

# Pupil premium strategy statement – Nanpean Primary School 2024 - 2025

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 outcomes for disadvantaged pupils last academic year.

## School overview 2024

Detail	Data
Number of pupils in school	115
Proportion (%) of pupil premium eligible pupils	23 pupils
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	
Date this statement was published	31 <sup>st</sup> December 2024
Date on which it will be reviewed	31 <sup>st</sup> December 2025
Statement authorised by	Joanna Harvey
Pupil premium lead	Joanna Harvey
Governor / Trustee lead	Anne Bullock LMC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 47, 500
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
<b>Total budget for this academic year</b>	£ 47, 500  The school will be supporting families to apply over this academic year as more pupils are believed to be eligible than currently claim. The school is grant funding from a local charity to expand the scope of support offered under this plan.

# Part A: Pupil premium strategy plan

## Statement of intent

When creating our PP Strategy, we recognise the importance of considering the context of the school and the subsequent challenges made. We will use research such as that conducted by EEF and recommendations from other partners e.g. English and maths hub to support decisions around the strategies chosen.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges can be and are varied and there is no “one size fits all”.

As recognised by the EEF we acknowledge that ‘good teaching is the most important lever schools have to improve outcomes for disadvantaged students’, and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers.

We have previously seen an attainment gap at the end of KS2 between children eligible for pupil premium and those who are not. We therefore have several key objectives:

- Ensure that we are identifying all children who are eligible for PP funding.
- Narrow attainment gaps between PP and non-PP pupils.
- Ensure that progress for PP pupils is at least in line with non-PP pupils.
- To support our children’s health and wellbeing to enable them to best access learning and the wider school offer.

We aim to do this by focusing first and foremost on quality first teaching and support to ensure that we are meeting the needs of our children, this includes:

- a focus on the development of early reading and early number. Believing that these early skills are crucial in securing success in our children’s journey through school
- promoting an ethos of attainment for all and celebrating all successes.
- giving identified children access to high quality support and interventions which are tracked and reviewed to check that they are having the desired impact.
- training for teachers and TAs both internally and through external partners.

Alongside this approach we will look to support health and wellbeing by enhancing our offer of extracurricular activity and will ensure that PP pupils/families are able to and supported in accessing this.

## Challenges

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

Challenge number	Detail of challenge
1	Improvement in early reading and phonics to narrow attainment gaps
2	Improvement in understanding of early number to narrow attainment gaps.
3	Ensure progress is in line with non-PP pupils, particularly in targeted year groups.
4	Attendance - supporting targeted pupils and families to improve attendance.
5	Engagement in enrichment opportunities
6	Ensuring that all children eligible for PP are identified.

## 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
PP attainment gaps are narrowed in all year groups where they exist.	Achieve national average attainment scores at the end of KS1 (optional assessment) and KS2 (other year groups benchmarked against these) relevant to starting points. Our target is for attainment to be at least in line with national averages for all pupil groups.
PP progress is at least in line with non-PP pupils.	Achieve national average progress scores in reading, writing and maths at the end of KS2. KS1 to make at least expected progress from EYFS ELGs. Y3,4,5 at least maintain standardised scores in TT. <small>*There is no progress measure from 2024 from KS1 to KS2. We will make the best use of internal data to check progress i.e. progress from Y4</small>
Children have access to a range of interventions to support attainment and progress.	Progress meetings and ongoing assessment is used to identify children who require additional intervention - this is responsive, fluid and based on need. Insight is used to track and monitor these. Training in place for TAs to support this. Interventions delivered by teachers as well as TAs

PP Attendance improves	<p>Attendance of PP pupils is above the 95% threshold.</p> <p>Trust support from both the attendance lead and trust EWO is used to support attendance.</p> <p>Attendance is tracked with rigour by the office team and SLT.</p> <p>Trust attendance policy is implemented and followed.</p> <p>Attendance in school is regularly celebrated with children and families.</p> <p>Families are regularly reminded about the importance of good attendance.</p>
Pupils have access to a wide range of enrichment opportunities	<p>Provision of after school clubs in place and PP children are giving priority access if oversubscribed.</p> <p>PP children identified in Y5/6 for additional swimming lessons provided by the LA.</p> <p>Curriculum visits take place for all classes and PP supported financially with these.</p> <p>Y6 residential in the summer. PP children/families supported financially with this.</p>
All eligible children for PP are identified.	<p>Process to apply is made clear on website.</p> <p>Regular reminders on newsletter.</p> <p>Office support to support families with applications/identification</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular CPD is in place for teachers and TAs.	<p>EEF - Effective Professional Development Report.</p> <p><i>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality</i></p>	1,2,3

