

Pupil premium strategy statement: Lanivet School

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	Lanivet
Number of pupils in school	162
Proportion (%) of pupil premium eligible pupils	23% (35 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 (new Headteacher appointed for January 2022)
Date this statement was published	December 21
Date on which it will be reviewed	July 22
Statement authorised by	Claire Davies
Pupil premium lead	Michelle Doherty
Governor / Trustee lead	Claire Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 50,835
Recovery premium funding allocation this academic year	£ 5,655 Based on 39 pupils at Census
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 5,904
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	£ 62,394

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 means 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 (IXL)
- 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	Partial school closures, along with lockdowns have exacerbated 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	Our 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. 85% of pupil pass the Year One Phonic assessment and all PP pupils 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 96% 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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 44,380

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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
Supply cover to support development of pupil conference to support individualised target setting for writing	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	2, 3
Library Service Level Agreement	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	3
Trauma Informed Schools training for all staff	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3

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

Budgeted cost: £ 10110

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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1,2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils.	1:1 tutoring or small group teaching with a qualified teacher accelerates progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2
Whole staff training on Positive Handling and de-escalation strategies.	Behaviour interventions and self- regulation support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2
TA Led interventions	Individualised group intervention support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2,3

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

Budgeted cost: £ 7904

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 support for SEND children	Attendance Data. Challenging behaviour has affected their progress and attainment as well as their emotional and social development.	2, 3, 4
Commission EWO through Cornwall Council - Service Level Agreement.	Attendance Data. Data shows pupils with highest attendance make the most progress. Early identification of pupils not attending. Rapid initial engagement around pupils not attending.	4
Subsidised Enrichment activities	Pupil Voice	3, 4

for Vulnerable pupils to support curriculum opportunities for all.	<p>Parental feedback indicated that finance is a barrier to attendance at class residential trips.</p> <p>Development of cultural capital via enrichment events supports vulnerable pupils holistic development as well as impacting on behaviour, attitude and aspiration of individual pupils.</p>	
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: £62,394

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.

Activities Undertaken last year are recorded as being:

- Funding to support additional support staff
- One to one Tuition
- Fruit and Vegetable scheme
- Reading intervention
- ICT resources
- Emotional Heath Training
- Swimming Provision
- Uniform Support
- Residential visits
- Lunchtime clubs
- Transport
- School Clubs
- Breakfast Club
- Hire of facilities
- External providers
- High Quality Teaching
- Music Tuition

Underspend has been allocated to support enrichment activities within the Autumn term 2021.