

# Pupil premium strategy statement – Trevisker Primary 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   | 162  |
| Proportion (%) of pupil premium eligible pupils  | FSM =14 pupils 8.6%<br>Service = 18 pupils 11% |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | Three year plan<br>2021-2024                   |
| Date this statement was published  | December 2023                                  |
| Date on which it will be reviewed  | December 2024                                  |
| Statement authorised by  | Headteacher and Chair of the LAB               |
| Pupil premium lead   | Jules Jenkin                                   |
| Governor / Trustee lead  | Nic Soden                                      |

## Funding overview

| Detail   | Amount  |
|--|---------|
| Pupil premium funding allocation this academic year  | £34,010 |
| Recovery premium funding allocation this academic year<br><i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>              | £2,755  |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £0      |
| <b>Total budget for this academic year</b><br><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> | £36,765 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to improve and sustain higher attainment for disadvantaged pupils at our school. Our expectation at Trevisker, is that we ensure all pupils, irrespective of background or the challenges they face become strong readers, writers and mathematicians. This will enable them to access all learning opportunities presented to them, broadening their horizons and affording them greater life choices as they progress through the school. Our intention is that all pupils are included in challenging learning. Our response will be responsive to common challenges and our pupils' individual needs rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage on learning.

We always consider the context of our school when deciding how to spend the pupil premium funding. The general location of Cornwall is a factor and more so our own coastal location comes with its own challenges. Through research from the EEF there have been found to be common factors of barriers to learning which may include :- weak language and communication skills, lack of confidence, behaviour challenges, attendance and family dynamics. Post pandemic it was found that disadvantaged pupils have been worst affected by the impact of this time.

Our current pupil premium strategy aims to ensure that when children leave our school that they are well rounded citizens who have developed a love of learning. All of our pupils will have had equal opportunities to improve their cultural capital and life experiences. They will have excellent knowledge to draw on and the emotional resilience to overcome barriers along the way

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Our assessments show some underdeveloped phonics and spelling knowledge and vocabulary gaps for some disadvantaged pupils ranging from YR to Y6   |
| 2                | We have continued to note through parental discussions, and uptake in parents self-referring to EHH and observations that there are increased levels of general anxiety and an increase in mental health issues and well-being concerns amongst our disadvantaged pupils. |

|   |  |
|---|--|
| 3 | Assessments have shown that a disproportionate number of our disadvantaged pupils in Key Stage 2 have gaps in key mathematical knowledge due to the impact of missed learning.   |
| 4 | Although our coastal location offers opportunity for outdoor enrichment there is not equity in access to this for all families. Our observations show that many of our children have less access to wider learning and cultural capital opportunities. |
| 5 | Monitoring and professional dialogues have shown that disadvantaged pupils are not always meeting targets set by teachers.   |

## 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   |
|---|--|
| Continue with our high percentages of attendance for our disadvantaged pupils. All pupils to have attendance above 95%  | Attendance is monitored daily, patterns are addressed, attendance lead to support families and make home visits alongside SENDco and safeguarding leads as and when required.  |
| Behaviour of all pupils including disadvantaged pupils is excellent   | New behaviour policy has been put in place to ensure that children are learning ready  |
| All pupils will be open to equal opportunities and will be able to access a variety of cultural capital opportunities.  | All disadvantaged children attending residential, school outings, music lessons, work alongside artists and musicians, attend theatre trips, museums and sporting events.  |
| All pupils including those disadvantaged are supported through our Trauma Informed Schools approach, thus ensuring that children feel secure, have personal strategies to enable them to feel ready for learning. | Pupil survey to show that children feel supported in school.<br>Well-being and mental health for children is a high priority and is on our weekly staff meeting agenda.<br>Staff training in TIS is on-going<br>Children are aware that there is an emotional available adult available to them and that personal levels of resilience are high. |
| Pupils make outstanding progress in EYFS  | Disadvantaged pupils are in line or above the national to meet the GLD in all of the prime areas of the EYFS learning goals  |
| Pupils in Year 1  | Disadvantaged pupils pass the phonics screening test   |
| Pupils make outstanding progress in KS1 and KS2   | Disadvantaged pupils are in line or above the national data picture combined in reading , writing and maths  |

## 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: £ 13,500

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Add or delete rows as needed.</i>  |  |                               |
| Access to all Ruth Miskin RWinc training online including training materials and online videos for catch-up. Reading leads phonics training and action plan time. Reading leads in school phonics training weekly Wider staff training for all staff with phonics/catch up groups with EYFS early reeding lead. | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> | 1,5                           |
| Continue to purchase the high quality texts used and enjoyed in whole class shared reading.   | <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a>  | 1,5                           |
| Coaching of teachers to ensure that the quality of teaching and learning is stretching beyond for all pupils.   | Coaching and mentoring for all teaching staff. Introducing the pedagogy of the I do, we do, you do approach to develop higher levels of success in the classroom and better knowledge retention for pupils.  | 1,2,3,5,                      |
| On-going data analysis and pupil profiling to have a specific focus on the attainment and   | Individual passports and whole school disadvantaged pupil overview in place. Both the overview and passports allow for dialogue to really get to know the children and their families. Parents/carers meetings are held with the disadvantaged lead as well as usual parent consultations to provide   | 1,2,3,4,5                     |

