

Pupil premium strategy statement – Sennen School

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	83
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	23 – 26 (Current year 23 – 24)
Date this statement was published	September 23
Date on which it will be reviewed	September 24
Statement authorised by	Nichola Smith
Pupil premium lead	Nichola Smith
Governor / Trustee lead	Caroline Amos

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 25,380
Recovery premium funding allocation this academic year	£ 5,816
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 31,196

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium Children are not always meeting their age related expectations, particularly in UKS2. 2023 data shows that 3/14 are working below, and 5/14 are at risk of falling behind. These children need small group or 1:1 intervention to enable them to keep up with their peers.
2	A high percentage (42%) of our pupil premium children have identified SEMH needs which can be a barrier to both their attendance and their achievement in lessons
3	Pupil premium children lack opportunities in a very rural and deprived area. Pupils don't have access to as many clubs, trips and experiences.
4	Pupil premium children in EYFS are coming into school with poor speech, language and communication skills, and low levels of PSED. This means they are unable to achieve a good level of development at the end of EYFS

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 are working at the correct level for their age	Staff will be competent and confident to deliver high quality teaching in all lessons. Pupils levels are carefully tracked and staff are aware of their next steps. Interventions are delivered swiftly and are specifically targeted to ensure there are no gaps and pupils are able to keep up in their lessons.
Pupils' mental health and well being is strong, and pupils are able to seek help and self-regulate when needed.	All staff will have a good understanding of various mental health needs. All staff will be Thrive trained and know how to support a child in need Mental health practitioners will be allocated to support pupils for whom mental health is proving a barrier

All pupil premium children in EYFS will be able to achieve GLD	<p>Staff will be aware of starting points and next steps in learning.</p> <p>Staff will be trained to deliver swift, bespoke interventions to those that need it to ensure they are able to keep up.</p> <p>Bench mark data will be used to monitor progress and pupil progress meetings will be used to access outside agencies and provide support if needed.</p>
All pupil premium children will have full access to a range of enrichment activities and money will be no barrier	<p>All families will have access to £100 to use towards the cost of enrichment activities in school</p> <p>Uptake of residential will be 100%, with extra financial assistance being offered to families where needed.</p> <p>Parents will use £100 to put towards the cost of the sports clubs and other opportunities.</p> <p>Parents will know how they can access reduced cost music lessons and uptake will be high.</p> <p>All pupils will have access to a wide range of sports both inside and outside of school.</p>
All pupil premium children will have a balanced and varied diet	<p>Everyone entitled to PP funding will be identified</p> <p>All eligible pupils will choose to have a FSM everyday</p> <p>All eligible pupils will know that they can come to breakfast club each day.</p> <p>All eligible pupils will have free fruit each day at breaktimes</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

Budgeted cost: £ 10,364

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff are up to date with current mathematical pedagogy by having on demand courses available to build into our CPD programme	EEF recommends Professional development that builds knowledge, motivates staff, develops teaching techniques, and embeds practice. Using this on demand service will allow us	1

(cost of subscription to WRM on demand CPD £490, All Tas to do training for 1xhr a term (£63 x 6 = £378) Total cost - £868	to take a cyclical approach, as well as acting quickly if we see the subject knowledge is lacking in a specific area.	
RWI partner school involving all staff in KS1. Funding is provided by English Hub, but TA overtime for training is not covered. (2x hr training per month for 4 Tas, £84 per month £756)	EEF study found that PP pupils made approx. 3 months accelerated progress in research carried out for both RWI and Fresh start interventions (2018)	1
To train 2 more staff up for Fresh start training so that they are able to deliver sessions to pupils in KS2 who are behind in reading. (subscription £500, training £520, total £1020)		1
All staff will have access to Thrive training so that they are better equipped to manage and support pupils with their mental health. This includes supporting pupils in EYFS with managing their emotions. Whole school training (Free) (Overtime for Tas and part time teachers - 2hrs for 6 Tas = £126 3x teachers ½ days £270. Total £396) 1 thrive practitioner training £1600 + overtime £1800, total £3400	EEF report – improving social and emotional learning in schools cites improving pupil's well being as an important part of ensuring progress. Thrive approach is an accredited programme with a big evidence base behind it.	2, 4
Teachers to take part in NPQ programmes to ensure they are able to plan for and deliver high quality teaching across the whole curriculum. Planned courses for this year: 1x NPQSL 1x NPQLTD 1x NPQEY 1x NPQLit Cost of training = free Cost of release time – 1 day per term x 6 = £1080 per person £4320	EEF recommends Professional development that builds knowledge, motivates staff, develops teaching techniques, and embeds practice. These course materials all promote the same teaching and learning techniques so there will be a high level of consistency across the school.	1
Total for area = £10,364		

