

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	Pondhu Primary School
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	1.10.21
Date on which it will be reviewed	January 2022
Statement authorised by	LGB
Pupil premium lead	Heidi Horner/Sarah Parekh
Governor / Trustee lead	Clare Kendle/Lisa Mannall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,000
Recovery premium funding allocation this academic year	£15,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£175,000
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

We use the Pupil Premium Grant to fund three main activity types:

- 1. Support**
- 2. Intervention**
- 3. Enrichment**

Support

- Upon entry, we use qualitative and quantitative data to set aspirational targets for our pupils.
- In order to support the social and emotional needs of our pupils, we:
 - employ an Emotional Literacy Support Assistant and HLTA
 - contribute to the Educational Psychologist, Child Protection Lead, Speech and Language Therapist, Mental Health Support Team and Educational Welfare Officer who work across Cornwall Education Learning Trust.
- Investment in a Parent Support Advisor to provide additional support for parents and break down any barriers to engagement.

Intervention

- Staff are aware of disadvantaged pupils and their progress is tracked termly and appropriate interventions are put in place to mitigate underachievement.
- A rigorous staff appraisal system involves analysis and discussion of the achievement and attainment of our pupils.
- We invest in both additional HLTAs and teaching assistants to ensure individuals are able to make at least expected progress and the most-able are challenged to achieve their potential.
- We invest in a wide range of Continuing Professional Development for teachers including high quality training, rigorous monitoring and judicious deployment of teaching assistants, to ensure high quality teaching for all. There is an emphasis on engagement and effective oral and written feedback to promote progress.

Enrichment

- We offer after school clubs which provide enrichment activities.
- We subsidise after school provision for disadvantaged groups.
- Trips are offered and subsidised throughout the year.
- In addition to the above, we provide financial assistance for uniform and food parcels for families that need it.

Challenges

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

Challenge number	Detail of challenge
1	2019 published information tells us that the persistent absence of our disadvantaged pupils (14%) is higher than that of the whole school (10%).
2	Our disadvantaged pupils as a group are not making as rapid progress in their reading, writing, SPaG and maths as national non-disadvantaged pupils. Our 2019 published information shows a 3 year declining trend.
3	Our disadvantaged pupils do not have the emotional literacy to manage their social, emotional and mental health needs.
4	There have been individual cases of extreme poverty and parental mental ill health within our disadvantaged families.
5	Many of our disadvantaged pupils do not have the rich and varied experiences of non-disadvantaged pupils.

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
1 - For persistent absence of our disadvantaged pupils to be no higher than the attendance for non-disadvantaged pupils. For persistent absence to be 'good' compared to national persistent absence (8.2%).	We will measure this intended outcome by: Ensuring all staff analyse weekly, termly and yearly persistent absence information at school, trust and national level so that interventions can be put in place quickly.
2 – Disadvantaged pupils will achieve in line with non-disadvantaged pupils (Year 1 Trust target 60% combined reading, writing and maths)	We will measure this intended outcome by: Ensuring all staff use Insight to analyse weekly, termly and yearly assessment information at school, trust and national level and quickly put interventions in place for those pupils who fall behind so that they can catch up.

<p>3 – Disadvantaged pupils will effectively manage their SEMH needs so that they are able to access the full curriculum.</p>	<p>We will measure this intended outcome by:</p> <ul style="list-style-type: none"> ➤ Using assessment information in Insight to ensure that the percentage of disadvantaged pupils achieving the expected standard in reading, writing and maths is at least 60% in the first year. <p>Using CPOMS to monitor the number of behaviour incidents relating to disadvantaged pupils. We will be successful if the number of behaviour incidents for disadvantaged pupils decreases.</p>
<p>4 – Our disadvantaged pupils will have the same school based rich and varied experiences as their non-disadvantaged peers so that their knowledge of the world improves.</p>	<p>We will measure this intended outcome by:</p> <ul style="list-style-type: none"> ➤ Ensuring that our attendance information demonstrates that the attendance of our disadvantaged pupils at extra-curricular activities is better than or equal to the attendance of non-disadvantaged pupils. <p>Using assessment information in Insight to ensure that the percentage of disadvantaged pupils achieving the expected standard in reading, writing and maths is at least 60% in the first year.</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: £62, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Insight and Provision Map to improve the use of regular summative and formative assessment by all staff to identify gaps in learning and inform future planning, teaching and deployment of staff.	By using this approach key pupils for support can easily be identifiable and strategies listed below can be implemented.	2
All staff to receive performance management targets that link to: Improving the attainment and achievement of disadvantaged pupils.	EEF Feedback (+7 months) EEF Metacognition and self-regulation (+7 months)	2
Non-teaching Deputy Headteacher and English and Maths Leads to attend NCE apprenticeships, regularly monitor teaching and learning and coach staff.	Through this approach, staff will develop skills and competence to implement EEF strategies within school.	2, 3
Work alongside other academies in CELT to support and train our pupil premium workforce, sharing good practice across the Trust and participate in the CELT 'Closing the Gap' strategy.	EEF Feedback (+7 months) EEF Mastery Learning (+5 months) EEF Metacognition and self-regulation (+7 months)	2, 3
Continue to work with Kernow English Hub, RWI trainers and the maths hub to support and train our pupil premium workforce.	EEF Feedback (+7 months) EEF Mastery Learning (+5 months) EEF Phonics (+5 months) EEF Reading comprehension strategies (+6 months)	2

