

Porthleven Primary School

Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Porthleven Primary
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Cathryn Andrews
Pupil premium lead	Dan Clayden
Governor / Trustee lead	Neil Gunnell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,746
Recovery premium funding allocation this academic year	£4930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£59,676

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is allocated to schools for children of statutory school age from low income families who are known to be eligible for free school meals (or have been in the last 6 years), children who are looked after and to children of parents who are currently serving in the armed forces.

Our considerations for determining fund allocation include:

- Quality first teaching and the significant positive impact on children's outcomes is at the heart of the Porthleven School's strategy. Therefore, we are committed to ensuring high quality, individualised continuous personal and professional development for all our staff. Teaching and learning at Porthleven is organised to meet the needs of all children in the best way. As a result, we allocate some pupil premium money to ensure that all children have their needs met.
- We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.
- We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals.
- We are aware that there are also a number of families who could be classed as 'just about managing' who are not in receipt of pupil premium. We consider to this group to be possibly disadvantaged.
- We know that the Covid pandemic and associated lockdowns had differing impacts on our children and their families and that some of these impacts still require support from school.
- We recognise it is attainment that trumps progress for unlocking future opportunity for disadvantaged learners.
- High levels of attendance are required to ensure good levels of progress and attainment.

Challenges

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

Challenge number	Detail of challenge
1	The EYFS baseline assessments show that a significant percentage of children have started school with lower than expected phonological knowledge and understanding. Half of the children know less than 16 sounds at Autumn half term. This number should be between 16 and 24 sounds. 5 out of the 8 disadvantaged children are in this group.
2	'There is a significant gap between the percentage of disadvantaged children and non-disadvantaged achieving ARE' - and then give the detail of the figures: <ul style="list-style-type: none">• <i>Our assessment at the end of EYFS (July 2023) shows a significant percentage gap in age related expectations across each early learning</i>

	<p><i>goal between our disadvantaged children compared with the non-disadvantaged.</i></p> <ul style="list-style-type: none"> • <i>44.4% of disadvantaged children achieving a good level of development compared with 75% of non-disadvantaged children. The percentage of children achieving expected across all ELGs is even greater 33.3% and 75% respectively.</i> • <i>The percentage of disadvantaged children achieving end of KS1 expectations in reading is 40% with no children achieving GDS, compared with 72% of non-disadvantaged. In writing this was 50% of disadvantaged achieving expected level compared with 61% for the non-disadvantaged.</i> • <i>In maths the disparity was smaller as more children achieved age related expectations: 80% of the disadvantaged compared with 83.3% of non-disadvantaged.</i> • <i>Our end of year (2022-23) teacher assessments show that 54.9% of our disadvantaged pupils are below age related expectations in reading, 45.1% below in writing and 41.9% below in mathematics.</i> • <i>The three pupil premium children in Year 6 did not meet age related expectations.</i>
3	Attendance – As of November 2023 58% of our Persistent Absence are children from disadvantaged backgrounds.
4	Pupil conferencing shows that disadvantaged pupils are less likely to be able to discuss their favourite authors.
5	Our disadvantaged children typically have had fewer experiences outside of school that enables access and enrichment of cultural capital

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
There will be a structured and systematic approach to develop children's phonological knowledge to ensure that all children are reaching age related expectations at end of EYFS.	<ul style="list-style-type: none"> • The gap between children's knowledge of phoneme / grapheme correspondence between disadvantaged and non-disadvantaged children will be eliminated. • The school's approach to phonic development will be systematic and progressive and show fidelity to the Read, Writing Inc, programme of learning phonics.
Differentials in attainment (age related and working at greater depth) between disadvantaged and non-disadvantaged pupil groups will be eradicated	<ul style="list-style-type: none"> • In EYFS children will be engaged in learning that is planned, enhanced and adapted to provide the opportunities that meet the development of all children.

	<ul style="list-style-type: none"> • Gaps in children’s knowledge and understanding within the sequential curriculum will be rapidly identified and addressed. • Very high-quality teaching provision will be in all classrooms for all children • A comprehensive and individualised approach to continual professional and personal development will be in place and all staff will be able to identify their own next steps to ensure quality first teaching is consistently developed and enhanced • Effective clear progression between the phonics programme and the teaching of reading fluency and comprehension will be in place • Adaptive teaching practices will be evident in all classes where and when required • Teaching assistants will be able to support pupils to develop independent learning skills and manage their own learning • The differential in attainment between disadvantaged and non-disadvantaged children will be closed completely by the end of KS2.
<p>Attendance levels for all children in the school are at least 96%</p>	<ul style="list-style-type: none"> • A comprehensive and progressive approach to supporting attendance (including celebrating strong attendance) will be in place • There will be no differential between the attendance of the groups in receipt of pupil premium and those not in receipt (or the gap will have diminished significantly) • The individual cases of persistent absenteeism will be reduced and will not be disproportionately consisting of those children who are disadvantaged.
<p>All children within the school will have the opportunity to take part in a wide range of experiences outside of the school curriculum</p>	<ul style="list-style-type: none"> • Planned experiences throughout each year group will be carefully planned and interwoven within the curriculum. The range of experiences will be carefully considered • There are planned visits aligned to the children’s learning throughout the school year (at least 3 per academic year) with places subsidised where required to ensure there are no financial constraints on all children attending