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

Budgeted cost: £ 13,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small and 1:1 interventions for upper KS2 to enable them to meet expected progress at end of KS2 (linked to NTP) 2hr per day - £36 per day, total cost 6,840, less 25% NTP - £5130	EEF teaching and learning toolkit suggests that small group and 1-1 tuition can add up to 5 months on progress of pupils. All staff completing sessions have attended the NTP delivery training and work alongside the teachers to plan the sessions. All staff attend pupil progress meetings and so are fully up to date with pupil's gaps in knowledge.	1
Small and 1:1 interventions for Year 2 to enable pupils to meet expected standard by the end of KS1 in Reading, writing and maths (Part of NTP) (1hr per day - £18 per day, total cost 3,420, less 25% NTP - £2565)		1
Deliver Fresh start interventions to pupils in KS2 who are either below, or at risk of falling behind (all KS2 PP who need it will attend) (2 x staff, 30 mins each a day, £55 a week, total cost £2090)	EEF study found that PP pupils made approx. 3 months accelerated progress in research carried out for both RWI and Fresh start interventions (2018)	1
Read write Inc tutoring sessions for those children who are not keeping up with the programme (all KS1 PP will attend) 1hr per day, 1x staff, £55 per week, total cost £2090		1
Small group or individual interventions for EYFS pupils for both S&L and RWI, following NELI and RWI resource programmes 1hr per day, 1x staff, £55 per week, total cost £2090	EEF early years toolkit suggests that supporting pupils in their early language can add up to 7 months progress to pupils. Early literacy support can add up to 4 months. High quality resources will be used and staff fully trained.	4
Total for area	£13,965	

Wider strategies

Budgeted cost: £ 8814

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to Thrive / mental health support sessions for all PP pupils in need</p> <p>Mental health practitioner in place (free)</p> <p>1 Thrive practitioner allocated 3 hrs per week (£32 x 38 = £1216)</p>	<p>EEF report – improving social and emotional learning in schools cites improving pupil's well being as an important part of ensuring progress. Thrive approach is an accredited programme with a big evidence base behind it.</p>	2
<p>£100 for each PP child to be able to attend residentials, clubs and other events</p> <p>(total cost £1400 plus £400 contingency to provide extra support)</p>	<p>Pupils being able to attend school residentials provides them with an experience that they may not otherwise be able to experience. Pupils will try activities that push them out of their comfort zone (on adventure trips) and to experience different cultural aspects (city breaks)</p> <p>By attending sports clubs, pupils are able to experience team work, challenge and success as well as improving their physical health.</p>	3
<p>Free breakfast club for all PP eligible pupils</p> <p>Potential cost £1596 up 100% uptake.</p>	<p>EEF cites evidence of having children in for breakfast club can improve outcomes and behaviour by providing a good start to the day. We can ensure pupils have a good breakfast and are ready to learn. By providing free fruit we are ensuring children have access to a healthy, unprocessed snack and are getting at least 1 of their 5 a day.</p>	3
<p>Free fruit at break times for all PP pupils</p> <p>Cost (40p a day per pupil, £5.20 a day £1064 over the year)</p>		3
<p>All pupil premium pupils in years 5&6 will have an ipad to enable them to complete and enhance their learning both in and out of school.</p> <p>(£600)</p>	<p>TPAT's advantage project has a strong evidence base behind it from their digital transformation project improving outcomes for all children.</p>	1, 3
<p>Take part in pilot career aspirations programme with Teach first. All pupils in KS2, including PP will take part in careers fairs, have visitors from the community in to talk about aspirational job opportunities and make links with local and county wide companies.</p> <p>Training 6 hrs per term (1 days overtime) x 6 = £1080</p>	<p>This is a pilot by TPAT so evidence is limited at present but we feel we need to try and develop career aspirations amongst our pupils and inspire them to aim high. The best outcome of this will be that pupils are willing to work harder to achieve their goals.</p>	3

TA hours to help prepare and deliver sessions estimated at approx. 6 hrs per term x 6 = £378 Total estimated - £1458		
Total spend for area	£8,814	

