

Pupil premium strategy statement – Delabole Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Delabole Primary
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2020-2021 to 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	James Pritchard
Pupil premium lead	James Pritchard
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 44240
Recovery premium funding allocation this academic year	£ 4350
Pupil premium (and recovery premium*) funding carried forward from previous years	£ 4853
Total budget for this academic year	£ 53,443

Part A: Pupil premium strategy plan

Statement of intent

25% of our children are Pupil Premium across all the year groups in school. The objectives for our pupil premium children and for all of our pupils - regardless of their background and starting points - are to succeed across the whole curriculum, to overcome social and emotional barriers, have good attendance and deepen their cultural knowledge, experience and engagement.

This will be achieved through: implementing a high quality and deliberate curriculum, supporting and being responsive to children's social and emotional needs and development, developing wider cultural knowledge beyond their experiences and contexts and ensuring pupil's attendance is good.

The key principles to secure our objectives are the importance of

- High quality wave one provision
- A sequential knowledge based enquiry curriculum that is immersive, varied and rich
- Ensuring the acquisition of good reading skills
- Metacognitive approaches and understanding in teaching and learning
- Knowing that children can have wide, diverse and challenging experiences that can significantly impact their social and emotional development
- Embedding a deep sense of 'Belonging' for all children
- Attendance and its critical importance to ongoing success

Challenges

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

Challenge number	Detail of challenge
1	<p>Acquisition and further development of Reading Skills</p> <p>Despite low starting points, in 2022 88% of all 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. Not all disadvantaged children passed the check. Phonic strategies have not necessarily transferred to Reading attainment – at the end of KS1 60% of disadvantaged children achieved EXS, at the end of KS2 60% of disadvantaged children achieved EXS. Progress from KS1 to KS2 was below national average. Across some year groups, reading attainment for disadvantaged children is disproportionately lower.</p>
2	<p>Social, Emotional and Mental Health Barriers to learning</p> <p>Children have low starting points academically and socially when starting school. A significant proportion of our Pupil Premium pupils do not yet have the capacity to own the learning process and be independent. This is a key area of development across all abilities and is a signifier of low self-image/self-esteem. We are aware that the most vulnerable learners in all phases are those with challenging behaviours, poor self-efficacy and limited engagement for learning from home. These children have fragile self-esteem and SEMH barriers that compound learning behaviours in the classroom.</p>
3	<p>Low Starting Points and Poor Cultural Capital</p> <p>Economic challenges in our school community are high. 2019 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.</p>
4	<p>Attendance</p> <p>Historically, the levels of deprivation and vulnerability have translated to poor attendance and high levels of persistent absence in our most hard to reach families. Poor attendance is an additional barrier which compounds the underachievement of many of our most vulnerable learners. Although, attendance and persistent attendance remain broadly in line with national data, disadvantaged children are disproportionately represented in absence and persistent absence rates.</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>Phonics and Reading Fluency as an ‘unlocker’ to full curriculum access</p> <p>To further secure the highly skilled and consistent deployment of the RWI phonics programme across EYFS and KS1 so that all children achieve early fluency in reading.</p> <p>To embed the deployment of 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 sustained 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>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>Children with barriers to learning in Reception receive quality first Wave 1 teaching which is enhanced through bespoke, layered support to boost oracy, increase 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>Emotional Resilience</p> <p>All stakeholders recognise that pupil wellbeing is a fundamental pre-requisite for learning. Staff are well equipped to support pupils with complex needs and layers of vulnerability, so that they are ready to learn and have high levels of resilience. Trauma Informed approaches are deployed across</p>	<p>Challenging behaviour and incidences of dysregulation arising from pupils in crisis due to anxiety and mental health issues, continue to decrease. Those who present with multiple vulnerabilities receive high quality, consistent provision which addresses their needs.</p>

