range of experiences and enrichment through our ‘cultural capital’ provision. | Enrichments through the curriculum provided in and out of school, broaden Pupil Premium children’s experiences and enjoyment of learning. Children’s vocabulary and aspirations in life are developed and prepare them for the next stage of their education and life. |

## 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: £17,267

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional phonics (RWI) teaching individual/ small groups for Y1 & Y2 in preparation for phonics screening check. | EEF: Teaching & Learning Toolkit  ‘Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. | 1,2,3,4 |
| Teaching and Learning focus on evidence-based strategies to support Quality First Teaching | Supporting the Attainment of Disadvantaged Pupils (DFE 2015) suggests high quality teaching as a key aspect of successful schools. | 1,2,4 |
| 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 |
| First Access Music | Specialist music tuition. | 3 & 4 |

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

Budgeted cost: £3,011

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Phonics, spelling and comprehension teaching. RWI - Get Writing, paired reading, One-to-one/ small groups for reading and writing | RWI strategy for phonics & writing  EEF: ‘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 |
| Online assessment for children working below key stage standards | Contribution to purchase B Squared to track attainment and progress.  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’ | 1 & 2 |
| Online learning programmes eg Accelerated Reader, Nessy, My Maths, TTRS, Numbots. | Strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, has high impact on reading:  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. | EP advice to support children’s reading and spelling skills. | 1 & 2 |
| Additional maths intervention sessions | White Rose Maths  EEF guidance is based on a range of the best available evidence. | 2 |
| Social and Emotional Learning (SEL) Interventions eg Nurture group | EEF ‘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.’ | 4 |

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

Budgeted cost: £3,250

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Lego Therapy weekly session in small group. | EP advice - 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 pupils eligible for Pupil Premium

|  |
| --- |
| This details the impact that our Pupil Premium had on pupils in the 2022/ 2023 academic year.  **Attainment and progress in reading, writing and maths.**  Data from tests and teacher assessments suggest that, despite some strong individual performances, attainment of our children eligible for pupil premium in 2022/23 was below age-related expectations, however the majority of those children made expected, or better progress.   * 37.5% of children eligible for PP met ARE in Reading. With 74% making good, or better progress. * 37.5% of children eligible for PP met ARE in Writing. With 74% making good, or better progress. * 37.5% of children eligible for PP met ARE in Maths. With 74% making good, or better progress.   School performance data for 2023 in reading, writing and maths.   * Year 1 Phonics screening check: 50% of PP children achieved the expected pass * Key Stage 1 outcomes: 0% of PP children achieved ARE * Key stage 2 outcomes: 50% of PP children achieved ARE * 31% of PP children are also on the SEND record of need with an identified learning need.   **Attendance and punctuality**  Absence among children eligible for pupil premium was higher than their peers in 2022/23, including persistent absence. Punctuality has improved for the majority of PP children through the academic year and most children now arrive on time every day.  81% of children eligible for PP have attendance below 96% this academic year (2022/23)  Raising the attendance of those children is a focus of our current plan to address this gap over the next 3 years and we continue to work with parents to offer support with attendance.  **SEMH**  Our observations and assessments demonstrate 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. |

## 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.*

|  |  |
| --- | --- |
| Programme | Provider |
| Nessi | Nessi Learning Inc |
| Dragon Speakeasy | Nuance |
| PIRA & PUMA Assessments | Hodder |
| RWI | Ruth Miskin |