

Pupil premium strategy statement

This statement details our school's use of pupil premium 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

Detail	Data
School name	Delabole Primary
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 to 2027-2028
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Head of School Lou Kirkman
Pupil premium lead	Lou Kirkman
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,130
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	£35,130

Part A: Pupil premium strategy plan

Statement of intent

Delabole Primary School's Curriculum is a knowledge-engaged Enquiry curriculum – referred to as 'The Beautiful Tapestry of Learning'. There are 12 key values over a span of 2 years. Each half term there is an Enquiry question which drives the substantive and disciplinary knowledge required for those year groups. Our intention is that this will enable all children – regardless of their background to make good progress in all areas of the curriculum through high quality Wave 1 provision. This is proven to have the greatest impact on closing the disadvantaged attainment gap – but will also benefit the non-disadvantaged pupils in the school. This curriculum is designed to support our disadvantaged pupils to achieve this goal regardless of their starting points.

Vocabulary development and high-quality texts are at the heart of every aspect of provision – this is because Delabole children typically enter school with particularly low starting points. Many of our vulnerable learners start school without some of the key experiences that they need to draw on for their learning. In response, the school is committed to providing these through an immersive curricular experience. As part of this commitment, pupils are deliberately bathed in language and high-quality texts by highly regarded authors. This is the driver for a curriculum which sets out with ambition to give **all** the children the tools they need to succeed – regardless of their background.

The 'Incredible Importance of Stuff' is another strand across all aspects of the curriculum and is part of the drive to mitigate poor language development on entry into school by supporting learning with tangible objects that children can ponder over, discuss and question. These objects are often a catalyst for the curiosity that drives Enquiry. Strong visual hooks are also used to help children embed knowledge in memory. This is deepened through half termly immersive learning experiences which take the children straight to the heart of curriculum content through carefully curated provocations which inspire questioning. This supports our disadvantaged children to know and remember more but also impacts on the whole school community.

Our statement of intent will be responsive to the needs of the children. In a small school with fluctuating numbers in cohorts, we continually reflect and adapt to meet the changing needs of our children. Increasingly we need to build infrastructure around the SEMH strand of support for our vulnerable learners due to the changing shift in demographic. Pupil deprivation and the impact on mental health/readiness to learn is potentially a limiting factor to securing aspirational achievement targets. The development of a highly ambitious programme of nurture and wellbeing which underpins pupil behaviour and readiness to learn will be the driver for removing barriers to learning and engaging vulnerable families. Attendance will be front and centre of this. Inclusion will be a driving force for all aspects of provision.

Challenges

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

Challenge number	Detail of challenge
<p>1. Ensuring the school's curriculum is coherently planned and cumulatively sequenced so that children acquire the knowledge and skills needed for future learning</p>	<p>Curriculum Development: To ensure the curriculum remains rooted in school's context and that it is adapted to meet the needs of the children.</p> <p>Due to inconsistent cohort sizes, there has been movement in the way the year groups are mixed. Because of this, subject leaders need to make refinements to the ambitious, knowledge-engaged Enquiry curriculum, to ensure learning is coherently planned and is well sequenced. Our curriculum needs to continue to be rooted in the context of the school and so immersive experiences are essential for our disadvantaged children to contextualise learning and put them on a level field with their peers.</p> <p>This becomes ever challenging due to the increasingly challenging financial landscape and so money ring fenced to support external visits and high quality curriculum resources is of paramount importance for our children. Teachers and leaders will continue to look creatively at how we can bring these experiences to our children to enable them to access our ambitious curriculum.</p>
<p>2 To Plan Fluency at the Core of Teaching Sequences With Deliberate Intent</p>	<p>A focus on Core Fluency</p> <p>Routine opportunities to practice, consolidate and apply fluency/automatic recall of key knowledge are integrated into curriculum design. Subject leads ensure that core fluency is taught and assessed systematically through small incremental steps of progression.</p> <p>Leaders use high quality evidence informed CPD to inform reading strategy with a focus on fluency. <i>(Christopher Such)</i></p> <p>Assessments identify the appropriate weighting of provision at each stage of reading development. This is designed to reduce cognitive load and increase capacity when reading for meaning.</p> <p>Leaders deploy 'Grammarsaurus' as a means to secure greater fluency in sentence level work. This, alongside a focus on fluency of transcriptional skills is applied to the wider writing curriculum to free up executive function in writing.</p> <p>Ensure implementation of Number Sense for number dexterity and automaticity in KS1 alongside Number Sense Times Tables in LKS2</p>

