

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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	Grampound with Creed C of E School
Number of pupils in school	59 (63 inc nursery)
Proportion (%) of pupil premium eligible pupils	29% (17 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22 22/23 23/24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2023
Statement authorised by	Caroline Jarrett Reviewed by Rebecca Jane (November 2023)
Pupil premium lead	Caroline Jarrett Rebecca Jane (November 2023)
Governor / Trustee lead	Danielle Hamilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,160
Recovery premium funding allocation this academic year – school led tutoring	£2,465



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	£24,625

Part A: Pupil premium strategy plan

Statement of intent

At Grampound with Creed, our vision is for every pupil to flourish and shine their light in a safe, nurturing environment and walk a path of success following Jesus' example filled with pride and self-belief. Hope, trust, wisdom and love remain at the heart of all we do so every child flourishes in God's image and shines their light. We strive to ensure that **all** barriers to learning for disadvantaged pupils are removed to enable them to shine alongside their non-disadvantaged peers.

With this vision in mind when making decisions about using Pupil Premium funding, it is important to consider the specific barriers to learning for our disadvantaged children as well as recognising the challenges outlined within the EEF, which can include less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. At Grampound with Creed, we ensure we carefully consider the best way to allocate Pupil Premium funding each year following our rigorous data analysis and discussion around the unique needs of the pupils.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

School Context

Grampound with Creed C of E School is a small village church school located in Truro on the South East of St Austell and part of the Rainbow Multi Academy Trust. We have three mixed-age classes; a year N/R class, a year 1/2/3 and a year 4/5/6 class.

Our ultimate objectives for our disadvantaged pupils are:

- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- To support our children's health and wellbeing to enable them to access learning that will challenge them and promote success and support social, emotional and mental health development so that pupils are ready and resilient learners through bespoke provision, direct pupil support, parenting support and enhanced learning opportunities.
- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved as a result of high-quality continued CPD
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6
- To monitor and promote a love of reading across the school.

Challenges

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

Challenge number	Detail of challenge
1	<p>Narrowing the attainment gap across reading, writing and maths</p> <p>Many disadvantaged pupils report that they do not feel they are 'good' at maths, reading or writing particularly and in both year 2 and year 6, 0% of pupil premium pupils are working at or above age-related expectations.</p>

2	<p>Attendance and Punctuality issues</p> <p>The attendance figures for disadvantaged pupils have been highlighted in recent attendance analysis through working alongside the Education Welfare Officer. Pupil premium attendance is currently 90% and a higher percentage of disadvantaged pupils are late to school than non-disadvantaged pupils.</p>
3	<p>More frequent behaviour issues within a small group</p> <p>Disadvantaged pupils have on average experienced more Adverse Childhood Experiences which can impact behaviour and therefore academic progress. 20% of disadvantaged pupils have an individual behaviour plan.</p>
4	<p>Basic arithmetic and recall of number facts</p> <p>Knowledge of number bonds and times tables is lower for pupils eligible for Pupil Premium than for other pupils this is especially evident in the Year 2 and year 6 cohort.</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
Increased progress in reading, writing and maths	Achieve national average progress scores in KS2 Reading, Writing and Maths
Improved maths progress and arithmetic scores	Achieve national average progress scores in Maths
Improve attendance and punctuality of disadvantaged children	Improve attendance of disadvantaged pupils to at least national expectation (96%)
Reduced behaviour incidents	<p>All disadvantaged pupils in EYFS will meet the expected standard for managing feelings and behaviours.</p> <p>For pupils assessed through Motional 1:1 assessments, scores will increase each term.</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: £2,997

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing quality first teaching through staff CPD	High quality staff CPD is essential to follow EEF principles for supporting disadvantaged pupils. This is followed up during staff meetings and INSET and key focuses are identified through regular school improvement monitoring.	1 and 4
<p>Purchase of standardised diagnostic assessments (NFER) for reading and maths for years 1, 3, 4 and 5.</p> <p>Training and support for staff to ensure that assessments are used to inform future teaching</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. In addition to this, if used effectively, assessments allow adults to provide high quality feedback to the pupils of which the EEF highlights can lead to an average over 8 months additional progress. Assessment and feedback EEF (educationendowmentfoundation.org.uk)	1 and 4
<p>Engagement with the Kernow English Hub to improve attainment in early reading</p> <p>Weekly side by side coaching</p> <p>Regular monitoring of reading across the school</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>The quality first delivery of whole class reading for pupils in year 2-6 off the programme allow us to focus on prioritising the development of reading</p>	1

