

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	
School name	St Issey Primary School
Number of pupils in school	86 (Exc Nur)
Proportion (%) of pupil premium eligible pupils	15% (13 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	Nov 22
Date on which it will be reviewed	Nov 23
Statement authorised by	SIS LGB
Pupil premium lead	Chris Parham
Governor / Trustee lead	Heather Holder-Powell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	18,005
Recovery premium funding allocation this academic year	2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	20,005

## Part A: Pupil premium strategy plan

### Statement of intent

St Issey C of E primary school is much smaller than average, rural, coastal primary located in the village of St Issey, near to Padstow and Wadebridge on the North Cornwall coast.

Our pupil numbers now stand at 86, our original expected capacity. We serve an area of rural & coastal disadvantage, though our IDACI and IDSR data doesn't capture this accurately. This rural isolation has an effect on our pupils' exposure to external cultural experiences and we have carefully designed our 'Living Curriculum' to counter this.

The school identifies its most significant challenges below. These challenges are seen as the most significant barriers to these children achieving in line with non-disadvantaged peers nationally. The spending of this fund each year is intended to remove these barriers over time. Our approaches are designed to invest in provision over a longer period of time than just one year. The past few years of pupil premium strategy reviews have demonstrated how disadvantaged children's attainment improves over the time they are with us and often by year 6 the school has achieved in removing much of the attainment gap in core subjects (for example: last year the attainment gap was closed in all three subjects). This recognises that attainment gaps won't close in 1 year and investment in longer term strategies overtime is required which is very much part of our strategy.

The intention of our strategy is to invest in the initiatives that remove the barriers to educational achievement. Our approach involves a mixture of strategies that intend to raise the quality of teaching for all, provide targeted support for individuals through specific interventions and wider ideas that seek to broaden the life experiences and cultural capital of disadvantaged children. The intention is that many of the investments are long term, intending to tackle entrenched problems that affect childhood life experiences and access to education

## Challenges

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

Challenge number	Detail of challenge
1	Over 50% of our disadvantaged children have spent less time in our school than non-disadvantaged peers. Multiple school moves have ensured broken educational experiences leading to underachievement in core subjects when compared to their peers.
2	Attendance data continues to demonstrate that some of our most vulnerable families are still prone to become persistent absentees or have punctuality issues.
3	Vocabulary acquisition and children's oracy skills continues to be a concern for children from disadvantaged backgrounds (often linked with speech and language concerns in their younger years). Our observations show these groups of children tend to use less subject specific vocabulary and tend to contribute less in class.
4	Attainment of disadvantaged children (particularly boys) in reading and writing at the end of Summer 21 was significantly lower throughout KS2. These year groups have had less school time over the past two years than other year groups. They are also the year groups with a higher proportion of children with multiple school moves / elective home education / less engagement during lockdown periods.
5	Supporting individual families with complex economic / mental health needs - post pandemic. The number of families requiring high levels of support has increased.

## 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
Improved attainment in core subjects for those disadvantaged children.	Children undergoing Fresh Start intervention will demonstrate increased reading speed and accuracy in their regular assessments.  Targeted intervention for writing will demonstrate children's basic spellings, sentence construction and grammar

	attainment begins to close to that of their peers.
Attendance and punctuality improves overtime for identified families of disadvantaged children.	Persistent absence remains low - below comparable national figures.
A demonstrable improvement in disadvantaged children's ability to use specific vocabulary and ability to appropriately structure their own speech according to the task in hand.	Data from informal quizzes (often in the wider curriculum subjects) will demonstrate children's understanding of specific vocabulary. This will be reflected in their writing.  Children will be able to adapt their SAL to suit the circumstances.
Over time disadvantaged children's writing will improve as barriers to learning are removed. By year six the attainment gap between disadvantaged children and non, will be smaller than that of national figures (as demonstrated in past years when statutory data was available).	Measures such as spelling, handwriting, sentence structure and punctuation will improve overtime for disadvantaged children when compared to their peers. This will lead to the gap closing significantly over the time they are with us at SIS. These trends have been disrupted by the pandemic but with the return to normal school functions should see the return of these positive data trends.
Tailored support through MH or TIS approaches will support families with complex needs	The number of families in crisis will be reduced and time taken by school staff dealing with challenging situations will be reduced

## 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: £12,541

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Staff training in the effective teaching of vocabulary across the curriculum.</b>	<a href="#">EEF research</a> demonstrates the effectiveness of oral language interventions. We recognise that vocabulary size and the ability to use it correctly is a driving force behind underachievement in disadvantaged children. This training aims to upskill all staff in their ability to specifically teach oracy skills and specific vocabulary.	3, 4
<b>Continued staff training on teaching strategies that support memory acquisition.</b>	The development of teachers' understanding of what strategies help children commit knowledge to their long term memory is well researched.	1, 4
<b>TA support for the classroom in the afternoons in Y3-Y6</b>	Provide full time TA support every afternoon in Years 3-6 to support the structures and systems that we believe are essential to quality teaching and carry out the selected interventions for core subject areas. Well trained adults to deliver targeted interventions in reading fluency, vocab recall and number recall has demonstrated it has a positive impact on reading speed and developing long term memory of wider curriculum facts and vocabulary.	1, 4
<b>Staff training in leading the embedding of TIS to managing behaviour and relationships</b>	Prior to the pandemic this program had an impact on developing (predominantly disadvantaged) children's emotional literacy by increasing specific vocabulary associated with describing feelings, wants and needs.	1
<b>Subsidised residentials and significant trips</b>	These wider curriculum experiences form a key part in our curriculum that seeks to broaden children's cultural capital. By providing financial support to all disadvantaged families we have increased the % of children attending residentials to an average of 95%.	5