<p>3. Poor early literacy skills – particularly around vocabulary, communication and interaction in EYFS</p>	<p>Vocabulary Gap and increase in children identified as needing S&L support</p> <p>Many vulnerable children start their learning journey without the communication skills that they require. Without early intervention, this gap widens and children start school already with a vocabulary gap. Our youngest children start school with low starting points and often a lack of wider experiences</p> <p>The environment intent will provide multiple opportunities for children to be developing early literacy skills and the transition between the local pre-school and the Reception class will be strengthened with clear, accurate assessment information shared.</p> <p>We want to provide a stimulating learning environment – both inside and outside which will fuel curiosity, awe and wonder.</p> <p>All children to be screened using WellComm to support with early intervention for Speaking and Listening. This package supports all children and identifies barriers that can be addressed 1:1, in groups as well as through whole class teaching and within Continuous Provision. Screening will be shared with parents on Tapestry so gaps can be filled in at the earliest opportunity.</p>
<p>4 Attendance as a fundamental entitlement</p>	<p>Entitlement to Learn – attendance</p> <p>Poor attendance is an additional barrier which compounds the underachievement of many of our most vulnerable learners. A significant number of our pupils have to contend with high mobility through housing issues. For a small number, continuity of provision in one school is critical, following high levels of mobility from one educational setting to another.</p> <p>Being in school ensures equity of provision for our most vulnerable learners and ensures that the advantage gap does not continue to widen.</p>

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
<p>Objective 1</p> <p>Curriculum Development: The school's curriculum is coherently planned and cumulatively sequenced so that children acquire the knowledge and skills needed for future learning</p> <p>Our most vulnerable learners have access to a curriculum that is ambitious and rich and supports them to fill the gaps in terms</p>	<p>Subject leads have a full understanding of the vision and ethos which sits behind the overarching curriculum architecture. The role of the subject lead is front and centre in identifying, selecting and communicating core knowledge content</p> <p>The curriculum is ambitious in its scope and draws on coherently planned and carefully sequenced knowledge progressions. Clearly identified core concepts are revisited over</p>

<p>of experiences that they wouldn't otherwise have the opportunity to experience.</p> <p>The curriculum is deep rooted in the context of the school and matches the needs of the children</p> <p>Children learn with tangible hooks into learning and have the best resources to maximise their understanding. Learning is immersive which enable children to know and remember more.</p>	<p>time to deepen understanding across different contexts</p> <p>Leaders ensure that the curriculum remains ambitious and is designed to give all pupils, particularly disadvantaged pupils and those with SEN the knowledge and cultural capital they need to succeed in life</p> <p>Staff are supported through CPD to engage in intelligent curriculum adaptation to ensure that units of study are tailored to meet the needs of the pupils. Task design enables all children to demonstrate their learning. Barriers are removed and opportunities scaffolded</p>
<p>Objective 2</p> <p>To Plan Fluency at the Core of Teaching Sequences With Deliberate Intent</p> <p>A Focus on core reading fluency</p> <p>To maintain the highly skilled and consistent deployment of the RWI phonics programme across EYFS and into KS1 so that children continue to achieve early fluency in reading.</p> <p>To deploy the strategically targeted RWI Fresh Start programme for pupils in KS2 who have lost momentum of progress/not yet achieved Reading fluency so that their reading capacity is unlocked, and they can access the wider curriculum. (The critical transition in KS2 from learning to read to reading to learn).</p> <p>To ensure increased momentum and quality of language acquisition in all classes – but particularly in Reception and Key Stage 1.</p> <p>To secure accelerated progress in the fundamental skills of Phonics, Reading and early Writing development. Phonic Screening outcomes are at least in line with National and KS1 outcomes for Reading and Writing are consistently above 75%</p>	<p>Children with barriers to learning in Reception receive quality first Wave 1 teaching which is enhanced through bespoke, layered support to enhance oracy, boost phonic awareness and apply these to the Reading ELG. The gap closes rapidly due to the skilled deployment of the RWI phonics programme.</p> <p>As pupils transfer to KS1, the focus continues in order to ensure vulnerable children achieve Expected in line with their non – Pupil Premium peers. Read Write Inc provision is a significant factor in accelerating progress in phonics, accuracy and fluency in Reading so that the advantage gap closes.</p> <p>In KS2, Reading and Writing outcomes at EXS and GDS are consistently strong so that the gap between disadvantaged and non-disadvantaged children closes.</p> <p>Across all phases, pupils are empowered to own and use language specifically linked to subject knowledge but also the language of 'learning' and the language which frames emotional intelligence so that they can articulate their understanding both academically and emotionally.</p>

