

# Pupil premium strategy statement 2023-24



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	29
Proportion (%) of pupil premium eligible pupils	12% 4 pupils
Academic year/years that our current pupil premium strategy plan covers <b>(3year plans are recommended)</b>	2021-2024 2023/24 current
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jane Talbot
Pupil premium lead	Jane Talbot
Governor / Trustee lead	Aspire Trust Board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,805
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£11,805</p>
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## Part A: Pupil premium strategy plan

### Statement of intent

#### Vision

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.

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 the support they need to excel.

### 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 realise their full potential.
2	Some children have very specific gaps either socially or academically and therefore, targeted intervention is required.
3	To address the attendance gaps for some of our pupil premium children.

## 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
Pupils have greater self-esteem and confidence which has an impact on their ability to 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. Children are happier within the whole school environment.
Children specific gaps either socially or academically are addressed supporting their attainment and outcomes.	Identified gaps within children's learning or socially are supported to improve their outcomes and opportunities.
Pupils' attendance improves, supporting them to achieve their full potential.	PP children's attendance is in line, or better than, those of all other demographic groups.

## 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: £4,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to improve support and impact of all adults.	EEF guide to effective Continuous Professional Development  Ensuring every teacher is supported in delivering high- quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	1,2,3
Extensive CPD for all staff on metacognitive approach, self-regulation strategies and learning being embedded across the curriculum.	Evidence suggests the use of 'metacognitive strategies' can be worth the equivalent of an additional +7 months' progress when used effectively by children during their learning.  <a href="#">Sutton Trust: Metacognitive and self-regulation +7 months EEF Toolkit Social and Emotional learning +4 months</a>	1,2,3

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

Budgeted cost: £3,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
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'	Research (EEF) evidence high quality one to one support that is purposeful and focused has a high impact on raising attainment (+5 months).	1,2

<p>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>EEF Feedback guidance report</p> <p>EEF toolkit: feedback +8 months</p>	
<p>Specific maths and reading, including oracy, interventions such as: RWI catch up, Numbersense maths</p>	<p>Studies indicate that fostering a comprehensive bank of mathematical knowledge among students can lead to improved academic achievement and a deeper comprehension of mathematics.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p>Research evidences that targeted and rigorous phonics intervention can support outcomes in reading.</p>	<p>1, 2</p>

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

Budgeted cost: £2, 815

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted SEMH intervention to improve social skills, mental health and class engagement.</p> <ul style="list-style-type: none"> <li>• Behavioural and therapeutic interventions targeted to high profile pupils to support inclusion and progress.</li> </ul>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low level disruption to aggression, violence and bullying. The EEF Teaching &amp; Learning Toolkit evidence suggests a + 4 months benefit when adopting behaviour interventions.</p>	<p>1</p>

**Total budgeted cost: £2,815**

## 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 2022 to 2023 academic year.

Activity	Impact	For next year from impact
Quality First Teach	The quality of provision improved across the year with systems becoming established and a set structure for different aspects of the curriculum.	To further refine agreed approach for the curriculum.
Same day/pre-teach intervention	When done consistently, impact was evident, however not consistently delivered.	Refine recording systems for intervention tracking and monitor regularly.

### 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
White Rose Maths	White Rose
Read Write Inc	Ruth Miskin