<p>the school and layered in response to whole class and individual need. The most vulnerable pupils receive bespoke, closely monitored support with social and emotional development. As a result, highly vulnerable pupils develop resilience, sustain learning and achieve success.</p>	<p>Children with Adverse Childhood Experiences (ACEs) receive timely and bespoke Wave 2 and 3 Trauma Informed Schools provision which compliments the whole school culture of care and nurture. Where appropriate, they are supported by external agencies.</p>
<p>Metacognition and self-efficacy</p> <p>Children are active learners with high aspirations. They own the language of learning skills (metacognition) and have a growth mindset. This enables them to drive their own progress against models of excellence. They achieve to their best potential and are empowered.</p> <p>Staff receive high quality professional development linked to evidence-based research on metacognition and teaching and learning pedagogy.</p> <p>Staff confidently and consistently drive learning processes which maximise pupil efficacy and secure strong outcomes for even the most vulnerable pupils.</p>	<p>The science of Teaching and Learning Pedagogy is high on the school's agenda and permeates through multiple professional development opportunities for staff.</p> <p>Staff consistently deploy methods which enable and empower pupils to secure knowledge and transfer it to long term memory.</p> <p>There is a shared language which frames 8 key dispositions for learning. Pupils understand the mistakes process and embrace challenge. A growth mindset increases resilience and risk taking in learning.</p> <p>High quality opportunities for focused feedback ensure that pupils have a clear grasp of progress against aspirational models and are able to demonstrate their understanding to teaching staff through 'visible learning' opportunities.</p> <p>Pupils reflect on their learning process as well as their outcomes and demonstrate increasing self-efficacy. There is a shared language around ownership and accountability for learning.</p>
<p>Entitlement to learn</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 are stabilised at 95%. Parents understand the impact of lateness and persistent absence. They support the school's drive to ensure pupils achieve their entitlement. Pupils attend school and are safe.</p> <p>In the event that children cannot attend school, there is a layered school offer to mitigate the risk of lost learning and ensure that pupils remain on track with support from teaching staff. Parents feel supported in engaging their children.</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: £22,287

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved phonics and oral language skills in Reception and KS1 facilitated by a designated Reading Lead</p> <p>The further embedding and refinement of Read Write Inc phonics as a systematic, highly quality approach to phonics, blending and vocabulary development.</p> <p>Reading Lead to continue to coach and refine practice –both Wave 1 and for those deploying strategically targeted intervention across all priority year groups</p>	<p>EEF Phonics development – moderate impact for low cost – extensive research +4</p> <p>Peer tutoring moderate impact for very low cost – extensive research +5</p> <p>KS1 scenario Evidence-based research linked to RWI phonics programme and existing Wave 1 provision.</p> <p>This is about extension and depth of existing provision and has strong potential to be sustainable and impact on Reading achievement over time.</p> <p>Pupils are assessed and streamed to focus high quality phonic provision and target gaps. Groups are homogenous and fluid to allow for appropriate match to need and rapid momentum of progress.</p> <p>Daily catch-up interventions deployed for an integrated, layered approach</p>	<p>1, 2 and 3</p>
<p>Accelerated progress in Reading and Writing for all pupils by a designated Reading Lead</p> <p>This provision continues to be driven by highly trained RWI practitioners and is also supported/balanced by high quality picture books to share and promote a love of reading</p>	<p>Review of progress of lower achieving/vulnerable pupils in Yr 1 and 2 indicates that they have phonic gaps due to school closure and struggle to apply basic skills in phonics with confidence and consistency.</p> <p>This lack of automaticity impacts on early Reading progress and writing skills.</p> <p>SLT identified a need for absolute match of Reading books to phonic phases in order to track application of phonics and build accuracy and fluency with increased confidence/momentum.</p>	<p>1, 2 and 3</p>

<p>The sustained refinement of vocabulary development at the heart of our Knowledge – engaged, Enquiry-led curriculum which is tailored to the needs of our pupils facilitated by SMT</p> <p>Through carefully sequenced, meaningful learning opportunities which are embedded in context, children will be engaged in deep and rich experiences. These will enable them to transfer knowledge to long term memory increasingly effectively so that core knowledge and understanding of themselves and the world they live in is embedded over time.</p> <p>All learning will be driven by aspirational language and vocabulary development will be at the core of each lesson.</p>	<p>Through ongoing observation, SLT and teaching staff have identified a decline in fundamental vocabulary as children transfer into school.</p> <p>The school recognises the impact of the ‘vocabulary gap’ as a cap on the potential of all children, but most especially those who may be experiencing social disadvantage.</p> <p>Vocabulary is not only linked to cultural capital, but also cognitive ability. Children need words in order to shape thoughts and meaning about the world and themselves in it.</p> <p>We recognise language acquisition as a tool for emotional wellbeing, and a fundamental pre-requisite for forming effective relationships. This will drive our full spectrum Curriculum.</p>	1, 2 and 3
--	--	------------

