

Pupil premium strategy statement – Lanivet Primary School

This statement details our school's use of pupil 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	151
Proportion (%) of pupil premium eligible pupils	19.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2022/2023 2023/2024 2024/2025
Date this statement was published	September 2022 December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Natalie Street
Pupil premium lead	Tim Gray
Governor / Trustee lead	Natalie Street

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48, 740
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£48, 740

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the associated challenges that this can bring. All of the decisions made are based on research conducted by the EEF which supports the idea that common barriers to learning for disadvantaged children can be less support at home, poor language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. At Lanivet Primary, we understand that the challenges that many children face are complex and multi-faceted and so our approach must be tailored to the circumstances of each child. We will ensure that all teaching staff are involved in our strategy so that they can meaningfully contribute.

Throughout the year, we have regular pupil progress and SEND meetings which look closely at the performance of Pupil Premium children to identify how best we can meet their needs.

1. Principles:

- We ensure that quality first teaching and learning opportunities meet the needs of all children at Lanivet Primary.
- In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged.
- We also recognise that not all children 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 child or groups of children 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 mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

2. Our Overarching Objectives:

- To use our funding to remove the barriers that prevent Pupil Premium children from succeeding both academically and socially at school.
- 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 achieve or exceed nationally expected progress rates in order to reach Age Related Expectations at the end of Year 6 and go on to succeed at secondary school in all subjects.

3. The range of provision we provide for this group includes but is not limited to:

- To provide interventions with trained LSAs.
- To provide extra resources to enable Pupil Premium children to complete homework and activities at home.

- To provide social and emotional support through therapeutic intervention with adults and from our therapy dog.
- The school buy into the Cornwall Local Authority Education Welfare Service Level Agreement to support children in regular attendance and welfare issues.
- Provision of Forest School
- Behaviour and nurture support during lunchtimes by providing activities to engage
- Subsidise activities including educational visits and breakfast club.
- To enable access to music tuition and support pupils to learn to play a musical instrument.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, evident particularly in the EYFS.
2	Assessments, observations and discussions with pupils to a greater extent than for other pupils. suggest disadvantaged pupils generally have greater difficulties with phonics, early reading and writing than their peers. This negatively impacts their development as readers.
3	Emotional and behavioural issues for some pupils and opportunities to build resilience and self-esteem have been limited, this includes pupil access to outdoor learning, trips and visits and enrichment activities.
4	Attendance data over the last year indicates that attendance among disadvantaged pupils has been slightly lower than for 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
Pupils make accelerated progress in reading, writing and maths through quality first teaching.	Tutoring support for identified pupils will increase access to whole class quality first teaching Gaps between attainment of

	vulnerable pupils and their peers will reduce.
Pupils falling behind in their phonics receive intensive intervention to secure rapid accelerated progress including pupils with SEND.	Tracking of phonics progress shows that pupils re progressing though the scheme at a rate of one each half term. 91% of pupil pass the Year One Phonic assessment and all PP pupil's pass. Pupils are able to start AR at the start of year 2.
Pupils with emotional difficulties are supported by appropriate Trauma Informed strategies and opportunities for outdoor learning.	Analysis of Boxall profiles will show barriers to academic learning will be reduced. Pupils accessing Forest School provision are accessing full curriculum with reported reduction in emotional barriers to learning.
Barriers to attendance are reduced.	Attendance of pupils within vulnerable groups is above 94% The gap between attendance of PP and other groups is reduced. Persistent absenteeism is reduced for all pupils.
Vulnerable pupils are supported to develop cultural capital through a varied range of curriculum supports and experiences.	Pupil voice shows enthusiasm for learning. Outcomes across the wider curriculum positively impact on core subjects Behaviour and attitude to learning is good+ for all groups of pupils

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 17,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resourcing and training for the development and delivery of RWI across the school.	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 EEF (educationendowmentfoundation.org.uk)	1, 2
Library Service Level Agreement	Pupils have access to individual, high-quality texts. Accessed to support – Reading comprehension through AR Diagnostic assessments. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	3
Thrive training for all staff	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supply cover to support development of additional Conferencing support for identified vulnerable pupils	EEF Tier 2 Targeted support EEF toolkit Individualised instruction +4M Individualised instruction EEF (educationendowmentfoundation.org.uk)	1, 2
Whole staff training on Positive Handling and de-escalation strategies.	Behaviour interventions and self regulation support Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2
TA Led interventions	Individualised group intervention support Teaching Assistant	2, 3

	Interventions EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised enrichment activities as part curriculum for all classes	<ul style="list-style-type: none"> • Pupil voice indicates that enrichment activities provide engagement and enjoyment of the curriculum. • Activities add context to the learning experience for all. • Development of cultural capital to support positive attitudes and raise aspiration for all 	3
	<ul style="list-style-type: none"> • Attendance Data. • Challenging behaviour has affected their progress and 2, 3, 4 7 attainment as well as their emotional and social development. 	2, 3, 4
Contingency fund for acute issues.	Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £48, 740

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data outcomes for disadvantaged pupils are now closer to non-disadvantaged pupil through the support of the strategy.

Outcomes in 2024 data are vastly improved on 2023 data and show the impact of areas of the support funded through PP, such as reading data improvements and phonic outcomes for all groups.

91% of year 1 passed the 2024 Phonics test. External; validation of improved practice via the English Hib monitoring visits has shown improved practice following training and continued CPD for all staff.

65% of KS2 pupils passed 2024 reading test with 75% of disadvantaged pupils passing the reading test.

Externally provided programmes

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

Programme	Provider
RWI – development and training alongside the Cornwall English Hub	Ruth Miskin