

Porthleven School

Pupil premium strategy statement 2023 - 26

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. and **is an updated version of the statement produced for academic year 2024-2025 (updates shown in red)**

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	192
Proportion (%) of pupil premium eligible pupils	19.79% (38 chn.)
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)	2023 - 2026
Date this statement was published	November 2023 Updated November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Vicky Sanderson
Pupil premium lead	Dan Clayden
Governor / Trustee lead	Rob McKenna

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,338
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£72,338

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

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	<p>Pupil conferencing shows that disadvantaged pupils are less likely to be able to discuss their favourite authors.</p> <p>Our Autumn 1 phonics assessments have shown that in YR four children (15%) know less than 16 sounds. Of those 4 children 1 is living in disadvantage. 40% of pupils who are not on track in phonics in Y1 are living in disadvantage.</p>
2	<p>The gap between the percentage of disadvantaged children and non-disadvantaged achieving ARE' has narrowed in some cohorts, however there are still significant gaps in attainment that require addressing:</p> <ul style="list-style-type: none"> • Our assessment at the end of EYFS (July 2024) shows a significant percentage gap in age related expectations. 57.1% of disadvantaged children achieved a good level of development compared with 76.2% for the non-disadvantaged. • The percentage of disadvantaged children achieving end of KS1 expectations in reading is 60% with 20% of children achieving GDS, compared with 78% of non-disadvantaged. In writing this was 60% of disadvantaged achieving expected level compared with 69.6% for the non-disadvantaged. • In maths 60% of the disadvantaged children achieved ARE compared with 78.3% of non-disadvantaged. No disadvantaged children achieved GDS. • Our end of year (2023-24) KS2 SATs show that in reading 75% of our disadvantaged pupils achieved the expected standard compared to 84.6% of non-disadvantaged children. In our writing teacher assessments the gap was wider with 62% of disadvantaged achieving the writing standard compared with 76.9 of non-disadvantaged children. In mathematics there was a 26% difference between disadvantaged and non-disadvantaged achieving the expected standard. The attainment from the Spelling, Punctuation and Grammar test showed a similar difference.
3	<p>Attendance – As of November 2023 58% of our Persistent Absence are children from disadvantaged backgrounds.</p>
4	<p>Pupils live in a predominantly monocultural and geographically isolated part of Britain which limits their exposure to, and knowledge of, the diverse range of cultural backgrounds beyond their own community. Our disadvantaged children typically have had fewer experiences outside of school that enables access and enrichment of cultural capital</p>
5	<p>The word-gap between children living in disadvantage and their peers is large.</p>
6	<p>High numbers of children living in disadvantage have speech and language needs.</p>

7	Increasing numbers of children show the signs and symptoms of low self-efficacy: avoidance of challenge, low motivation, self-doubt, anxiety and stress.
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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. • 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.
Attendance levels for all children in the school are at least 96%	<p>A comprehensive and progressive approach to supporting attendance is in place.</p> <ul style="list-style-type: none"> • 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.
To enrich and broaden our children's understanding of cultural diversity within Britain and around the world	Children have a knowledge of the cultural diversity within their own community, the UK and beyond. They are inquisitive and talk positively about a range of cultures different to their own.
To decrease the word-gap between children living with disadvantage and their peers.	More children have access to books at home, and parents read more frequently with their children. Teachers deliver quality first teaching for oracy.
To ensure children with speech and language needs have timely, targeted interventions to address their individual needs.	Children with speech and language needs make accelerated progress and/or catch-up with developmental speech and language norms.
To raise children's self-efficacy: their belief in their actions make a difference and therefore able to succeed.	Children's have increased confidence in their ability to learn and succeed. Staff have the skills to promote self-efficacy through quality first teaching. School Culture promotes self-efficacy for all stakeholders.

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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue with incremental coaching for all teachers</i>	'Developing great teaching' (Cordingley et al 2015) identifies emergent findings from an umbrella review of evidence that shows: - Extended programmes of CPD,	1, 2, 7