|                                     |  |       |
|-------------------------------------|--|-------|
| boundaries for disadvantaged pupils | another layer in both building relationships with the families but also in historical boundaries that they themselves may have experienced. These identify needs and any adaptations that may be needed to support the child both academically and pastorally.   |       |
| Behaviour for learning              | <p>New behaviour policy to support effective learning strategies. New individual plans for those who may need more bespoke support. Individual support services and use of outside agencies are time-tabled as and when required.</p> <p>Behaviour to be modelled by all members of our school with high expectations that no child disadvantaged by their own behaviour or that of others</p>   | 2,4,5 |
| Oracy                               | <p>Researchers are in agreement that effective oracy provision is vital to the success of students, both in relation to students' cognitive development and learning, and their preparation for participation in the wider world (Millard and Gaunt, 2018). Both of these factors are in alignment with our school vision of preparing students for lives of choice and opportunity. All Kernow Learning schools, including our school, are investing in becoming Voice 21 oracy schools. We have a dedicated oracy lead and oracy champion that pioneer this practice within our setting. This responsibility includes giving students the ability to articulate themselves and express their own opinions confidently and persuasively, to prepare them for deep collaborative thinking and for a variety of professional situations. The Education Endowment Foundation also identifies the importance of 'structured talk' as one of the essential features of effective disciplinary literacy within schools (EEF, 2021). Oracy is treated as a core element of building wider student literacy, which is essential to high-level student attainment and opportunity</p> <p><a href="https://educationendowmentfoundation.org.uk/education">https://educationendowmentfoundation.org.uk/education</a></p> | 1,5   |
| Exciting wide curriculum full of    | Our curriculum is driven through our community culture and a sense of belonging. Building on the History and   | 2,4   |

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| learning opportunities and cultural capital. | <p>Geography from our local area and links with other out of county destinations has been a starting point for this vision which is then underpinned by quality reading texts and develops our whole school schema. Trips, residentials and other enrichment opportunities are planned to build cultural capital for all children- all childrens opportunities are equal.</p> |  |
|--|---|--|

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

Budgeted cost: £ 13,500

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Regular release time for our EYFS Reading lead and phonics teaching staff to identify and allocate interventions          | <p>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. Online Subscription films sent home.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p> | 1                             |
| Targeted fast track tutoring intervention for pupils in lower key stage to ensure they can read with fluency and accuracy | <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p> <p>Purchase of support materials for phonics staff to ensure they have fully accessible tool kit for targeted interventions.</p>   | 1,2,3,5                       |
| Half-termly phonics assessments by the early Reading  | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping</a></p>  | 1,5                           |

|  |  |         |
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| lead to track and ensure progress  |  |         |
| A strong, in school pastoral offer supports pupils to be emotionally ready to learn in school. For pupils with more complex SEMH needs use of Multi agency support team, referrals to CAHMS, CLEAR. Mental Health Worker and other therapeutic interventions . | Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year. When behaviour needs cannot be met an universal or targeted level and the school has followed the graduated approach, specialist advice and services can be sought from the MIST team including support at TAC meetings, therapy services and family support for boundaries.                            | 2,4     |
| Highlighting the attainment and progress of disadvantaged students during our termly Pupil Progress Meetings. Clear actions are set and reviewed during the following meeting  | <p>Marc Rowland renowned researcher into disadvantaged children has highlighted the importance of analysing the data of disadvantaged students so they get a greater profile.</p> <p><a href="https://www.amazon.co.uk/Addressing-Educational-Disadvantage-Schools-Colleges/dp/1913622452/ref=pd_lpo_1?pd_rd_i=1913622452&amp;pvc=1">https://www.amazon.co.uk/Addressing-Educational-Disadvantage-Schools-Colleges/dp/1913622452/ref=pd_lpo_1?pd_rd_i=1913622452&amp;pvc=1</a></p> | 1,2,3,5 |
| Book club and access   | We want to support pupils to identify books they like and to access new genres to extend their horizons. Pupils  | 2       |

|  |   |       |
|--|---|-------|
| to our school library for all  | who enjoy reading, read more and develop greater proficiency. A book club is key to this and we encourage children to attend with their parents, this is run by staff . |       |
| Small group tutoring for year 6 pupils to be fully prepared for the next phase in their education. | Interventions twice weekly with a qualified teacher to lesson the gap for our disadvantaged targeted pupils.  | 1,2,3 |

