

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	Portreath School
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	20.10.21
Date on which it will be reviewed	Termly with full review in July each year
Statement authorised by	Nic Furnish
Pupil premium lead	Lucie Clarke and Cassie Pamplin
Governor / Trustee lead	Elizabeth Gerrish/ John Whetter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 23830
Recovery premium funding allocation this academic year	£2465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£26295x
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	NA

Pupil premium strategy plan

Pupil premium is allocated to schools for children from low income families who are known to be eligible for free school meals (or have been in the last 6 years), children who are looked after or have previously been looked after and to children of parents who are currently serving in the armed forces.

Statement of intent

We ensure that the highest possible standard of teaching is on offer to all children. We believe that by improving teaching and learning further and by providing a high-quality curriculum to all everyone gains, including pupil premium children. As a school we also believe in the principle of equity and that in order for everyone to have an equal opportunity some children need something different or extra. Research shows that developing cultural capital is something that can change children's lives and open up more opportunities for their future, it can act as a key to unlocking a more advantageous life. We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals. We also know that the Covid pandemic and associated lockdowns have had differing impacts on our children and their families and that our work can support recovery.

What are our ultimate objectives for our disadvantaged pupils?

- Develop their language and vocabulary and help them to develop a love for reading
- Enable them to become confident and effective writers, who also use writing to express themselves
- Raise their levels of numeracy
- Raise the aspirations of the parents and children
- Offer ambitious learning for those from lower starting points or with SEND
- Create successful, ambitious and confident young people
- Give them access to powerful knowledge and cultural capital
- Increase their retrieval and retention of knowledge
- Positively challenge any of their or their families' views regarding education and school experience if need be
- Develop their resilience, well-being and mental health
- Increase their future employability, positive community engagement and help them to become globally responsible citizens
- Prepare them well for secondary education, a life in modern Britain and, for an exciting future and changing world

Challenges

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

Challenge number	Detail of challenge <i>Please note not all of the challenges apply to all pupil premium children</i>
1	Lack of life experiences for some children
2	Exposure to a range of tier 2 and 3 vocabulary
3	Difficulties around writing
4	Lack of fluency of maths facts
5	Retaining knowledge and information
6	Attendance
7	Parental engagement and their expectations, aspirations and support for some families
8	Some parent and children's low long-term aspirations

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
All pupil premium children have developed their cultural capital due to a broad range of suitable experiences	Children can talk about a range of experiences they have had. Children are able to use and transfer the knowledge and insight gained from these experiences to their academic work. e.g. able to answer reading comprehension questions that require background knowledge. 'All children have experienced a significant proportion of the things on the Portreath's Key Experiences list this includes: <ul style="list-style-type: none"> • Spending at least one night away from home as part of a school residential. • Visiting an art gallery and museum. • Being involved in a range of theatrical/musical experiences.
Pupil premium children can understand a range tier 2 and 3 vocabulary and apply this in their oral and written work. There is a diminishing gap between PP children and non-pp children in terms of vocabulary use and acquisition.	Children can articulate their learning by accurately using key vocabulary as identified by staff. Children use a range of higher-level vocabulary in their written work. Children's reading comprehension skills are enhanced as a result of their acquisition and understanding of new words. All reception children have been screened and an identified group has completed the NELI programme.
Barriers for individual children are identified in terms of their	Each pupil premium child has an individual provision map that identifies barriers and strategies to overcome these.

<p>writing and these have been addressed and children given appropriate provision and support.</p> <p>All children make good progress in writing.</p>	<p>Staff have received training to help them ensure that children who have stalled in their writing progress are able to move on.</p> <p>A writing journey document and a genre long term plan has been created, implemented and monitored to ensure high quality teaching of writing across the school.</p> <p>There is a diminishing gap between PP children and non-pp children in terms of writing attainment by the end of Year 6.</p>
<p>For children to have a firm foundation in terms of key maths facts</p>	<p>Children complete 'Number Sense' programme by the end of Y3 and this leads to more children, including pupil premium children being at age related expectations.</p>
<p>Children transfer their learning to their long-term memory</p>	<p>Children can articulate their learning, including things learnt in previous weeks, terms and years</p>
<p>Pupil premium attendance is improved.</p>	<p>Pupil premium attendance is in line with non-pupil premium children and is at least 97%</p> <p>A MAT policy has been developed and followed to ensure a consistent approach.</p>
<p>Parents feel informed and involved in their children's education and understand the importance of playing an active role within it.</p>	<p>Whole school parent survey indicates that they feel involved in their child's education.</p> <p>A high proportion of pupil premium parents attend parent consultations.</p>
<p>Children have high long-term aspirations and goals and demonstrate a growth mindset.</p>	<p>Children can articulate their long-term goals and possible future careers.</p> <p>Children are able to give themselves short term targets and know that with hard work they are achievable.</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

Budgeted cost: £11, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementing a well-structured curriculum that is accessible to all and is broad and balanced. As part of this have a list of key experiences we would like all children to have whilst at the school.</p> <p>Look at ways to engage successful ex pupils (in a range of fields) to talk and engage with current pupils</p>	<p>Ofsted</p> <p>Developing cultural capital influences long term life opportunities</p> <p>Children need exposure to what is on offer in life including a range of careers</p>	<p>1, 2, 3, 4, 5, 8</p>
<p>Implementation of a curriculum that identifies the small steps of learning</p>	<p>One of Rosenshine's Principle and endorsed by Tom Sherrington</p> <p>Breaking the curriculum down into smaller steps makes it more accessible to all children</p>	<p>2, 3, 4, 5,</p>
<p>Creating a carefully planned long term class novel and non-fiction rolling programme for each class, plus 20 recommended reads per year group so that all children are exposed to a range of high-quality texts</p>	<p>This develops cultural capital-high quality texts lead to children being aware of the wider world and opportunities on offer, as well as exposing them to challenging vocabulary.</p> <p>Evidence shows that prolific readers are better writers</p> <p>When children are hooked into a book they are motivated to come to school and not miss out</p>	<p>1, 2, 3, 5, 6, 8</p>
<p>Exploring vocabulary becomes a key part of lessons and to enhance this further each half term knowledge organisers are created which include tier 3 vocabulary. These are used in a variety of ways to reactivate learning. These are shared with parents.</p>	<p>There is evidence from Brown, Roediger and Mc Daniel that reactivation of knowledge helps to transfer information to long term memory. Use of knowledge organisers as effective learning tool are recommended by people such Faye Hemming.</p>	<p>2, 3, 5, 7</p>
<p>Use of Numbersense in EYFS, Y1,2 and 3 as a programme to ensure children improve their fluency skills and the use of Tas to ensure this can be delivered in year groups.</p> <p>Continued use of 99 club from Y1-Y6</p> <p>Regular use of calculation slides at the start of lessons to improve fluency and reactivate learning.</p>	<p>Children knowing key number facts frees up the brain to problem solve and reason</p> <p>It is a recognised national systematic and structured <u>programme</u> that ensures all children have a good sense of number so have a strong foundation to build on.</p> <p>Comprehensive professional development and support is included in the programmes to ensure teachers get the best possible outcomes for their children.</p>	<p>4, 5</p>

<p>Develop teaching and learning through CPD and amend policy to reflect new practices. This will include:</p> <p>Training linked to Rosenshine's Principles of instructions</p> <p>Reviewing learning becoming a key feature of lessons and learning</p> <p>Training linked to metacognition so they can effectively promote metacognition and growth mindset with the children</p>	<p>There is a lot of evidence out there to support this e.g. Rosenshine's Principles paper, research included in books such as, 'Make it Stick' by Brown, Roediger and McDaniel and it is also recommended by EEF.</p>	<p>2, 3, 4, 5, 8</p>
<p>Assistant head to undertake a apprenticeship in coaching, which requires time outside of class to study and implement. Use of coaching for teachers and implementation of a new continuous professional and personal development</p>	<p>Tom Sherrington's work on incremental coaching shows that this is a powerful way to improve teaching and learning.</p>	<p>2, 3, 4, 5,</p>
<p>Dedicated release time given in order for teachers to undertake CPD activities including observations of other staff, especially NQT+ teachers (this money will supplement the government money given for NQT+ teachers)</p>	<p>Research, including things such as the EPI review 2020, shows that helping teachers to become better teachers is one of the things that will make the biggest difference to children's learning. The Charter College of Teaching promotes the importance CPD and having time to read research.</p> <p>Having a good work life balance is important, as recognised by the government, therefore time needs to be given to staff to do some of their CPD within work time. Also by having dedicated time it shows the high value the school puts on CPD.</p>	<p>3, 4, 5</p>
<p>Use of assessment to identify next steps. This includes training and reviewing how feedback is given and amending the policy.</p>	<p>Use of teachers and TAs identifying next steps and giving effective feedback leads to progress, this is evidenced by people such as Tom Sherrington and Dylan Wiliam and is recommended by EEF</p>	<p>2, 3, 4, 5</p>
<p>Use of 'Keep Up' sessions to given targeted intervention after a lesson before the next lesson to ensure gaps are closed and children are ready for the next session. This is not for a set group of children, but fluid depending on need each day.</p>	<p>This has proved effective in the past in the school and led to children making good progress and it is also recommended by bodies such as NCTEM</p>	<p>3, 4</p>

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

Budgeted cost: £ 10, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual provision maps created for each pupil premium child by teacher and TA, these identify key barriers, strategies to overcome these barriers and this is reviewed regularly	This has proved effective in the past in the school and has been suggested in a number of pupil premium training events	Depending on child-1, 2, 3, 4, 5, 6, 7, 8
Teacher KS1 small group intervention to support those children who are struggling with writing and maths	There is a variety of evidence to support and is an EEF recommendation. The national Tutoring programme suggests that 1 to 3 is an effective ratio.	2, 3, 4
Y6 SAT intervention groups after school	There is a variety of evidence to support and is an EEF recommendation. The national Tutoring programme suggests that 1 to 3 is an effective ratio. It has proved very effective in our school in the past.	2, 3, 4, 5
Maths 1 to 3 tutoring Y1-3	There is a variety of evidence to support intervening early to close gaps to prevent long term issues. The national Tutoring programme suggests that 1 to 3 is an effective ratio. It has proved very effective in our school in the past.	4
Number Sense intervention group for Y4-6	Those children who still have gaps in their number sense and lack fluency struggle to tackle KS2 work and it is a key barrier. It is a recognised national programme.	4
Support within class through scaffolding and prompting.	Evidence shows that it is not always best to take children out of class but instead every interaction can be seen as an intervention, the TA can scaffold learning and help make it accessible for all so all children are exposed to the challenging work.	2, 3, 4, 5,
NELI- speech and language intervention programme for early years training and delivery	DfE backed programme Having good language skills is a key requirement to succeed at school and beyond	2, 3

Purchase licences for Reading Dr and for Nessy so targeted individuals complete reading and spelling interventions on the ipads	Both recognised effective programmes that use precision teaching as recommended by our school's educational psychologist.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5300

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO employed to support the creation of an attendance policy and to offer support in improving attendance with a focus on pupil premium children	Children's attendance has a huge impact on their education. This is recognised by OfSTED.	6
Become a partner school to the Hall for Cornwall and be involved in a variety of theatrical experiences and working with a variety of professionals, including dance, music, creating a whole school performance and an opportunity to explore behind the scenes and the theatre and learn about jobs linked to the theatre	This will develop cultural capital It will give the children an opportunity to be creative and the arts can be an effective educational tool Supported by the research and work of people such as Ken Robinson and the EEF.	1, 8
EYFS, Y1,2,3 are involved in a storytelling project run by Writers Block	There is a lot of research that demonstrates that storytelling has a positive impact on language development and writing. It will also offer children an opportunity to develop their imagination and creativity. This would be backed up by the work of people such as Ken Robinson and Pie Corbett.	2, 3
Ensuring good transition activities take place in preparation to start school, each year and then on to secondary school.	Evidence shows the importance of a smooth transition to ensure progress	5, 6, 7
Use of assemblies to exposure children to a range of art, musicians and as a way to broaden children's thinking and ideas and for them to meet a variety of people and presenters	The work of Bourdieu and other sociologists on the impact of developing cultural capital	1, 7, 8
Ensuring all children are involved in a good range of school trips and camps		
Offer after school and lunchtime clubs		
Develop musical experiences by taking part in Songfest and using resources such as Charanga and Sing Up		
Purchase School cloud as a tool to improve parent engagement in parent consultations	Evidence of the influence of parents on children at a young age and evidence that working with parents has a positive	7

	impact on a child's education. It is also a recommendation from EEF	
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Total budgeted cost: £ 26,500