	<ul style="list-style-type: none"> All year groups from year 2-6 have the opportunity to attend an overnight 'stay' event. Subsidies for those children in receipt of pupil premium will be provided to ensure there are no financial constraints on all children attending All children will have the opportunity to participate in after school clubs and extra-curricular activities.
All children will develop a love of reading and be able to discuss their favourite books and authors	<ul style="list-style-type: none"> All children will pass the phonics screen by the end of year 2 (with over 90% passing in year 1) ensuring children are fluent readers as early as possible A systematic process for the teaching of reading that includes, vocabulary acquisition, reading prosody and comprehension will be in place. The school will provide an approach to reading for all children which embodies a love of reading with wellbeing and encourages parents to see the emotional advantages of sharing texts alongside, improving children's reading.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduce incremental coaching for all teachers</p> <p>2022-2023 – Appointment of additional SLT to ensure embedding and individualisation of the incremental coaching process.</p> <p>Incremental coaching process revised; framework created for</p>	<p>'Developing great teaching' (Cordingley et al 2015) identifies emergent findings from an umbrella review of evidence that shows:</p> <p>-Extended programmes of CPD, approximately 2 terms or longer, with iterative follow ups following the initial input create a 'rhythm' of activities that are most likely to have the greatest input for ongoing teacher development</p> <p>Sims et al 2021 – What are the characteristics of teacher professional</p>	1, 2, & 4

<p>Teaching and Learning policy provides outline for specified Walk thru materials used to support whole school development. Incremental coaching discussions, for individuals, linked to this.</p> <p>Incremental coaching inputs carefully aligned to Walkthru documentation. Focus Walkthrus defined for whole school shifts (alongside individual development) and shared with teaching assistants as well as teachers</p>	<p>development that increase pupil achievement - a systematic review and meta analysis (EEF) emphasises that the more individual and focussed the target setting and development can be, the bigger the impact will be on pupil progress.</p>	
<p>Support teaching staff to undertake NPQs in line with their interests / developmental needs</p> <p>Engagement with NPQs with one EYFS member of staff commencing a programme from September 2023</p> <p>2023-2024 Engage opportunities through Crofty's Leadership development programmes</p>	<p>Worth and van Den Brande (2019) findings (amongst others) indicate that where teachers are meaningfully involved in creating their own bespoke programmes, the most effective professional development opportunities are created</p>	<p>1, 2, 4</p>
<p>Increase focus on individual subject knowledge and development to ensure a broad and balanced curriculum with experts in all subjects within the school with a focused understanding of what constitutes working at greater depth including all staff subject leads being a member of a professional body</p> <p>Subject leadership knowledge drops in staff meeting to ensure teachers know the standards and expectation of knowledge and skills for their year in order to subjectively assess effectively.</p>	<p>Cordingley et al's 'Developing great teaching' study (2015) Pedagogical strategies for teacher development are important but should be contextualised within subject specific content if they are to be most effective.</p>	<p>2 and 4</p>

<p>Thorough book rationales to support text choices across the school to ensure high levels of engagement, which support the wider curriculum and personal development.</p> <p>Ongoing. Review of reading spine in line with change to single year group curriculum – opportunity to ensure best choice of texts and include new authors</p> <p>Review of non-fiction texts to ensure new texts are added to support learning</p>	<p><i>Our pupils' success will be defined by their ability to read fluently and skilfully. But despite universal acceptance of reading's vital importance, the reading gap in our classroom remains, and it is linked to an array of factors, such as parental wealth, education and book ownership, as well as classroom practice.</i></p> <p><i>Closing the reading Gap by Alex Quigley 2020</i></p>	<p>2 & 4</p>
<p>Ensure continued investment and upskilling of staff to deliver quality synthetic phonics programmes</p> <p>Ensure a progressive approach to punctuation and grammar supports the phonics programme</p> <p>Develop an effective clear reading strategy to ensure that fluency is deliberately developed for those children who complete the phonics programme as they transition to reading lessons.</p> <p>Systematic and timed structure of the teaching of Reading throughout KS2 ensuring consistency of delivery and the explicit teaching of vocabulary, prosody and comprehension.</p>	<p>EEF impact report of explicit and systematic teaching of phonics shows high impact for very low cost based on very extensive evidence.</p> <p>Skilled implementation can result in an average impact of the adoption of phonics approaches of approximately 5 months progress over the course of a year.</p>	<p>1, 2 & 4</p>

