

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	Kehelland Village School
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	26/89 29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ruth Greenaway
Pupil premium lead	Joanna Harvey
Governor / Trustee lead	Ruth Greenaway

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,000
Recovery premium funding allocation this academic year	£3,190
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	£35,190

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objectives of our strategy is to support all pupils to make as least expected progress and achieve good attainment across all curriculum areas, our disadvantaged pupils are supported across the three tiers of school development; to have access to Quality First Teaching; to receive high quality targeted intervention and to have support across wider strategies to support curriculum enrichment.

We consider disadvantage to encompass a broad group of our pupils and support all groups, our strategy supports all pupils to access support and is inclusive of pupils who have a social care support and who are young carers irrespective of Pupil Premium allocation.

All our work is informed from a range of diagnostic assessments and observations of pupil's behaviour and needs. We review allocation support beyond Quality first teaching initiatives through pupil progress meetings to identify new and ongoing needs, through attendance data monitoring to assess barrier to learning though non-attendance and through our assessments of progress made at both summative point and through our use of diagnostic programmes.⁵

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills amongst vulnerable pupils have been observed and assessed to be lower than those of peer group. This is evident in EYFS pupils at intake and shown through baseline assessment analysis.
2	Assessments show that pupils within Pupil Premium vulnerable group are more likely to be unsuccessful at Phonic screening test in year one. This can go on to impact both reading outcomes and in the longer term SEMH outcomes.
3	Maths analysis shows that PP pupils are less likely to show the resilience needed to tackle complex multistep questions with success. Confusion when identifying the operation to use can cause pupils to lose marks in summative assessment – this is a barrier to achievement at ARE and greater depth for some pupils
4	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been significantly lower than for non-disadvantaged pupils. The school targeted PP attendance during lockdown but since general reopening has seen a reduction in attendance for this group – linked to pupil transport difficulties while parents self-isolate.

5	<p>Our School serves a deprived area.</p> <p>The index of multiple deprivation indicates that the pupils live across a diverse section of Cornwall, 29% of pupils on roll in this school live in the most deprived 0-30% of LSOAs in England (for comparison, based on the 2015 IMD, 31% of pupils live in the most deprived 0-30% of LSOAs in England).</p> <p>44% 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, 16% of pupils live in the most deprived 0-30% of LSOAs in England).</p> <p>The number of children in receipt of DPP (Deprivation Pupil Premium) is 19. This is 21% of current population. This is below national average of 25.4%. but is a very significant rise from previous years' data (around 14%).</p> <p>The majority of pupils are not exposed to variety and opportunity of cultural experiences the enrich cultural capital. The school needs to fill the gaps and provide an enriched curriculum and provide meaningful contexts for learning.</p>
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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
A greater proportion of pupils, including vulnerable pupils make expected progress or better in phonics and reading	<p>Tracking of phonics progress shows that pupils re progressing though the scheme at a rate of one each half term.</p> <p>85% of pupil pass the Year One Phonic assessment and all PP pupils pass.</p> <p>Pupils are able to start AR at the start of year 2</p> <p>Children who have intervention support for Phonics make accelerated progress.</p>
The Quality of Teaching in maths support all pupils, to make at least expected progress.	Assessment of maths shows that all groups of children build mathematical resilience and maths attainment increases are from improvement in pupils capacity to answer reasoning and multistep problems at greater depth.
Vulnerable pupils are supported to develop cultural capital through a varied range of curriculum supports and experiences.	<p>Pupil voice shows enthusiasm for learning</p> <p>Outcomes across the wider curriculum positively impact on core subjects</p> <p>Behaviour and attitude to learning is good+ for all groups of pupils.</p>
Barriers to attendance are reduced.	<p>Attendance of pupils within vulnerable groups is above 96%</p> <p>The gap between attendance of PP and other groups is reduced.</p> <p>Persistent absenteeism is reduced for all pupils.</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: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. RWI purchase £7000 with portal and training	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
Subsidised Enrichment activities for Vulnerable pupils to support curriculum opportunities for all. £2500	Parental feedback indicated that finance is a barrier to attendance at class residential trips. Development of cultural capital via enrichment events supports vulnerable pupils holistic development as well as impacting on behaviour, attitude and aspiration of individual pupils.	5
Purchase of key texts for vulnerable pupils to support access to resourcing parental engagement in curriculum and pupil engagement £2,350	Pupils have access to individual, high quality texts. Accessed to support – Reading comprehension through AR Diagnostic assessments https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	5
Supply Cover for PP meetings £4,650	EEF Tier 1 – Quality First teaching EEF toolkit – Feedback +6M https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback EEF toolkit Individualised instruction +4M https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	3
Purchase of standardised	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help	2,3

