

# Landewednack CP School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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

Detail	Data
Number of pupils in school	71 (Sept 2024) 71 (Sept 2023) rose to 74 Summer '24
Proportion (%) of pupil premium eligible pupils	19.7% ('23) 19.5% ('24)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 to 2024 2024 to 2025 2025 to 2026
Date this statement was published	September 2023 (Reviewed and updated Sept 2024)
Date on which it will be reviewed	April '24, June '24 Sept '24, April '24 Sept '25 April '25
Statement authorised by	Louise Jones
Pupil premium lead	Louise Jones
Governor / Trustee lead	Alison Newman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024)	£17,250 (2024) £16,180 (2023)
Recovery premium funding allocation this academic year	N/A 2024 £2000 (floor) (2023)
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b>	<b>£17,250 (2024/25)</b> <b>£18,180 (2023/24)</b>

## Part A: Pupil premium strategy plan

### Statement of intent

The main focus of the strategy is to increase the number of children achieving National age related expectations in reading, writing and maths. We aim to accelerate the progress of disadvantaged pupils, no matter their starting points, in order for them to achieve their goals, including those children who are already achieving.

At the heart of our approach is quality first teaching, focussing on areas requiring the most support. Rigorous monitoring and diagnostic assessment will enable us to carefully plan interventions which will support pupils in narrowing gaps in learning.

The provision of booster groups and tutoring will ensure disadvantaged pupils' make progress as well as ensuring sustained and improved progress for non-disadvantaged pupils.

In order to ensure all pupils have consistent and regular schooling, we will monitor and respond to low levels of absence and persistent absence.

For those children who still need additional support outside of the classroom, we use our funding to finance targeted support. This will be interventions/programmes which have a proven record of supporting children with their attainment and emotional wellbeing.

At Landewednack, equity is paramount; all staff empower children to be their best; they ensure that every child is treated fairly and is enabled to succeed in their attainment, wellbeing, opportunities and in realising their aspirations.

## Challenges

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

Challenge number	Detail of challenge
1	<p><i>Maths has been lower than their non-disadvantaged peers</i></p> <p>As a result, there are some pupils who need to catch-up to achieve age-related expectations. Maths is a particular area of concern.</p> <p><i>Spelling and handwriting (affecting writing) is poor compared to their non-disadvantaged peers and this is affecting their attainment in writing.</i></p>
2	<p>Our attendance data shows that attendance is lower for disadvantaged pupils than for the non-disadvantaged. Lateness is affecting our pupils because they might be missing key aspects of our day eg phonics or number sense. Emotional-based school avoidance is impacting some of our disadvantaged children's attendance and therefore, learning.</p>
3	<p>The social, emotional and mental health (SEMH) of a number of our disadvantaged children has a negative effect on their learning and attendance. Children and families need intervention to support their emotional wellbeing.</p>
4	<p>The school's demographic of predominantly white Cornish, and our remote location, limits their understanding of key themes i.e. culture and diversity. Additionally, our distance from sports clubs, groups and organisations means that participation in enrichment/ extra-curricular activities is a challenge.</p>

## 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 to achieve national expectations in progress and attainment	<p>Pupils will have a rapid recall of number facts; they will be able to spell age related words and apply this in their writing. Pupils will achieve national age related expectations in KS2 reading, writing and maths</p> <p>Pupils will attain in line with non-disadvantaged pupils</p> <p>Pupils will be confident and resilient in maths</p>
Attendance to be in line with national for all pupils	<p>Pupils attend school regularly and are punctual; the school's average attendance at least 96%</p>

	There is no difference between the attendance of disadvantaged and non-disadvantaged children
To provide our children with high-quality pastoral and emotional support	Sustained levels of emotional wellbeing are evidenced – this will impact attendance, confidence and resilience in learning and behaviour.
Disadvantaged pupils have a rich range of experiences and opportunities	Our LMTW curriculum will include enrichment opportunities and will enable pupils to develop a deep and detailed understanding of concepts around culture and diversity Extra-curricular opportunities offered are varied- disadvantaged pupils access to these are prioritised

## 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: £3,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improve the quality and consistency of maths teaching through ongoing training, coaching and CPD</i>	Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught. <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>	1
<i>Improve the quality and consistency of phonics teaching through ongoing training, coaching and CPD</i>	Evidence shows that phonics approaches have a positive impact on the accuracy of word reading, particularly for disadvantaged children <a href="https://educationendowmentfoundation.org.uk/evidence-e-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-e-summaries/teaching-learning-toolkit/phonics/</a>	1
<i>Improve the quality of and support teachers to use a range of retrieval techniques</i>	Retrieval practice has been shown to be one of the most effective ways to help children learn; it can help them to transfer learning from short to long-term memory <a href="https://journals.sagepub.com/doi/pdf/10.1177/1475725720973494">https://journals.sagepub.com/doi/pdf/10.1177/1475725720973494</a>	1