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

Budgeted cost: £ 9165

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Disadvantaged budget used to support children in enabling them to attend all trips and residential | <a href="https://www.suttontrust.com">https://www.suttontrust.com</a>   | 4                             |
| Disadvantaged parents / carers are supported to attend all meetings with transport provided        | Opportunities for improved parental engagement  | 2                             |
| Disadvantaged pupils are given first option with extra- curricular activities                      | Opportunities for extra curricular enrichment activities<br><a href="https://www.suttontrust.com">https://www.suttontrust.com</a>   | 2,4                           |
| Safeguarding and attendance leads meet weekly to analyse data, patterns and reasons for absences   | <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-411-Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-411-Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</a> | 4,5                           |
| In house TIS practitioners and Emotional Support   | <a href="https://educationendowmentfoundatio/">https://educationendowmentfoundatio/</a>   | 2,4                           |



|  |  |              |
|--|--|--------------|
| <p>Advisor continue to support in 1:1 sessions and to work with teachers, TAs and parents/carers who are working with children needing longer term nurture</p> |  |              |
| <p>Outdoor learning lead and forest school</p>   | <p>There is clear research that demonstrates the impact of pupils being outdoors enhances their sense of wellbeing. Redeveloping our outdoor areas and deploying staff to make better use of our facilities will support this.</p> | <p>2,4</p>   |
| <p>Club offer</p>  | <p>This year we have a strong club offer with outside agencies from a wider variety of clubs being able to support provision for our disadvantaged pupils making our offer equitable to all.</p>                                   | <p>2,4,5</p> |

**Total budgeted cost: £ 36,765**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

| For the period of 2022-23                               |                    |                    |                       |          |                        |           |
|---|--------------------|--------------------|-----------------------|----------|------------------------|-----------|
| Academic Performance – Assessment and Data (attainment) |                    |                    |                       |          |                        |           |
| Summer 2023 Headlines                                   |                    |                    |                       |          |                        |           |
| EYFS  | % achieving GLD    | % DP achieving GLD | % SEN achieving GLD   |          |                        |           |
| 65.52   | 65.52              | 100                | 0                     |          |                        |           |
|   | % Pass             | % DP Pass          | % SEN Pass            |          |                        |           |
| Phonics Check Y1  | 87.5               | 100                |                       |          |                        |           |
| Cumulative Y2   | 96.15              | 100                | 66.67                 |          |                        |           |
| Y4  | % achieving 20+    | % DP achieving 20+ | % SEN achieving 20+   |          |                        |           |
| MTC   | 78.79              | 75                 | 28.57                 |          |                        |           |
| Attainment Summer 2023 – KS1 Outcomes                   |                    |                    |                       |          |                        |           |
|   | % meeting standard | % GDS              | % DP meeting standard | % DP GDS | % SEN meeting standard | % SEN GDS |
| Reading   | 73.08              | 11.54              | 0                     | 0        | 33.33                  | 0         |
| Writing   | 69.23              | 11.54              | 0                     | 0        | 33.33                  | 0         |
| Maths   | 73.08              | 7.69               | 0                     | 0        | 33.33                  | 0         |
| Combined  | 69.23              | 0                  | 0                     | 0        | 33.33                  | 0         |
| Attainment Summer 2023 – KS2 Outcomes                   |                    |                    |                       |          |                        |           |
|   | % meeting standard | % GDS              | % DP meeting standard | % DP GDS | % SEN meeting standard | % SEN GDS |
| Reading   | 91.67              | 33.33              | 100                   | 33.33    | 75                     | 0         |
| Writing   | 83.33              | 16.67              | 100                   | 0        | 25                     | 0         |
| Maths   | 87.5               | 33.33              | 100                   | 16.67    | 50                     | 25        |
| Combined  | 75                 | 4.17               | 100                   | 0        | 0                      | 0         |

## Externally provided programmes

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

| Programme            | Provider                   |
|----------------------|----------------------------|
| TTRock Stars/Numbots | TTRock Stars               |
| Jigsaw               | Jigsaw PSHE ltd            |
| TIS training         | Trauma Informed Schools UK |

## Service pupil premium funding (optional)

| For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b>  |
|---|
| <p>There were 18 children on our record for service premium last year so the Trevisker Little Troopers club was set up. The club met regularly and was run by a teacher. The children went out on bespoke visits as a group. A member of staff was also allocated to children as an emotional available adult at times of deployment offering pastoral and nurturing support. Funding was also used to pay for music lessons, outdoor recreational activities and residentials and to support extra tutoring for children who were not meeting age related expectations.</p>  |
| <b>The impact of that spending on service pupil premium eligible pupils</b>   |
| <p>Positive feedback from pupil questionnaires around the start up of the Little Troopers club. Attendance figures for our service children was strong for 2022-23.</p> <p>Service Children attendance - 2022-2023 - 95.9%.</p> <p>Data :</p> <p>ELG 3 service children who all met their ELG</p> <p>KS1 - 3 pupils who achieved the expected standard for everything ( 1 with greater depth in maths ) 1 pupil who achieved greater depth for all subject areas.</p> <p>KS2 There were two service children in Year 6 last academic year pupil one achieved greater depth in all subject areas and pupil 2 achieved the expected standard in all subject areas</p> |

## Further information (optional)