<p>diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>NFER £3,500</p>	<p>ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>£6,000 TA and Teacher training and supply cover</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff deployment to enable NELI intervention</p> <p>1x staff member 30 x mins per day £1500</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2
<p>Staff deployment to support weekly Wild tribe sessions for all EYFS pupils. Book based outdoor learning to support oral language</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2

development. £2,000		
Supply cover for all teachers to undertaken targeted 121 support for vulnerable pupils conferencing. £3,000 Additional TA hours to support teacher led interventions 15x mins per day. £1500	EEF tier 2 intervention for learning Targeted prioritisation of vulnerable pupils https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. £1000	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. £3,000	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of early Birds Breakfast club to support SEMH vulnerable pupils to have a calm start to the day. £500</p>	<p>Behaviour interventions and self- regulation support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>5</p>
<p>Provision to support afterschool access to academic homework activities and widen access to ICT based homework, reading intervention and homework. £1500</p>	<p>Individualised group intervention support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and liaison between staff and Education welfare support £2500</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>
<p>Proportion of SLA for Education Psychology service to support intervention identification for SEMH and SEND pupils at school support. £3000</p>	<p>Diagnosis on need to support early identification of SEND need for pupils at SEND K</p>	<p>5</p>

Total budgeted cost: £ 36,610

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 2020 to 2021 academic year.

Evaluation undertaken July 2021.		
Wider strategies		
Measure	Activity	
Priority 1	Create and support Breakfast Club attendance arrangements. All FSM pupils will have invite to attend via 100 Club, enabling access to school computer . (Set up costs in first year)	FSM attendance has supported 11 pupils to attend. Many over the whole week, and a few on regular days. Bubbles have prevented ICT access at this time but this will be built into FSM provision from Sept 21.
Priority 2	Funding for EWO SLA to reduce FSM attendance concerns. Supporting monitoring and Persistent Absenteeism of disadvantaged pupils. Policy review support for medical concerns for disadvantaged pupils Set up 100 Club at school to support PP attendance.	EWO SLA has not been accessed this year. Purchased for Sept 21. 100 club relaunch in Sept 21.
Priority 3	Enrichment support for MABLE FSM pupils to access music lessons in school. Support for attendance at writers block young writers programme. ASC for talented writers	8 FSM pupils have accessed additional music tuition when available. Funding has supported trip transport costs for all eligible pupils on all trips able to be carried out this year.
Targeted Strategies		
Measure	Activity	Outcomes
Priority 1	Small group supported	Staff limitations due to bubbles have reduced ti

	<p>reading to support all disadvantaged pupil to access whole curriculum</p> <p>All Disadvantaged pupils to have 121 reading support focused on VIPERS</p> <p>Disadvantaged pupils in years 5 and 6 to access teacher led support session weekly.</p> <p>Daily 121 phonic reading support for all disadvantaged pupils who failed phonic test in year 1</p>	<p>to support all pupils in all classes with additional reading.</p> <p>Impact of class support has been inconsistent due to attendance.</p> <p>Intervention support for LPA PP pupils in year 5 and 6 has boosted comprehension skills. VC in EDUCARE support focused on comprehension support.</p> <p>Phonic support for resits in year 2 was reduced due to bubble constraints. – Focus for continued support into year 3 is needed. CTs moved to support.</p> <p>Longer text access to be continued in 21-22 for MABLE PP pupils. – specific text support given to pupils in year 5 has boosted confidence and widened reading access throughout lockdown.</p>
Priority 2	<p>Stimulating writing experiences for disadvantaged pupils through writers block programme. Planned local writing experiences supporting curriculum enrichment. Widen inspirational stimulus for disadvantaged pupils.</p> <p>Attendance at one event for all disadvantaged pupils.</p> <p>Introduction of writing conferencing model for all PP pupils to support bespoke target setting and</p>	<p>Access to writer's block has been limited to bubble groups. Class 3 has had 2 supported events. (8 pupils)</p> <p>Events for all classes over 21-22 to meet outcomes.</p> <p>Writing conferencing model to be continued into Autumn 21, as limited impact can be drawn due to modelling losses over bubbles.</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
NFER	NFER testing

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional support for the class where Service pupils were placed was given and targeted support with identified learning and social needs was given through TIS allocation.
What was the impact of that spending on service pupil premium eligible pupils?	Covid interruptions and attendance requests for service pupils meant considerable interruption to the consistent approach needed to support pupils emotional well-being.

Further information (optional)

A summary evaluation of previous strategy is available on the school website.