<p>Accelerated Reader subscription</p> <p>Oxford University Press RWI resources</p>	<p>comprehension strategies highlighted by the EEF as a key area to help early learners access the curriculum and become successful in all subjects.</p> <p>The introduction of Accelerated Reader within the school has given the staff a greater overview into what the children are reading and ensures that they are choosing the correct book to help them make progress in their reading.</p>	
<p>All staff engaged in Behaviour Training during INSE</p> <p>Trauma-Informed Schools practitioner has attended PRICE training CPD</p>	<p>Our aim is to improve the quality of emotional and mental health support and teaching to ensure that pupils are ready to learn. There is extensive evidence associated with improve child emotional and social skills with improved academic support. The EEF recognise this through their research in to social and emotional learning, stating that when delivered effectively, can have up to +4months progress within a year.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>

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

Budgeted cost: £18,048

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions delivered through the RWI Fast Track Tutoring programme for disadvantaged pupils who require further phonics support.</p>	<p>Small group focused tutoring is noted The EEF states that small group tutoring has an impact, on average, of 4 months over the course of a year, when carried out by a trained teacher or teaching assistant. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

<p>1:1 TA for reading interventions</p> <p>Read Write Inc tutor x3 weekly for 2 hours</p>	<p>The Kernow English Hub has recognised the impact of this 1:1 or small group intervention as a means of “keep up” not “catch up” for pupils.</p>	
<p>Adults deployed to support the progress of pupils within quality-first teaching and through high quality interventions</p>	<p>The EEF toolkit guidance states that ‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovementplanning/2-targetedacademic-support</p>	<p>1 and 4</p>
<p>One-to-one tuition in maths to support a number of disadvantaged pupils in meeting ARE at the end of KS2.</p>	<p>The key findings from EEF research indicate that, ‘On average, one to one tuition is very effective at improving pupil outcomes. Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.’</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1 and 4</p>
<p>Qualified Trauma Informed Schools Practitioner delivers 1:1 SEMH interventions weekly.</p>	<p>The EEF recognise this through their research in to social and emotional learning, stating that when delivered effectively, can have up to +4months progress within a year.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>

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

Budgeted cost: £3,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Support Advisor (PSA) support to engage the most vulnerable families and pupils across the school.	EEF parental engagement +4 EEF Working with parents to support children's learning	2, 3
Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school. Review of Relationships and Behaviour Policy	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3
Breakfast club provision offered to a number of disadvantaged pupils	To broaden disadvantaged pupil's range of opportunities and access to all aspects of school life by subsidising the cost of school trips, workshops, camps and breakfast/after school club, including ensuring that they have the best possible access to immediate remote learning.	2 and 3

Total budgeted cost: £24,625

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 2021 to 2022 academic year.

Grampound with Creed: Attainment of Pupil Premium children, July 2022

Figures calculated from tracking sheet data collected in October 2022

	% achieving Expected or above				% achieving Above Expected			
	Reading	Writing	Maths	Combined RWM	Reading	Writing	Maths	Combined RWM
All KS1 and KS2	47%	47%	53%	40%	33%	7%	0%	0%
Y6	100%	100%	100%	100%	100%	0%	0%	0%
Y5	33%	0%	0%	0%	0%	0%	0%	0%
Y4	75%	75%	75%	75%	75%	25%	0%	0%
Y3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Y2	0%	25%	25%	0%	0%	0%	0%	0%
Y1	50%	50%	100%	50%	0%	0%	0%	0%

There were two Pupil Premium children in the Reception cohort in July 2022; both achieved Expected for all 17 aspects of the EYFSP.

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
National Tutoring Programme	Teaching Personnel

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA