

Pupil Premium Strategy Statement 2024 – 25



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	Coverack
Number of pupils in school	22
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Jane Talbot (Head of School)
Pupil premium lead	Jane Talbot
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,920
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£5,920

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Vision: 'Where happy Learners Grow'

Coverack Primary School is located overlooking the picturesque harbour of Coverack on the Lizard Peninsula. Our school is at the heart of a thriving coastal community and we greatly value the strong links with the village. We are well known for our good quality of education and offer a broad, enriching curriculum enabling all to feel that Coverack School is a place 'where happy learners grow'. Ensuring that everyone realises their potential and continues to improve is fundamental to all members of our community. Continuous professional development is at the core of improving our offer for our pupils and community.

Our aim is to provide our children with the knowledge, skills and understanding to achieve their full potential: socially, emotionally and academically. High-quality provision is underpinned by positive relationships. Our school is inclusive and welcoming. It has a warm family feel, whilst setting high expectations for all to succeed and be the very best they can be. Our work for our pupil premium children links to effective provision for all pupils. We aim to maximise the funding to ensure that it supports narrowing the gap for disadvantaged children, and enhance the curriculum by providing good quality first-hand experiences to enrich their cultural capital and help them to succeed.

As a close community, parents, pupils, staff and the local community work together in partnership, in order to continually improve all aspects of school life and we are very fortunate to have an active PTFA and Space 2000 committee who work enthusiastically for the benefit of the children.

Coverack is dedicated to the continuous enhancement of this strategy, ensuring that all children, irrespective of their background or circumstances, receive high quality first wave teaching and support from adults.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils have lower self-esteem and confidence which has an impact on their ability to engage with their learning and to realise their full potential.

2	Some children have very specific gaps either socially or academically and therefore, targeted intervention is required, particularly in oracy.
3	Attainment is lower than non-disadvantaged pupils.

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 pupils have greater self-esteem and confidence which has an impact on their ability to be independent learners and realise their full potential.	Children have the knowledge and support to improve their self-esteem and confidence, resulting in improved outcomes and engagement with their learning, underpinned by self-regulation strategies. Children will have the tools to succeed when faced with a challenge or something that they find difficult.
Monitoring and pupil conferencing shows that pupils oral language skills are under developed and there are gaps in their vocabulary.	Identified gaps within children's oracy are supported to improve their outcomes and opportunities. Improved oracy skills will be evident in the wider curriculum.
To ensure pupils reach the expected age related standard in the core subjects of reading , writing and maths.	Attainment and progress will be in line with non-disadvantaged pupils unless there is a significant learning barrier.

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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD to improve support and impact of all adults to ensure high expectations for all pupils, underpinned by our Teaching and Learning Principles.</p>	<p>EEF guide to effective Continuous Professional Development</p> <p>Ensuring every teacher is supported in delivering high- quality teaching is essential to raising the expectations and achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>1,2,3</p>
<p>Embedding high quality adult/child interactions in the early years and across the school. Developing language rich learning environments.</p> <p>To use Well Comm to support the development of early language.</p>	<p>Research evidences the development of children's language is linked to the quality of interactions that take place with adults and peers. EEF Early Language development report</p> <p>Law et al Early Language Development final .pdf (educationendowmentfoundation.org.uk)</p> <p>The acquisition of learning has been identified as a crucial element in learning and as a key predictor of later educational achievement.</p> <p>Developing language in Early Years (earlyexcellence.com)</p> <p>IMPROVING LITERACY. Supporting oral language development. EEF There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>Oral language interventions EEF</p>	<p>1,2,3</p>

	<p>educationendowmentfoundation.org.uk EEF Communication and Language educationendowmentfoundation.org.uk EEF blog: The ShREC approach – 4 evidenceinformed strategies... EEF educationendowmentfoundation.org.uk</p> <p>There is strong evidence that teaching and modelling vocabulary to children in the early years can have positive effect on their oral language skills.</p> <p>Explicit vocabulary teaching strategies have been shown to be effective, both alone and in combination with implicit vocabulary teaching strategies.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Where appropriate and following the identification of gaps, 1:1, 1:2 and small focus groups to discuss their next steps in learning to support and ensure that they can access the next 'step' within their sequence of sessions. Focused teaching groups within the day are used where appropriate. 1:1 used meticulously for phonics and early reading catch up.</p>	<p>Research (EEF) evidence high quality one to one support that is purposeful and focused has a high impact on raising attainment (+5 months).</p> <p>Use of same day pre-teach sessions.</p> <p>EEF Feedback guidance report</p> <p>EEF toolkit: feedback +8 months.</p>	<p>1,2,3</p>
<p>Specific maths and reading, including oracy, interventions such as: RWI catch up, Numbersense maths.</p> <p>To use specialists to support the development of our</p>	<p>Studies indicate that fostering a comprehensive bank of mathematical knowledge among students can lead to improved academic achievement and a deeper</p>	<p>1, 2,3</p>

<p>curriculum: Maths Hub, EYFS Specialists, linked with Early Excellence. Kernow English Hub & RWI development days from phonics specialists to improve our early reading</p>	<p>comprehension of mathematics. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Research evidences that targeted and rigorous phonics intervention can support outcomes in reading.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted SEMH intervention to improve social skills, mental health and class engagement, eg TIS sessions, MHST groups, Forest School</p>	<p>Behaviour interventions seek to improve attainment by enabling better engagement and reducing non-attendance in school. The EEF Teaching & Learning Toolkit evidence suggests a + 4 months benefit when adopting positive and inclusive strategies. TISUK's training is highlighted in the DfE advice to schools: Mental Health and Behaviour in Schools as supporting and promoting positive mental health. EEF Social and emotional learning Social and emotional learning EEF (educationendowmentfoundation.org.uk) Research on targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (EEF). inclusive interventions.</p>	<p>1</p>

<p>Personal Development. Supporting costs for all children to enable them to take part in a rich and varied experience of personal development such as workshops and educational experiences, including school trips, residential visits, forest school, clubs and music provision</p>	<p>Wider benefits such as more positive attitudes to learning & increased wellbeing.</p> <p>Overall, the average impact of arts participation in other areas of academic learning appears to be positive but moderate, about an additional 3 months progress.</p>	<p>1</p>
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Total budgeted cost: £5920

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.

Activity/Aim	Approach	Outcome/impact
Quality First Teaching	<p>Staff training and CPD for the development of the school curriculum, as well as consistent teaching and learning strategies.</p> <p>Coaching and support from Aspire subject leads and networks to enable teachers to develop the standard of teaching across the curriculum</p>	<p>More consistent teaching strategies were evident across the school (this continues to be a priority for 2024/25).</p> <p>Pupils are beginning to talk more confidently about their learning (this continues to be a priority for 2024/25).</p> <p>Curriculum plans and coverage has continued to develop, teachers are supported to deliver the intended curriculum (this continues to be a priority for 2024/25).</p>
Inclusion and attendance.	<p>Support from Education Welfare Officers and following the Aspire Trust policy and procedures.</p> <p>Strategies put in place to monitor attendance more rigorously and a staged approach to tackling persistent absence.</p>	<p>Persistent absence for the whole school was: 21.4%</p> <p>For disadvantaged pupils it was: 11.35% evidencing a reduction in PA for disadvantaged pupils.</p>

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
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White Rose Maths	White Rose
Read Write Inc	Ruth Miskin
Number Sense	Number Sense Maths
Get Set 4 PE	Get Set for Education
SCARF	Jigsaw Education Group
We Thinkers	Social Thinking
Trauma Informed Schools	TISUK