Total budgeted cost: £33,143

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data

KS2 attainment over time	KS1 attainment over time	Y1 Phonics	GLD over time
<u>Reading (nat exp+) All PP</u> 2023 71% 50% <u>Writing (nat exp+) All PP</u> 2023 78% 50% <u>Maths (nat exp+) All PP</u> 2023 78% 50% <u>RWM (nat exp+) All PP</u> 2023 71% 50%	<u>Reading (nat exp+) All PP</u> 2023 75% 50% <u>Writing (nat exp+) All PP</u> 2023 60% 50% <u>Maths (nat exp+) All PP</u> 2023 70% 50%	All PP 2023 80% 50% (1/2 children)	2023 – 33%

High quality teaching	
<p>Ensure Teaching assistants are highly trained to support learning QFT across Core subjects.</p> <p>Use EEF outcomes to support redeployment of TAs to pupil focused intervention work and enabling teacher led interventions.</p> <p>Ensuring staff use evidence-based approaches to teaching interventions</p> <p>Complete at least 1 NPQ course to raise the profile of T&L across the school.</p>	<p>All staff took part in termly teaching and learning training (approx. 1 day over the year) and we used it to develop our new T&L policy. This improved the quality of teaching in class and the support pupils received.</p> <p>Teacher costs: £1080 TA costs: £63 each x 6 staff = £378 NTP training costs Course (free) Overtime to complete training: 3 x 8 = 24 hrs @ £10.50 = £252</p> <p>2 staff completed NPQ qualifications to enable them to deliver high quality T&L to their classes, as well as using it to develop the subject they lead.</p> <p>6hrs per term = £180 x 6 = £1080 x 2 £2160</p>
Total spend for area	£3,870
Targeted Support	
<p>To provide daily catch-up sessions for pupils in core subjects so that they are able to keep up with their peers and reduce the risk of falling behind. This will take the form of 1-1 of small group sessions in the afternoons for</p>	<p>These sessions took place for 1 hour each day across all classes as part of NTP programme, and 1 hr TA overtime (for 'purple polish and same day feedback sessions)</p> <p>Daily spend: NTP: £10,260 – NTP contribution = £4104</p>

children to 'purple polish' their work, revisit concepts and practise skills.	TA overtime - £5985 Total spend - £10,089
To deliver specific phonics and maths interventions to disadvantaged pupils, or to support I teacher led tasks to ensure misconceptions are quickly addressed and children are able to participate confidently in lessons.	Fresh start took place daily for pupils in year 5 & 6 (30 mins per day) Phonics catch up sessions took place in years 1 & 2 and 3 & 4, each for a minimum of 30 minutes EYFS pupils had 1hr per day of phonics and speech interventions - £1995 Total spend: £5225 Maths interventions took part each day in KS2 as part of the national tuition programme. (1hr in each class) Spend: 2x£18 per day = £6840 – 60% NTP contribution = £2736 Total spend for area: £7961
Total spend for targeted support	£18,050
Wider strategies	
To provide 'emotionally available adults' who are specifically trained in TIS practices to support children emotionally.	2x staff completed their senior mental health lead training and engaged with a mental health practitioner who came into school and delivered sessions to both pupils and their families. This included 2 PP families and the impact was deemed to be positive. Training – 6 hrs per term x 6 = £2160 Mental health practitioner – free Pre time for sessions – ½ day overtime per term - £540 Total - £2700
To support pupils to access enrichment activities such as sports clubs, music lessons, trips etc	All PP children attended all trips, including residential. Uptake of residential was 100% All PP children got £100 off trips and sports activities, with a further £50 for each sibling. Total spend £2000
To use the support of the EWO through an SLA to improve the attendance of PP children, to improve their attendance and bring in line with their peers	Attendance of PP children was 93.97%, which is an improvement of around 2% on previous year. This compares to 94.57% for non PP which is a narrow gap.

	SLA £500
To ensure all PP children have access to relevant technology for home learning (including the equipment provided by DfE).	All PP pupils had access to an ipad / laptop to help them do their work. Moving forwards, we are intending to take part in TPAT digital transformation project next year, which will mean a significant spend on equipment and training. Cost – free as we used existing equipment.
Total spend for wider strategies	£5,200
Total spend	£27,120

Externally provided programmes

Programme	Provider
NPQ courses	Teach First
RWI training (inc Fresh Start)	Ruth Miskin, supported by Kernow English hub
Maths on demand	White Rose Maths