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS staff to receive training in order to deliver the NELI project	EEF oral language interventions (+6 months)	2
Teachers, HLTAs and teaching assistants will provide one to one and small group support during and after lessons as well as before and after the school day.	EEF Phonics (+5 months) EEF small group tuition (+4 months)	2, 3

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

Budgeted cost: £58, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA working with identified pupils to support SEMH needs	EEF social and emotional learning (+4 months)	1, 2, 3
Nurture support available at all times (also including Wild Tribe, TiS practitioners, Art therapy)	EEF social and emotional learning (+4 months)	1, 2, 3
Summer school (up to 6 days during school holiday) to include a range of academic, physical and wider focused activities.	EEF Summer school (+3 months)	3, 4
Member of SLT to complete Mental Health Lead in School training and cascade to all staff.	EEF social and emotional learning (+4 months)	3, 4
Parent Support Advisor employed to work full time at school.	EEF parental engagement (+4 months)	1, 3, 4
Personal Budgets for families to ensure funding for uniform, clubs, trips. Breakfast club and fruit provision	EEF parental engagement (+4 months)	3, 4, 5

Residential and day trip subsidy and additional activities for those not attending residential trip.	EEF Physical Activity (+1 month)	4, 5
Member of SLT to work with Trust EWO to ensure target families are identified and supported.	EEF parental engagement (+4 months)	1

Total budgeted cost: £175, 000

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.

Area	Challenge	Mitigating action	Impact
Teaching	<p>Class progress in Reading, Writing and Maths will be in line with peers</p> <p>Phonics – 70% will achieve the expected standard</p>	<p>The January lockdown has once again impacted on the quality of learning and caused disruption for some pupils.</p>	<p><i>Due to COVID-19, performance measures have not been published for 2020 to 2021</i></p> <p>However, internal monitoring data shows that more pupils are achieving in line with National attainment percentages.</p>
Targeted support	<p>To improve standards achieved by pupils in Y6 and in reading and writing across the school.</p> <p>To implement RWI to raise standards of reading and writing</p>	<p>The appointment of a teacher has resulted in good progress in the autumn term.</p> <p>The January lockdown has once again impacted on the quality of learning and caused disruption for some pupils.</p> <p>Implementation of RWI has been positive and pupils are making good progress despite the interruptions caused by COVID lockdowns.</p>	<p><i>Due to COVID-19, performance measures have not been published for 2020 to 2021</i></p> <p>However, internal monitoring data shows that more pupils are achieving in line with National attainment percentages.</p>
Wider strategies	<p>Nurture support</p>	<p>Positive impact clearly demonstrated during the autumn term e.g. reduction of behaviour reports and improved focus in the classroom.</p> <p>Impact of Jan 2021 on pupil's SEMH is significant and the</p>	<p>High impact on pupil behaviour in class.</p> <p>1 FTE in across the academic year, reduced from 17 previously.</p>

		need for high quality pastoral support is paramount	
	Parental engagement	PSA has been very busy working hard to engage families throughout the year. Survey monkey is producing much improved engagement with school.	PSA continues to be a valuable resources – high quality relationships with parents and carers mean targeted support can be implemented. Engagement with survey monkey lessened over the year.
	Barriers to learning these priorities address	The school continues to track ACEs and provide support or links to external agencies.	School purchased CPOMs in July 2021 to enable this tracking to continue in a more effective way.

Externally provided programmes

Programme	Provider
Read, Write, Inc.	Oxford University Press