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

Budgeted cost: £5,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Intervention teacher Year 3 and 4 (0.4)</b>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 5
<b>Fun Fit intervention specialist</b>	<p>Using well trained staff to deliver daily Fun Fit to individuals and small groups has ensured that children make progress in their fine and gross motor skills.</p>	1, 4, 5
<p><b>Engaging with the National Tutoring Programme:</b> provides school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 4, 5

<b>Fresh start resources investment</b>	Carefully targeted phonics based reading tuition will help enable disadvantaged children in KS2 close reading attainment gap with their peers	1, 3, 4
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### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £2,062

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>Access to Surfing lessons</b>	Full surfing curriculum for Year 4/5 over the last year has ensured 2 extra hours of physical activity, specific life saving skills have been learnt, a new sport has been introduced to and healthy, active lifestyles has been promoted to all children including our disadvantaged. Growing up next to the coast, these are recognised	2, 5
<b>Daily fruit for all children in KS2</b>	Supporting our healthy, active lifestyles agenda. This has meant we have been able to stop snacks being brought into school and promote / broaden children's food choices.	2, 5
<b>TIS trained staff</b>	Provide targeted TIS therapy to identified children in school has ensured very vulnerable children have been able to access more learning time	1, 5
<b>Specific in year responsive spend</b>	This fund has ensured that we are able to respond to disadvantaged children's changing needs throughout the year. In past years it has supported children attending before and after school provision, purchased specific resources, paid for therapies and much more. This fund has shown impact by being able to respond quickly to children's needs meaning their education is not negatively impacted.	1, 2, 5

**Total budgeted cost: £20,005**

# 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.

### Attainment

Our intent is always to close the academic attainment gap throughout the time the children are taught at SIS. The attainment gap upon arrival in the early years is already significant for most disadvantaged children (evidenced by poor vocabulary, delayed speech and language and high numbers of children who struggle to communicate their basic wants and needs effectively). We also see a similar picture with our 'in year transfers particularly in KS2.

Looking at our SATS results from 2021-22 we can demonstrate the impact of our PP spend in closing the gap by Year 6 despite the detrimental effects of the pandemic.

Summer SATs attainment Year 6 2022				
	% EXS PP	National Dis	% EXS Non-PP	National Non Dis
Reading	100%	63%	80%	80%
Writing	100	56	80	75
Maths	100	57	80	78
Gram	50	59	60	78

- **Disadvantaged attainment inline with non disadvantaged attainment**
- **No persistent absence from disadvantaged children**
- **By the end of Y6 all disadvantaged children made the expected standard in reading, writing and maths.**

Although Year 6 children could demonstrate good disadvantaged data, other years where children were either less independent or less supervised during lockdowns the picture was one of lost learning and underachievement. Particularly in Year 4 & 5 cohorts (now Y5/6) where a higher number of children are classed as disadvantaged and/or have a diagnosed SEN. These cohorts present many of our biggest challenges for the coming year (challenge 1).

Data measures suggest catch up has been quick in some areas. Phonics data demonstrates that Year 1 children attained in line with our normal high standards (82%) passed phonics screening). In KS1 our assessments showed solid progress with scores in reading (85%), writing (69%) and maths (85%) all exceeding national averages.



National comparisons (comparative judgements) showed writing standards had slipped particularly in Years 3&5. Our most vulnerable children required fundamental curriculum changes to help them restore the basics (spelling, sentence structure, handwriting) to their best (back to my best assessment data). Restoring our standards in writing will be a key aim this year. (challenge 4)

2021/22	SIS PP	All schools PP	SIS Non PP	All Schools Non PP
Y1	396	375	399	407
Y2	/	447	477	476
Y3	442	466	507	494
Y4	516	516	499	536
Y5	503	570	521	538

The Venture Zone, surfing lessons, school camps and trips all played a crucial part in the successful return to education last year post lockdown. Productive time in the outdoors learning to work and play together again had an impact on children's health and mental wellbeing. Ensuring children wanted to be back involved with our rich curriculum meant attendance was high and behaviour was good.

#### **Attendance**

Although attendance was severely disrupted by COVID isolations, removing this shows that attendance remained good and above NA when children came back to school. In fact we took back children in other years before mandated by the Government. In 2021/22 only 23% of children in receipt of PP were recorded as persistently absent - we are working with these families to reduce this further.

#### **Wellbeing and behaviour / relationships**

Disadvantaged children returned to school demonstrating the effects of lockdown within more challenging family settings. Social isolation, food poverty, lack of stimulation at home led to higher levels of dysregulation at school upon return and an increased number of children requiring immediate pastoral support.

#### **Resourcing the pandemic response**

Lessons learnt in the first lockdown allowed us to plan for potential further disruption ahead. Disadvantaged children's lack of access to IT equipment and WIFI meant they were at a disadvantage during the first closure. We were able to invest 2K into 15 devices to support all children. This dramatically changed what we could expect from the children during the lockdown. This provision has remained in place as the impact was demonstrably high in many areas across the curriculum.

Consistently high standards of remote learning ensured a wide curriculum was taught during the school closures. Effective use of IT allowed daily lessons to be delivered to children from their teaching staff. In turn, this meant the engagement and output was tracked to effectively identify vulnerable children.

#### **Going forward**

Our pupil premium strategy is predominantly long term objectives as we recognise changing the outcomes for disadvantaged children takes year on year investment.

## Externally provided programmes

Programme	Provider
TIS training	Headstart Kernow
Fresh Start	Read Write Inc