

Pupil premium strategy statement – Porthleven Primary School.

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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	196
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 - 2023 2023 - 2024
Date this statement was published	Nov 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Duncan Ratcliffe
Pupil premium lead	Duncan Ratcliffe
Governor / Trustee lead	Neil Gunnell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,000
Recovery premium funding allocation this academic year	£0
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><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></p>	£0
<p>Total budget for this academic year</p> <p><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></p>	£47,000

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

Our Key objectives at Porthleven School is to use the Pupil Premium:

- To ensure Pupil Premium pupils, of whom some have SEND, to make expected progress in reading, writing and maths by means of quality first teaching and targeted intervention when necessary.*
- To ensure eligible pupils access extra-curricular enrichment allowing them to gain exposure to interests, hobbies and talents they hold (with a focus on sports, music, arts and enterprise).*
- To build the school's pastoral team to ensure support extends further to the family and community, creating a unique relationship based around the social, emotional needs of those closest to the pupil and the child's mental welfare.*
- How does your current pupil premium strategy plan work towards achieving those objectives?*

Key principles.

- The pupil premium strategy is be based on sound research.*
- That the school development plan will the pupil premium strategy and that the pupil premium strategy cannot be separated from the school development plan.*
- Our pupil premium strategy is rooted in our whole-school ethos.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Teaching. To include professional development, training and support for all teachers to provide quality first teaching to all pupils.</i>
2	Targeted academic support. For all pupils in school and with regard to pupils not making good academic progress across the whole curriculum. This will include provision for those children who have SEND needs.
3	Wider strategies. Create opportunities to broaden interests both within school and beyond.

	<p>To provide pastoral support at key moments throughout the day. To include transition times such as the start of the day, after break and lunch.</p> <p>To support children in their choices in social and learning situations.</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
That pupils make good progress in reading, writing and maths	In year reading, writing and maths progress is at least 6 points
That pupils are able to focus on learning in school and can manage the social emotional challenges they face from home and at school	<p>Pupils to engage in social, emotional support programmes</p> <p>Pupils are able to manage their emotions without dysregulation</p> <p>Pupils show good levels of engagement and confidence during lessons.</p>
That pupils continue their learning outside of school thorough homework and other methods.	Reading at home is completed and is an enjoyable experience
Pupils partake in school trips.	Pupil premium pupils have the same uptake or better on trips than the rest of the school population.

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: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND in Mathematics CPD for staff	SPLD Conference - Dr Camilla Gilmore	2 / 3

SLT SEND Training £500	Essential information and actions for leaders led by Malcom Reeve – Author SEND Review Framework	2 / 3
Social anxiety training £1000	Twilight and staff meetings supported by Andrew Mercer independent Autism advisor.	1/2
Cascade Mental Health Lead Training to TAs	National Mental Health Leadership training	1 / 2
Cognitive Load Training for Teachers & TAs	John Swellar, Paul Ayres and Slava Kalyuga 2011, Cognitive Load Theory, New York, Springer-Verlag	2
Metacognition Training for Teachers & TAs	EEF +7 Months impact with solid evidence strength	1,2,3,4
RWI Teacher / TA training £500	Substantial reviews & Research McGuinness D (2004). 'Early Reading Instruction: What Science Really Tell Us about How to Teach Reading' Cambridge, Massachusetts: The MIT Press, page 13 Ofsted Reading Framework July 2021	1

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

Budgeted cost: £ 23,176

Activity	Evidence that supports this approach	Challenge number(s) addressed
£2,100 (1 Teaching assistant / afternoon)	EEF +7 Months impact with solid evidence strength	1,2,3,4
1 to 1 RWI Phonics Speed sounds & Fluency £8,000	Substantial reviews & Research McGuinness D (2004). 'Early Reading Instruction: What Science Really Tell Us about How to Teach Reading' Cambridge, Massachusetts: The MIT Press, page 13 Ofsted Reading Framework July 2021	1,2,3

Small group – Herts for Learning Fluency £4,000	https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project Institute for Effective Education: https://the-ieee.org.uk/what-we-do/innovation-evaluation-grants/reading-fluency/	1,2
Small group Number Fluency – ‘Number Sense Maths’ £4,000	Number Sense Maths is informed by research into how high and low attaining children best solve and learn addition and subtraction facts. 7 key principles underpin the programme: https://numbersensematics.com/research-principle	1,2
£3576 + release time for Reading lead to train £1500 Reading for pleasure project	Open University	1,2

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

Budgeted cost: £ 25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral and well being champions in place</i> <i>1 to 1 Metacognition / Pastoral Counselling</i> £20,000	National Nurturing School Project	3
<i>Pastoral support base created.</i> £5,000	National Nurturing School Project	3

Total budgeted cost: £ 50,176

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

This details the impact that our pupil premium activity had on pupils in the 2021 – 2022 academic year.

Pupil progress scores (expected 6.00 per year) comparison with all pupils.

<i>Subject</i>	<i>All pupils</i>	<i>Pupil premium</i>
<i>Reading</i>	<i>6.2</i>	<i>5.4</i>
<i>Writing</i>	<i>6.4</i>	<i>6.3</i>
<i>Maths</i>	<i>6.3</i>	<i>6.6</i>

The above progress scores were gauged by assessment through accelerated reader, White Roses maths tests and teacher assessments in writing. The writing assessments were moderated across the Trust.

Porthleven School gained National Nurturing Schools Status in recognition of the work to support all pupils in their personal development.

Confidence in reading and time spent reading increased as shown in reading surveys carried out in October and May.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
<p>A member of staff was given responsibility and release time to meet with pupils whose parent/s serve in the forces .This was a meeting every half term to discuss parents roles and responsibilities. This was most important during times of deployment.</p> <p>Visits to the base were arranged for service families.</p> <p>Porthleven School works with the Mental Health Support Team (MHST) and host CBT sessions with a practitioner. Referrals can be made to this service by staff. No direct cost is incurred for this service however time is needed to complete referrals and to resource any interventions.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Parents and pupils report that they have a strong connection with Porthleven School. Migration in and out of school is low for this cohort. No pupils from this cohort were referred to MHST or the Welfare support team in school.</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.