<p><i>2 X SLT EYFS & KS1 / KS2 to ensure embedding and individualisation of the incremental coaching process. Incremental coaching inputs carefully aligned to Walkthru documentation.</i></p>	<p>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 Sims et al 2021 – What are the characteristics of teacher professional 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 work with other schools and broaden their knowledge of teaching practices and pedagogical approaches</p> <p>Provide addition training for staff taking on new roles e.g. EYFS, Phonics leadership.</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, 7</p>
<p><i>Implement a systematic and timetable process for communicating with and supporting parents of children with poor attendance as a result of unauthorised absence, broken weeks, persistent absences and lates.</i></p>	<p>According to the findings of the Education Endowment Foundation (EEF) report by Higgins et al. (2014), regular attendance in schools contributes to increased student engagement, which, in turn, positively impacts learning outcomes.</p>	<p>3</p>
<p><i>Regular use of the ‘Lyfta’ resource is achieved within school through:</i></p> <ul style="list-style-type: none"> -planning Lyfta into school assembly plans -introducing ‘Lyfta time’ to enable classes to ‘explore’ on a regular basis 	<p>hundrED recommended resource “helps teachers to nurture empathy, active citizenship and 21st Century skills.”</p>	<p>4</p>

-articles being utilised to support non-fiction reading lessons (as appropriate)		
Through the Trust RE network group, Lyfta resources will be mapped against the curriculum	Teacher Toolkit recommended resource to develop cultural capital and enrichment, providing valuable and cost-effective experiences.	4
Short writing activities based on a Lyfta stimulus will take place as part of a Trust wide competition (500 words)	EEF Improving Literacy studies (giving pupils a reason to write).	4
CPD for teachers and TAs to support quality first teaching in relation to oracy.	<i>“Professional development can support whole school approaches to close the word gap for disadvantaged pupils.”</i> ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS	5
CPD for teachers and TAs to support quality adaptive teaching and delivery of interventions for speech and language needs.	<i>“Professional development in speech, language and communication”</i> , publication from The Communication Trust	6
CPD for teachers and TAs to support quality first teaching in relation to developing and promoting self-efficacy: praising for effort and use of strategies; finding pivotal moments; recognising the importance of challenge; creating opportunities for roles of responsibility.	<i>Gutman and Schoon (2013) “Non-cognitive skills are vital for educational success.</i> <i>Schunk (1981): Self-efficacy as a predictor of academic performance</i> <i>Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.</i>	7

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics (Phoneme / grapheme correspondence and blending)	‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills,	1, 2, 7

interventions (through RWI) to enable children to make accelerated progress towards age related expectations	particularly for children from disadvantaged backgrounds.’ EEF (Evidence strength 5/5)	
Continued professional development of school’s speech and language lead, supported by MAT SALT, to focus and target these speech interventions for the needs of our children. Screening of all children in year R for speech and language at start of academic year. Associated actions and support in place.	‘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)	6
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, 5 & 7
Targeted use of trained Teaching Assistants to deliver precision teaching intervention: Maths Fluency Flashcards and Reading prosody, fluency and comprehension cards	EEF indicates that small group tuition covering identified areas for development for individuals or small groups has moderate impact for low cost.	1,2, 5 & 7
Targeted interventions for speech and language, directed by a Speech and Language Therapist.	EEF Guide to the Pupil Premium ‘Menu of approaches’.	6
Pastoral 1 to 1 emotional literacy	Children with higher levels of emotional, behavioural, social, and	1,2,3,& 7

<p>support using ELSA & The Decider</p> <p>Implement further pastoral activities to</p>	<p>school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.</p> <p>The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes (2012)</p> <p>Leslie Morrison Gutman & John Vorhaus</p> <p><i>Institute of Education, University of London</i></p> <p><i>Childhood Wellbeing Research Centre</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parent workshops for children in EYFS, to raise the importance of reading with young children and the development of vocabulary through talk.</p>	<p>Reference list from the Book Trust's "Getting Children Reading" strategy</p> <p>John Hattie (2008) estimates that the effect of parental engagement is equivalent to two to three additional years learning over a pupil's school career.</p>	<p>5,6</p>

Total budgeted cost: £72,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This year 57.1% of children with disadvantages achieved a good level of development compared with 44.4% last year. The gap is closing but more needs to be done.

The percentage of disadvantaged children achieving end of KS1 expectations in reading is 60% with 20% of children achieving GDS. Last year the percentage was 40%

Our end of year (2023-24) KS2 SATs show that in reading 75% of our disadvantaged pupils achieved the expected standard compared to 0% the previous year. 62% of disadvantaged achieving the writing standard compared with 76.9 of non-disadvantaged children. In mathematics there was a 26% difference between disadvantaged and non-disadvantaged achieving the expected standard. The attainment from the Spelling, Punctuation and Grammar test showed a similar difference.

• In maths 60% of the disadvantaged children achieved ARE compared with 78.3% of non-disadvantaged. No disadvantaged children achieved GDS.

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
N/A	