

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	Coverack
Number of pupils in school	29
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Lisa Woodhouse
Pupil premium lead	Lisa Woodhouse
Governor / Trustee lead	Jill Ludbrook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6925
Recovery premium funding allocation this academic year	£2000
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	£244,057

Part A: Pupil premium strategy plan

Statement of intent

Vision

We aim to enable every child to fulfil their learning potential, with education that meets the needs of each child and to help every child to develop the skills, knowledge and personal qualities for life and work.

Our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Our context

Coverack is a small rural primary school in an area of high rural deprivation. Based on the 2019 Income Deprivation Affecting Children Index (IDACI): 0% of pupils on roll in this school live in the most deprived 0-30% of LSOAs in England (for comparison, based on the 2015 IDACI, 0% of pupils live in the most deprived 0-30% of LSOAs in England). 24% of pupils on roll in Nursery/Primary Schools in Cornwall live in the most deprived 0-30% of LSOAs in England. 100% of pupils on roll live in the least deprived 30 - 40% of LSOAs in England.

The key aims of our strategy are:

- To ensure that every child eligible benefits directly from this additional funding and is in no way disadvantaged when compared with their peers
- To ensure that eligible pupils make good academic progress and achieve well in comparison to their peers
- To support the parents and carers of disadvantaged pupils so that they feel they can contribute positively to their child's achievement and the school community
- To give eligible pupils the skills and knowledge they need to make progress at secondary school when they leave us at the end of Year 6.

Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality Continuing Professional Development (CPD) to ensure that pupils access effective quality first teaching

- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 intervention
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

(This is not an exhaustive list and strategies will change and develop based on the needs of individuals.)

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	Pupil well being
2	Progress in reading in Ks2
3	Progress in writing in Ks2
4	Progress in maths in Ks2
5	Targeted intervention that helps overcome learning barriers

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
To ensure that priority is given to pupil wellbeing	Positive feedback from the staff, children and their parents/carers Inclusion in school activities, good attendance and mental health of children whose academic progress may have

	slowed due to social, emotional and behavioural concerns
To ensure reading to the expected standard	<p>Reading progress & attainment will be in line with non-disadvantaged unless significant learning barrier so that by the end of the year the great majority are improving towards or reach age related expectations and beyond.</p> <p>All staff attend training</p> <p>New strategies are applied in all classes and monitoring shows progress</p> <p>Speech and Language Therapy (SALT) intervention improves children's confidence and ability for speech and language</p> <p>Phonics:</p> <p>All staff have received Read Write Inc training and this is consistently taught to a high standard both in class and as an intervention programme.</p>
To ensure writing to the expected standard	<p>Writing progress & attainment will be in line with non-disadvantaged unless significant learning barrier so that by the end of the year the great majority are improving towards age related expectations & beyond.</p>
To ensure maths to the expected standard	<p>Maths progress & attainment will be in line with non-disadvantaged unless significant learning barrier</p>
To ensure that barriers to learning are targeted where these priorities address	<p>Children who experience challenging home lives will be well supported both in and out of school.</p> <p>PP children have the same opportunities as others</p> <p>Targeted interventions will be in place which accelerate progress in Ks2</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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teach	Education Endowment Foundation (EEF) Research shows that supporting high quality teaching is the most important lever schools have in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Smaller class sizes enable teachers to spend more time teaching the material and less time trying to regain the attention of those who are easily distracted. Teachers can also cater to students' different learning styles and ensure that they stay engaged and understand what is being taught.	2,3,4
Same day/pre-teach intervention	To ensure that identified children who have not achieved in line with expectations are given highly focused intervention which complements the overall teaching & learning objectives. Pre-teaching enables children to have a 'practice run' at the skills.	2,3,4,5

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

Budgeted cost: £2925

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Embedding of reading curriculum - whole class teaching to	EEF research guidance documents for EYFS, KS1 and KS2 advocate a that a balanced approach to developing reading should include both decoding and comprehension skills. EEF	1,2,3,4

<p>develop vocabulary, fluency and comprehension skills and strategies through modelling and supported practise</p> <p>Increased frequency of reading teaching with daily lessons embedded within timetable.</p> <p>Purchase of 'high quality' texts in all year groups to support reading for pleasure and topic learning – further development of class book corners</p> <p>Daily timetabled whole class story time to model fluency and prosody</p> <p>Writing</p> <p>Implementation of ambitious writing curriculum across the school incorporating a range of strategies to develop writing skills & Write Stuff platform.</p> <p>Maths</p> <p>Continued development of a maths mastery approach across the school to support quality first teaching.</p> <p>Use of range of manipulatives available to support concrete understanding in all year groups.</p> <p>A specific focus on use of a wide range of visual representations to support developing varied fluency.</p> <p>Use of NCETM and White Rose resources to support QFT and ensure consistency in approaches.</p>	<p>have extensive evidence to suggest that reading comprehension can be improved by teaching a specific range of strategies.</p> <p>Ofsted Reading Framework July 2021 https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p>Extensive research evidence from EEF suggests that a focused approach on developing language skills has a significant impact on outcomes in both reading and writing. EEF research guidance for KS1 and KS1 further advocates teaching a range of strategies to develop writing including pre-writing activities, planning, drafting, revising and editing & publishing.</p> <p>Maths is a key determiner for academic and success and financial competency in adult life.</p> <p>EEF Improving Maths in the Early Years & Ks1</p> <p>Recommendation 3 - Use manipulatives and representations to develop understanding</p> <p>Recommendation 4 - Ensure that teaching builds on what children already know</p> <p>EEF Improving Maths in Ks2</p> <p>Recommendation 1 - Use assessment to build on pupils' existing knowledge and understanding</p> <p>Recommendation 2 - Use manipulatives and representations</p> <p>Recommendation 3 - Teach pupils strategies for solving problems</p> <p>Recommendation 4 - Enable pupils to develop a rich network of mathematical knowledge</p> <p>Recommendation 5 - Develop pupils' independence and motivation</p> <p>Recommendation 6 - Use tasks and resources to challenge and support pupils' mathematics</p>	
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End of unit assessments to support assessment & next steps in maths		
Structured intervention- e.g. Maths Number-sense or RM maths RWI phonics intervention Lower Ks2 Phonics & 'Get Writing'	Support pupils' individual needs in spelling, grammar, writing, phonics & number facts EEF evidence guidance documents for improving Literacy in EYFS, KS1 and KS2 advocate the use of high-quality structured intervention to help pupils who are struggling with their literacy.	1,2,3,4,5
One to one support-1-1 highly focused teaching targeted at reading	Likely to have more impact if it is additional to normal lessons.	1,2,3,4,5

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural Capital- Supporting costs for PP children to enable them to take part in a rich and varied experience of workshops and educational experiences, including school trips, residential visits, forest school, clubs and music provision	Wider benefits such as more positive attitudes to learning & increased well-being. 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.	1
Assistance and advice from outside agencies in addressing any additional needs of the pupils e.g. Educational Psychologist	To enable strategic approach to classroom organisation so TAs are more effective, better informed how to support & understand their complementary roles. This in turn enables pupils to feel better supported and able to learn and contribute to the wider life of the school.	1 & 5
Priority is given to pupil wellbeing- Drop Down Day experiences (outdoor learning) e.g. sport coach	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions 5 10 mental health and class engagement. Behavioural and therapeutic interventions targeted to high profile pupils to support inclusion and progress	1 & 5

	<p>Aimed at reducing a variety of behaviours, from low level disruption to aggression, violence and bullying.</p> <p>The EEF Teaching & Learning Toolkit evidence suggests a + 4 months benefit when adopting behaviour interventions.</p>	
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Total budgeted cost: £8925

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 2021 to 2022 academic year.

Ks1-Ks2 progress (Disadvantaged)

	Reading Disadvantaged			Reading Non-Disadvantaged			Writing Disadvantaged			Writing Non-Disadvantaged			Maths Disadvantaged			Maths Non-Disadvantaged		
Year	Pupils	Score	LA	Pupils	Score	LA	Pupils	Score	LA	Pupils	Score	LA	Pupils	Score	LA	Pupils	Score	LA
2018	2	6.92	-1.09	2	6.67	0.06	2	-3.39	-1.00	2	-8.86	0.31	2	3.53	-1.77	2	6.19	-0.46
2019	4	-4.46	-1.28	3	-0.98	0.20	4	-4.37	-0.73	3	-2.39	0.10	4	-2.01	-1.78	3	-1.10	-0.43
2022	0	-	-0.89	3	0.78	0.04	0	-	-0.47	3	4.17	0.64	0	-	-1.48	3	-2.71	-0.27

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
Music tuition for the first chosen instrument	Cornwall Music Service Trust