

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	St Breock Primary
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	Nov 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sian Hall
Pupil premium lead	Kate Williams
Governor / Trustee lead	David Barton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,075
Recovery premium funding allocation this academic year	£5000
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	£56,075

Part A: Pupil premium strategy plan

Statement of intent

At St Breock we encourage independence, self-discipline and resilience amongst our pupils, whilst providing quality teaching for all.

This strategy plan works towards achieving these objectives for all pupils, by attempting to mitigate some of the factors that disadvantage some of our Pupil Premium children.

The key principles focus on maintaining and improving first quality teaching, increasing resilience and self-esteem, reducing the recognised gap in early vocabulary and reading ability and ensuring that all pupils have an equal access to school.

Challenges

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

Challenge number	Detail of challenge
1	A significant proportion of our PP children demonstrate low levels of resilience in their learning. Their ability to be independent is hindered by low self-esteem and lack of confidence in their own ability to take control of their learning. Our PP cohort have significantly more vulnerable learners who find it difficult to express themselves emotionally, which has a negative effect on their wellbeing and ability to establish strong friendships.
2	A significant proportion of our PP children have vocabulary gaps and poor oral skills, minimising progress in reading and other subjects, limiting future attainment and prospects.
3	Many of our PP children have more limited life experiences than their peers, making it more difficult for them to access a curriculum that has limited relevance to them and lowering aspirations.
4	Attendance of the PP group is lower than that of non-PP children across all classes.

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>Vulnerable learners will receive additional support within and outside the classroom to help them be independent and more confident in their own ability. They will be supported in being able to express themselves emotionally, resulting in more resilient learning.</p>	<p>Vulnerable PP children will be more robust, resilient learners, enabling them to access the demanding National Curriculum.</p> <p>They will have improved wellbeing and ability to form friendships.</p>
<p>To improve early reading skills and vocabulary acquisition there will be increased momentum and accelerated progress in phonic acquisition, targeting children identified in early phonic screening. This involves further training to improve the consistency, pace and coverage of the phonics programme.</p> <p>An increased awareness of the importance of vocabulary teaching and the use of talk in literacy and other subjects through the establishment of the Talk for Writing scheme throughout the school.</p>	<p>PP children's attainment in reading will be in-line with their non-PP peers.</p> <p>Children in Year 3 will receive an entitlement to phonic teaching of an equally high standard to those in KS1, ensuring that PP learners are in-line with their non-PP peers.</p> <p>The vocabulary gap identified in many PP children will have been narrowed.</p>
<p>Curriculum development is being undertaken to ensure that our curriculum will go beyond the child's entitlement to learning in the National Curriculum. It will provide an exciting and relevant learning experience for our more vulnerable children, resulting in increased accessibility and long-term learning.</p>	<p>An enriched curriculum, with more local relevance will inspire our more vulnerable children to be engaged and inspired, resulting in increased attainment in all subjects, also providing them with enhanced cultural capital and long-term aspirations.</p>
<p>To increase attendance rates amongst pupils eligible for PP. Termly data collection will identify those attending below 90% and SMT will liaise regularly with the school's EWO to address this. Efforts will be made by the SMT to phone families and find solutions together.</p>	<p>Overall PP attendance will be in line with that of non-PP 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: £27,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWI specialist to monitor and provide training on Phonics delivery. EYFS Lead to be released from classroom to support and train those teaching phonics.</p> <p>Purchase of RWI phonics scheme to support teaching.</p>	<p>EEF – Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>2</p>
<p>Staff training on the importance of vocabulary teaching and how to do this.</p> <p>Implementation of the Talk for Writing and Vipers (reading comprehension) schemes throughout the school.</p> <p>Purchase of books to support Talk for Writing and Vipers schemes.</p>	<p>EEF – Oral Language Interventions. The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>EEF – Reading Comprehension Strategies. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p>	<p>2</p>
<p>Curriculum development is ongoing by subject leads to ensure that our curriculum will go beyond the child's entitlement to learning in the National Curriculum and provide more local</p>	<p>EEF – Aspirational Interventions. By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations</p>	<p>3</p>

relevance if appropriate, to engage and motivate children.	is therefore often believed to incentivise improved attainment.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Informed School (TIS) practitioner working with targeted vulnerable children 5 days a week. TIS universal approach in all classes through Motional Assessment and implementation of class action plans.	EEF – Social and Emotional Learning. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	1
TA led targeted catch-up interventions in literacy and numeracy.	EEF – Teaching Assistant Interventions Moderate impact for moderate cost with 4+ months progress. Short catch-up programmes to address gaps in learning following lockdowns have proved beneficial to disadvantaged pupils.	1

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

Budgeted cost: £8,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly data collection will identify those attending below 90% and SMT will liaise regularly with the school's EWO to address this. Efforts will be made by the SMT to phone families and find solutions together.	Attendance of the PP group is lower than that of non-PP children across all classes.	4
To be able to respond to the needs of Pupil Premium	Historically, we have had PP children who could not attend residential and trips,	4

children within school to ensure full engagement by providing school uniform, 20% discount on residential, taxis to and from school and before and after school provision as required.	have not had adequate uniform and were unable to attend school regularly due to the inability of parents to get them to school.	
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Total budgeted cost: £56,075

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 to 2021 academic year.

Due to a disrupted academic year, it has been difficult to evaluate the impact of our pupil premium strategy in 2020-21.

Attainment in maths, reading and writing for PP children was as follows:

Maths – 25% (of PP children) achieving at or above age related expectations.

Reading – 38% (of PP children) achieving at or above age related expectations.

Writing – 50% (of PP children) achieving at or above age related expectations.

Of children receiving TIS sessions, 38% are in receipt of pupil premium funding. An increase on the previous year, due to the school's response to children's anxiety about returning to school. This was supported by an extensive PSHE programme within the classrooms.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Outdoor learning programme for PP children.	Badger Forest School and Outdoor Learning, Cardinham Woods, Bodmin

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible pupils?	
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Further information (optional)

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