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

Budgeted cost: £6,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved Phonics outcomes linked to Reading and Writing across KS1 and 2</p> <p>The closing of the advantage gap. Children make significant progress from their baselines and are back on track by end of year.</p> <p>Bespoke packages of support across Wave 2 and 3 (small group and 1:1) delivered by experienced teachers and TAs.</p>	<p>EEF Reading fluency and comprehension strategies high impact for low cost – extensive research +6</p> <p>Initial baseline data across EYFS and KS1 has enabled teachers to conduct a diagnostic and identify clear entry points/gaps in knowledge.</p> <p>Targeted daily afternoon support informed by diagnostic assessment every 6 weeks and delivered to close the gap in phonics and early Reading fluency.</p> <p>Initial baseline data across KS2 has enabled teachers to conduct a diagnostic and identify clear entry points/gaps in knowledge. Assessment has identified individual children and profiled them into groups so that the programme can be deployed effectively.</p> <p>Targeted daily afternoon support informed by diagnostic assessment every 6 weeks and delivered to close the gap in phonics and early Reading fluency.</p>	1 and 2

<p>Through sustained refinement of Teaching and Learning Pedagogy, increased proportions of pupils achieving expected at end of each key stage.</p> <p>Ongoing consolidation of Learning Toolkit and Growth Mindset work to increase resilience and support a focus on pupil effort and accountability.</p> <p>Whole staff training linked to metacognition and evidence-based research. The ongoing development of consistent pedagogical strategies to engage pupils, secure accountability and give them ownership of learning process.</p>	<p>EEF Metacognition and feedback - high impact and low cost based on extensive evidence +7</p> <p>A number of pupils remain passive and lack independent learning strategies. They do not respond to marking feedback. The SLT will continue to drive significant change in approaches to how we shape lessons and deploy marking/feedback through lesson study around effective feedback.</p>	<p>2 and 3</p>
<p>Schools contribution to schools National Tutoring Programme</p> <p>Bespoke and structured delivery by an existing member of teaching staff to work with targeted children individually or in small groups aligned with curriculum objectives that is additional to and explicitly linked with normal lessons.</p>	<p>EEF One to One Tuition Impact +5</p>	<p>1,2 and 3</p>

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

Budgeted cost: £18,216

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All stakeholders recognise that pupil wellbeing is a fundamental pre-requisite for learning. Supported by the TiS/PSHE Lead, staff are well equipped to support pupils with complex needs and layers of vulnerability, so that they are ready to learn and have high levels of resilience.</p> <p>The provision of a specialist TIS lead practitioner drives whole school and bespoke social and emotional support matched to cohort, small group and individual need. Bespoke provision delivered by TA/MDSA across the school</p>	<p>The long-term impact on emotional wellbeing and resilience for learning evidence post lockdown set against the socio-economic context of the families. The impact on capacity for home support – both through online learning and the practice and consolidation of fundamental skills - such as reading.</p> <p>There is significant research into the impact of trauma on brain development in formative years which suggests that new templates for learning and wellbeing need to be laid down by highly trained practitioners in order to redirect behaviour responses.</p> <p>Pupils returning from Covid-19 school closure are exhibiting evidence of sedentary lifestyles. They lack personal drive and resilience. This will continue to be an aspect of wellbeing driven through our PSHE and sports provision and a healthy, active lifestyles focus.</p> <p>In order for high quality provision to be sustainable, it must be tied into the whole school context so that pupils have meaningful, 'safe' opportunities to develop their skills and build their resilience in multiple opportunities. This will be driven through PSHE</p>	<p>2 and 3</p>
<p>Increased attendance rates for pupils eligible for PP</p> <p>A variety of approaches linked to supporting increased attendance and decreasing persistent absence for at risk pupils driven by SLT and led by a nominated Pastoral Lead.</p>	<p>Research from NfER indicates that in order to close the gap for disadvantaged and vulnerable pupils, we must first ensure that they maximise attendance.</p> <p>Attendance below 95% has an inverse impact on progress, behaviour, confidence and self-image as a learner.</p> <p>Many PP children are victims of persistent absence through changing family contexts and hard to engage families.</p> <p>The SLT understand that there is a need to engage with these families from the outset and build good habits of attendance.</p>	<p>1,2 and 3</p>