<p>SDMs for teachers focused on development and not management.</p> <p>Dedicated TA training at least fortnightly and led by SLT. - <i>This will prioritise phonics training and updates – support by work with Kernow English Hub and AHT lead.</i></p> <p>T&amp;L practice developed for all by engagement with Trust T&amp;L project.</p> <p>Engagement with the Maths Hub - Mastering Number Sessions.</p> <p>Teacher release time to embed key elements and curriculum development to better support disadvantaged pupils.</p> <p><b>Release time - £3500</b></p>	<p><i>teaching can narrow the disadvantage gap.</i></p> <p>We have looked at the capacity of staff within the school and through our SDP and action plans identified CPD opportunities for teachers and TAs.</p>	
<p>HLTA release from Class TA role to provide SEND support and to increase capacity in KS1 for RWInc groupings.</p> <p><i>Maintained TA provision to facilitate RWINC groups.</i></p> <p><i>TA support also in lower KS2 to support phonics.</i></p> <p><b>TA - 17.5 hours a week £11,150</b></p> <p>TA employed to deliver 'Fresh Start' intervention for children in KS2 to support reading and phonics.</p> <p><b>HLTA - 10 hours a week - £6575</b></p>	<p>EEF (+4) Evidence:</p> <p><i>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</i></p> <p><i>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.</i></p>	
<p><i>Pupil support mentor (TIS trained) is employed to support vulnerable groups.</i></p> <p><i>Play therapist continued to support PP and SP pupil with transition and emotional regulation</i></p>	<p>EEF (+4) Evidence:</p> <p><i>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in</i></p>	

<p><i>Thrive practitioner</i>  <b>TA - 17.5 hours a week</b>  <b>£11,150</b>  <i>Play therapist @£50 ph.</i></p>	<p>which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	
<p><i>Purchase of standardised diagnostic assessments.</i>  <i>Maths.co.uk used to support diagnostic assessment. NFER &amp; Maths.co.uk - £2100</i>  <i>Training for staff to ensure assessments are interpreted and administered correctly</i></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	3
<p>Update approaches to the teaching of phonics - moving to using RWInc with fidelity. Groupings are set to support PP pupils and other disadvantaged groups.  <b>£5795 (2hours leadership per week)</b></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils  Government review (April 2021) shows that effective systematic synthetic phonics programmes ensure help to ensure high quality phonics teaching that:</p> <ul style="list-style-type: none"> <li>• gives all children a solid base upon which to build as they progress through school</li> <li>• helps children to develop the habit of reading widely and often, for both pleasure and information</li> </ul> <p>This is supported by a school audit from our local English Hub which made recommendations to improve our current provision. This included additional resourcing and training for all staff.</p>	1

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

Budgeted cost: **£ 30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs are used to support fluid interventions - either	EEF (+4) Evidence: Research which focuses on teaching assistants who	1,2,3

<p>leading or enabling the teacher to lead interventions.  <b>£10,000</b></p>	<p>provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short 1,2,3,4 9 sessions, over a finite period, and link learning to classroom teaching. TAs delivering interventions will be the same TAs that normally work with the class and will be directed by teachers. This will be supported by training for TAs as needed.</p>	
<p><i>Additional ICT based programs to be used to support learning both at school and at home.</i>  <b>Grant funded 2024 St Dennis and Nanpean Community fund</b>  <b>£20,000</b></p>	<p>Using online materials to support learning at home can encourage parental engagement. Phonic videos, Numbots and RockStars enable learning at home. There is evidence that tech approaches are beneficial for reading, writing and maths practice.</p>	1,2,3,5

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

Budgeted cost: £2.545

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Work with Trust Lead and Trust EWO to support attendance.  Weekly meetings with office team and support from EWO: <b>£645</b>  <b>£400-</b> to facilitate partnership working with SLT.  There is a new Cornwall LA Attendance Strategy which we will engage with and in 2023/24 this replaces the previous EWO system.</p>	<p>There is clear evidence from multiple sources that good attendance has a positive impact on attainment and progress in school.  The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4  Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions.  Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and 5 10 mathematics than pupils that missed 15-20% of KS4 lessons</p>	4

<p><i>Prioritise access to extra-curricular activities for PP. Financial support for families to engage with trips and residential.</i></p> <p><b>£1500</b></p>	<p>As a result of COVID and more recently the 'financial crisis' there have been limited opportunities for many pupils to participate in wider curricular and extracurricular opportunities.</p> <p>Families eligible for PP funding have less disposable income to spend on such opportunities and therefore could miss out.</p>	<p>5</p>
<p><i>Regular reminders to families about how to apply for PP funding and regular signposting.</i></p>	<p>Families may become eligible and not know how to apply.</p>	<p>6</p>

**Total budgeted cost: 72,815** including £20,000 grant funded technology grant.



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Details of the evaluation for the previous year can be obtained from the director of Education TPAT*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Reading	Accelerated Reader
Phonics	Read Write Inc
Maths	Times Table Rockstars
Maths	Mastering Number KS1 and KS2

### Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Funding to support service pupil is allocated to Play therapy to support transitional changes and emotional support for these pupils.

**The impact of that spending on service pupil premium eligible pupils**

The therapeutic support has seen SP pupils supported through family transition and enabled a safe space for emotional regulation.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*