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

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional HLTA in 'Choughs' Class (Y2,3,4)	Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	1
1:1 support / tuition for targeted pupils for phonics and maths fluency	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1, 2
See above	Purchase One to one tuition Purchase Stick and Split for multiplication (recommended by Maths hub) Purchase NFER assessments (update '24- maths.co.uk) Purchase handwriting materials, spelling scheme, staff training (see SDP)	

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

Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed a system to quickly identify persistent absentees and latecomers along with procedures to support improvement of attendance	It is everyone's responsibility to improve attendance. Reasons for absence are often specific to each family. A whole school approach that is welcoming, safe, non-judgemental, supportive and consistent is key <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a>	2
Pastoral support:	<a href="https://www.gov.uk/guidance/supporting-pupils-wellbeing#providing-pastoral-support">https://www.gov.uk/guidance/supporting-pupils-wellbeing#providing-pastoral-support</a>	3, 2

<p><i>Wellbeing and mental health interventions</i></p> <p><i>Parent support groups/meetings</i></p> <p><i>Draw &amp; Talk Sessions</i></p> <p><i>Emotion Coaching</i></p>	<p><a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	
<p><i>Wild Tribe Sessions for all pupils</i></p> <p><i>Subsidising school trips</i></p> <p><i>Extra-curricular opportunities provided</i></p> <p><i>Pupil offer (Landewednack Dozen)</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> <p><a href="https://research.com/education/the-educational-value-of-field-trips">https://research.com/education/the-educational-value-of-field-trips</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915619/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915619/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf</a></p>	4

**Total budgeted cost: £ 18,180**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

***NB Due to very small numbers, specific data is held in school and not included in this report, to prevent the identification of individual pupils.***

Our Pupil Premium funding received last year was £15,410. Catch up funding was at the £2,000 floor amount.

*In 2022 to 2023 we had no children eligible for the pupil premium funding in Reception or Year two. The majority of our disadvantaged children are in KS2.*

KS2 SATs results 2023				
	Reading	Writing (TA)	Maths	GPS
<i>Disadvantaged</i>	100%	100%	33.3%	100%
<i>Non-disadvantaged</i>	71.4	43%	57%	43%

#### ***Phonics & Reading***

*During the academic year 2022 2023 we focussed heavily on reading including phonics. Previously, our data showed that children eligible for pupil premium achieved lower than non-disadvantaged. Much of the pupil premium funding last year was used to embed RWI phonics schemes, to train staff and to ensure the scheme could run with fidelity. Although we had no PP children in Year one, this benefitted children further up the school who received one to one phonics catch up; this resulted in rapid progress being made for KS2 disadvantaged pupils, one going from the phonics programme in Y5 to achieving GD in the 2023 Reading SATs.*

***In 2024 100% of advantaged and disadvantaged children passed the phonics screening test.***

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Targeted teaching had a significant impact on raising standards in reading;

***In 2024 100% of advantaged and disadvantaged children achieved National age related expectations in the reading SATs***

100% of disadvantaged pupils achieved National age related expectations in the Reading SATs in 2023 compared to 71.4% non-disadvantaged. Data shows significant progress for this group.

### **Maths**

In 2024 there were no disadvantaged children in the cohort (91% of the cohort achieved National Age related expectations)

(Current Year 5 cohort 50% of our disadvantaged children are on track- the pp funding will be used for carefully planned and executed tutoring for maths with quality first teaching).

Targeted interventions and one to one tutoring had a positive impact on maths progress. Although (in 2023) only 33% of pupils achieved National age related expectations, data analysis, formative assessment and intervention records show significant progress for some disadvantaged children.

SATs question level analysis and formative assessments showed that many of our disadvantaged children struggled to recall age related number facts, including multiplication facts, which slowed them down, this year therefore we will be focussing much of our pupil premium on building number fluency.

### **Emotional and Mental health support**

Interventions in place for specific children resulted in less lost learning from being out of lessons and an improvement in attendance. (very small numbers prevent specific information being published in order to prevent identification of individual pupils)

### **Attendance**

Specific interventions had a positive impact on lowering persistent absence for some of our children, however this is still a concern; persistent absence and late arrivals mean that our most vulnerable children are missing learning time for example maths fluency. This needs to continue to be a focus for this year.



## Side Externally provided programmes

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

Programme	Provider
Read, Write Inc. Phonics	Read, Write Inc.
Oxford Owl	Oxford University Press
Times Table Rockstars	Maths Circle

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<p>During the year 2023 2024, out of our pupil premium funding, £2,010 was from the service premium.</p> <p>This funding was used towards:</p> <ul style="list-style-type: none"><li>• The procurement of external support/ assessment</li><li>• Pastoral support (incl training for staff)</li><li>• STEM club &amp; links to local air base</li></ul>
<b>The impact of that spending on service pupil premium eligible pupils</b>
<p>All children know support is in place as and when they need it; children know who to speak to if they have a concern or worry. The Headteacher engages with the local naval base so is aware of any upcoming deployments; this is when pastoral support is put in place if needed.</p> <p>Service Pupils achieve well; display good levels of wellbeing and engage in a variety of extended school activities.</p> <p>Specific interventions are put in place where needed.</p> <p>(again very small cohorts prevent the sharing of specific interventions).</p>

## Further information (optional)

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