<p>To ensure our children have aspirational and inspirational opportunities to develop and apply language skills facilitated by SMT</p> <p>Affiliation to Royal Shakespeare Company. Our school continues to adopt 'ensemble' approaches to collaborative learning through performance. Pupils of all abilities but with a focus on high achieving PP children, perform on stage at Falmouth university/ Hall for Cornwall</p>	<p>SLT recognise that both lower and higher achieving PP children need inspirational opportunities linked to higher education and wider national initiatives as a catalyst to build confidence and motivate them to achieve highly.</p> <p>This is part of the development of their cultural capital. There is ongoing evidence from past projects that ensemble work builds capacity to collaborate effectively and engage as a learner, regardless of starting points.</p>	<p>1, 2 and 3</p>
--	--	-------------------

Total budgeted cost: £ 47,438

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last Year marked Year 2 of a 3 Year Strategy Data for year 2021-2022 shows that SSP has been successful with 88% passing the PSC in Year 1 and 100% of Y2 pupils passing the retake.

End of KS1 and 2 data in line with National.

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

Phonics and Reading Fluency as an 'unlocker' to full curriculum access

Phonics teaching has been a strength of the school sustained over two years. Staff have been ambitious drive to secure strong outcomes for pupils regardless of context and starting points. They have strived to secure early reading fluency as the 'unlocker' for sustained learning across all subjects. This is supported by outcomes Reading GLD 75%, PSC Y1 88%, PSC Y2 retakes 100% The Reading Lead is passionate about early reading and is giving targeted, bespoke coaching to all practitioners in order to hone their practice. For the children who still have barriers to Early Reading fluency, there continues to be layered bespoke provision as part of an intervention programme across the school.

Emotional Resilience

High quality training was delivered to the whole staff from Julia Harmieson (TISUK) in order to support the strengthening of school culture. A key member of staff has been fully trained as lead practitioner (SENDco) and support was effectively disseminated across the staff with a particular focus on TAs responsible for more bespoke wellbeing/behaviour interventions. As a result of cohesive Wave 1, 2 and 3 provision, incidences of challenging behaviour have decreased. That said, a high number of children continue to exhibit passive learning behaviours and lack of confidence/self-esteem. We can now drive a full, rich curriculum offer, including multiple opportunities for children to experience trips and visits. This includes residential where children visit museums, the theatre and other cultural experiences they may not have encountered. The curriculum is continually honed to ensure a richness of opportunities to benefit all children. This includes fine tuning the texts we use as a driver to bathe children in high quality language that they may not have due to low starting points.

Metacognition and self-efficacy

Across all phases of the school, there is a shared language which frames 8 key dispositions for learning. Through relentless drive and weekly assemblies, children understand the mistakes process and embrace challenge. This has been made evident through pupil conferencing where

children have shared that they enjoy a challenge. A growth mindset approach is showing that children are willing to take more risks which will continue to build their resilience in learning. The science of Teaching and Learning continues to be high on the school's agenda and permeates through multiple professional development opportunities for staff. Staff use strategies which enable and empower pupils to secure knowledge and transfer it to long term memory. Use of double page spread to help them know and remember more in Enquiry books have been used to enable pupils to articulate the learning journey and showcase what they know and remember. Pupils are beginning to reflect on their learning process as well as their outcomes and demonstrate increasing self-efficacy.

Entitlement to learn

Attendance – Entitlement to Learn Attendance for all pupils is beginning to show an improvement. In the year 2021-2022 the whole school average was 93.3% and 90.9% for disadvantaged children. The school and Trust 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. Due to some 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.

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
Phonics and Early Reading Development	RWI
Reading Intervention KS2	Freshstart - RWI
RSC Associate Schools Program	Royal Shakespeare Company