Utilisation of Accelerated Reader and other reading scheme approaches to increase children's access to a wide range of texts Ordering of additional texts. Development of library to ensure AR books categorised accordingly	EEF summary regarding the efficacy of Accelerated Reader indicates that children offered AR made 3 months additional progress in reading compared to other similar pupils. For pupils eligible for free school meals, the figure was 5 months additional progress (NB EEF research was carried out on year 7 pupils hence ongoing analysis of impact is required for younger year groups)	2 & 4
Teaching and learning developments to ensure a progression of essential knowledge for retention is mapped for each subject and approaches for linking knowledge, memorisation and retrieval are applied in lesson structures.	EEF report on cognitive science and EEF blog Pearce 2021 emphasise the importance of retrieval practice in order to ensure knowledge sticks but emphasise the need for this to be done purposefully and with careful thought – hence the need for the development of a specific and deliberate process for undertaking this.	2

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics (Phoneme / grapheme correspondence and blending) interventions (through RWI) to enable children to make accelerated progress towards age related expectations	'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' EEF (Evidence strength 5/5)	1, 2, & 4
MAT appointment of SALT to focus and target these speech interventions for the needs of our children. Screening of all children in year R for speech and	'The average impact of oral language interventions is approximately an additional six months progress over the course of a year.' EEF (Evidence strength 4/5)	1, 2,

language at start of academic year. Associated actions and support in place		
Targeted use of Teaching Assistants for pre and post teach sessions to enable children to access and consolidate learning. Review of adaptive teaching practices to ensure that children are effectively supported to access the curriculum at age related levels	'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact than deployment in everyday classroom environments.' EEF Teaching Assistant Interventions	1, 2 & 4
Targeted use of trained Teaching Assistants to deliver intervention using NCETM Mastering Number Programme (KS1), and Number Sense (KS2) to enable children to make accelerated progress towards age related expectations	Where educators use carefully designed and structured interventions, this can have a positive impact on attainment in numeracy for children at risk of low attainment. Dietrichson et al.'s (2017) review of numeracy and literacy interventions for disadvantaged children, and Pellegrini et al.'s (2020) best evidence synthesis of mathematics interventions lasting 12 weeks or more. EEF Improving mathematics in the Early Years and Key Stage One	1, 2 & 4
Recognition that gaps in knowledge from Covid are now limited due to effective catch-up approaches. Ongoing approach to identification of gaps in knowledge and effective support to address these.	EEF indicates that small group tuition covering identified areas for development for individuals or small groups has moderate impact for low cost.	2

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

Budgeted cost: £4,676

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance the approach to attendance (including approaches to tackle low attendance as well as celebrate strong or improving attendance) for all children who are not at 96% or higher	Clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences (systems that are inclusive and appropriate for all pupils) are key elements of improving attendance (Dept for Education: Improving school attendance guidance, Sept 2021)	3

Reintroduce attendance clinics and attendance action plan agreements (between school and home) in partnership with The Attendance Support Officer		
Full offer of residentials planned for each year group and offer of subsidy for disadvantaged families	Tramonte and Willms (2010) highlight research that illustrates dynamic cultural capital (that enabling cultural interactions) had positive impact on children's reading literacy, sense of belonging at school and occupational aspirations.	5
Ensure active participation in community traditions (local festivals, parades etc)	See Tramonte and Willms research above.	5

Total budgeted cost: £ 59,676

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

EYFS

44.4% of disadvantaged children achieving a good level of development compared with 75% of non-disadvantaged children. The percentage of children achieving expected across all ELGs is even greater 33.3% and 75% respectively.

Phonics

83% of disadvantaged achieved phonics standard by the end of Year 2 compared to 100% of non-disadvantaged

KS1

The percentage of disadvantaged children achieving end of KS1 expectations in reading is 40% with no children achieving GDS, compared with 72% of non-disadvantaged. In writing this was 50% of disadvantaged achieving expected level compared with 61% for the non-disadvantaged.

In maths the disparity was smaller as more children achieved age related expectations: 80% of the disadvantaged compared with 83.3% of non-disadvantaged.

KS2

The three pupil premium children in Year 6 did not meet the expected standard in reading, writing, maths, science or GPS.

Reading Nat 72.6

Non-Disadvantaged 72.2

Writing Nat 71%

Non-Disadvantaged 52.8%

Maths Nat 72.9

Non-Disadvantaged 66.7%

GPS Nat 72.3%

Non-Disadvantaged 58.3%

Combined National: 59%

Non-Disadvantaged 52.8%

Overall KS Teacher Assessment

Our end of year (2022-23) teacher assessments show that 54.9% of our disadvantaged pupils are below age related expectations in reading, 45.1% below in writing and 41.9% below in mathematics.

Our previous Pupil Premium strategy lacked strategic clarity and as a result has been ineffectual at closing the gap. This has led to the rewriting of the whole strategy for the academic year 2023-2024.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance Learning
TT Rockstars / Numbots	
Maths Whizz	
Read Write Inc	
Number Sense Maths	
Parent Pay	
Life Wise	
White Rose	
Kapow Computing, Art & DT	