<p>To ensure vocabulary is enhanced in KS2 and outcomes for Reading at KS2 are at least in line with National. Those children working below Expected cross the threshold to meet age related expectations by the end of KS2.</p>	
<p>Objective 3 Improve early literacy skills – particularly around vocabulary, communication and interaction in EYFS</p> <p>Leaders and staff map out continuous provision</p> <p>Leaders ensure that the environment optimises opportunities within a careful intent</p> <p>WellComm assessments take place and next steps planned for. Parent partnership promoted to ensure support at home with WellComm strategies.</p> <p>Key texts in place and vocabulary within texts identified. Key children identified.</p> <p>Information given to parents about supporting their child's learning at home. Sharing WellComm activities, using Tapestry to share interests from home to school, provide online books, activities.</p>	<p>There is a sharp focus on ensuring that children acquire a wide vocabulary and communicate effectively as evident in observations in setting</p> <p>Children approach opportunities with curiosity, energy and enthusiasm. Effective learning is meaningful, so that they are able to use what they have learned and apply it in new situations.</p> <p>Successful parent partnerships. Achievements and learning outside of school shared via Tapestry in school. Parents feel informed about their child's learning</p>
<p>Objective 4 Entitlement to learn ~ Attendance</p> <p>Increased attendance rates for all learners – but particularly those with vulnerabilities - are recognised as an entitlement to learn and to build confidence through consistency of attendance.</p>	<p>Attendance figures for all children – but with a particular focus on vulnerable learners, are greatly improved and at least in line with National Average.</p> <p>Parents understand the impact of lateness and persistent absence. They support the school's drive to ensure pupils achieve their entitlement.</p> <p>Pupils attend school and are safe.</p>

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: £31,234

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>A proportion of SENDco Salary</i>	<p>SENDco to train and support staff – targeted CPD</p> <p>Support for Subject Leads when refining the curriculum – with vulnerable learners in mind</p> <p>EEF Blog: What do we mean by 'knowledge rich' anyway? EEF</p> <p>1. High-quality teaching EEF</p>	1, 2, 3
<i>A proportion of Senior Teacher Salary as Pastoral Lead and Attendance Lead</i>	<p>Pupil Progress meetings with HOS and teachers to identify vulnerable pupils and timetable bespoke provision.</p> <p>Monitoring of data and impact of intervention</p> <p>National CPD</p> <p>Evidence brief: Using research evidence to support your spending decisions Education Endowment Foundation</p> <p>Regular EWO support</p> <p>Working together to improve school attendance - GOV.UK</p>	1, 2, 3, 4
<i>Budget for Training</i>	<p>RWI portal purchased to support early reading development and staff training</p> <p>Phonics EEF</p> <p>WellComm Package bought</p> <p>Oral language interventions EEF</p> <p>Curriculum planning released for teachers to really tailor the curriculum demands around the bespoke needs of the individual cohorts</p> <p>An evidence-informed approach to... Durrington Research School</p> <p>Attendance Lead Training</p> <p>Working together to improve school attendance - GOV.UK</p> <p>Subject Lead Release time</p> <p>Effective Professional Development EEF</p>	1, 2, 3,4

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

Budgeted cost: £3,066

Activity	Evidence that supports this approach	Challenge number(s) addressed
A proportion of ELSA Trained Teaching Assistant salary	Trained TA to work on Wave 2 and 3 SEMH support for identified children. Trauma Informed Schools UK	1, 3
A proportion of EYFS Teaching Assistant salary	TA specialising in RWI phonics and continuous provision support around PSED/vocabulary Communication and language approaches EEF Development Matters - GOV.UK EEF blog: The ShREC approach – 4 evidence-informed strategies... EEF	1, 3

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

Budgeted cost: £830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities	Money to support families with enabling their child to take part in residential, educational visits as well as supporting wraparound provision for families who need child care due to working	1, 3, 4
School Milk	School provides milk for all disadvantaged children for a nutritional boost and keeps children hydrated between breakfast and lunch, helping them to concentrate and learn.	1, 3, 4

Total budgeted cost: £35,130

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 2023 to 2024 academic year.

Last Year marked Year 3 of a 3 Year Strategy

Data for year 2023-2024 shows that SSP has been successful with once again, 82% passing the PSC in Year 1 with no Y2 retakes from the previous year.

End of KS1 and 2 data across RWM is still lower than the national average, however Reading data at the end of KS1 and KS2 are at least in line with national. 85% of Y2 children and 73% of KS2 children met the expected standard or above.

The school has reflected on the impact of measures deployed last year and drawn on data and internal evidence.

Objective 1: Acquisition and further development of Reading Skills

Despite low starting points, in 2024, 82% of Y1 children passed the Phonics Screening Check. The school has a structured and systematic phonics scheme that is embedded in the school and delivered with fidelity. Phonic strategies have not necessarily transferred to Reading attainment however this is something the Reading Lead is targeting with a more focussed approach to teaching fluency in 2024-2025.

At the end of KS1 100% of disadvantaged children achieved EXS

At the end of KS2 one third of disadvantaged children achieved EXS.

A spotlight on Guided Reading has meant that the quality of teaching is strong. Teachers have access to high quality texts and understand and value the importance of reading within our immersive curriculum.

This needs to continue to be driven into the next academic year due to the turn over of staff. Regular CPD through PDM sessions will ensure all new staff are familiar with the approach and that standards continue to rise and that our disadvantaged children close the gap on their non-disadvantaged peers.

Objective 2 Social, Emotional and Mental Health Barriers to Learning

The SEND Record of Need shows there remains a high level of SEMH need alongside increasing demands for support with Cognition and Learning across the school. There is still a tranche of children in the younger years that need SALT support and so the school will be refining the offer for the next academic year to more fully embed strategies for all children to support their communication and interaction skills.

IMD scores indicate that deprivation factors around Delabole show 79% pupils being in 30-40% most deprived social context of lower super output areas in England. Families in Delabole are largely in employment linked to service industries – tourism. Employment is seasonal and wages are low and families can be close to subsistence – particularly during off season times of the year. This can impact emotional wellbeing and resilience for learning. This can also impact on home learning/the practice and consolidation of fundamental skills - such as reading - in families who are struggling to support. Delabole's remote location limits access to amenities and enriching opportunities

Objective 3: Low Starting Points and Poor Cultural Capital

We are driving a full, rich curriculum offer, including multiple opportunities for children to experience trips and visits. We aim for every child in the school to have the opportunity to learn beyond the school parameters and to visit locations, both locally and further afield to enhance their experiences. This year children have been surfing, visited Geevor mine, had a mobile planetarium visit, have been to woodland locations, completed river studies to name just a few. Although we are a small school, we are proud of our residential offer which included visiting both

London and Bristol, where children visit museums, the theatre and other cultural experiences that they may not have encountered previously.

Attendance – Entitlement to Learn

Attendance for all pupils is beginning to show an improvement with the whole school average for the year 2023-2024 being 93.45%

The Trust and school have a clear and rigorous policy that is followed to support parents to understand the importance of attending school regularly. Regular communication with parents through different mediums is slowly having a positive impact. Early indications show that for 2024-2025 percentages are similar to last year with PA figures stabilising.

Due to many parents working in the tourist industry, there are still holidays being taken in school time. The school continues to follow the Trust approach in not authorising these requests and FTP are being issued in line with the new attendance policy.

Externally provided programmes

Programme	Provider
Phonics and Early Reading Development	Read Write Inc.
Reading Intervention KS2	Freshstart
Motional Screenings	Motional
Walk Thru's – Pedagogy & Feedback	Teaching Walkthrus