# Pupil premium strategy statement

## 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 | Pencalenick  |
| Number of pupils in school  | 174 |
| Proportion (%) of pupil premium eligible pupils | 51% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 - 2022 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | Summer Term 2022 |
| Statement authorised by | Headteacher |
| Pupil premium lead | Charlie Plumb |
| Governor / Trustee lead | Sarah White |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £49,325 |
| Recovery premium funding allocation this academic year | £24,322 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £16,000 |
| **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 | £89,647 (plus covid catch up) |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| *Pencalenick School utilises pupil premium funding to help us ensure that all pupils – including disadvantaged pupils achieve and sustain positive outcomes. All pupils at Pencalenick School have and Education Health and Care Plan outlining their individual needs – our school offer is designed to meet these individual needs. We also recognise the additional barriers and support required for disadvantaged pupils who need specific interventions – and the particular significance of this during the COVID pandemic Summer term 21 data suggested a widening of the gap between pupil premium and non-pupil premium pupils at Pencalenick School.* *This plan outlines the way that Pencalenick School uses the funding to;*1. *Develop curriculum enrichment opportunities and community links to support young people – particularly in the context of these opportunities being more limited during COVID.*
2. *Identify and implement specific opportunities and interventions for pupils to ensure readiness for learning, engagement in learning and preparation for adulthood. These interventions need to be highly pupil lead and include support for emotional development, behaviour, sensory needs as well as academic progress*
3. *Develop specialist resources and specialist staff knowledge to support pupils who have special educational needs in all aspects of their development.*
 |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge  |
| 1 | Ensuring that all pupils access an enriched curriculum -including a range of opportunities linking to development of their independence skills , preparation for adulthood and their place in community |
| 2 | Effective use of data to inform Implementation of targeted interventions to support progress across all areas of pupils’ development.  |
| 3 | To increase pupil’s reading ages by at least 3 months in one year. |
| 4 | To implement training to support specialist staff team and effectively deploy staff to work skilfully with individuals and small groups and parents to support learning and wellbeing.  |
| 5 | To continue to develop school and parent partnership – ensuring staff have a good understanding of Pupil Premium plan – and are working with parents to support aspiration and progress.  |

## 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 |
| To deliver a wide range of opportunities for pupils to engage in enrichment activities on and off the school site – promoting pupils knowledge and interest in the community we live in. | Clear provision map of enrichment opportunities in place.EFL effectively used to demonstrate the impact of these opportunities linked to EHCP outcomes. |
| Data is effectively used to identify and deploy specialist resources across the school to ensure disadvantaged pupils are effectively supported to make expected or exceeding progress  | Progress reviews specifically refer to Pupil Premium pupils and there is clear evidence of impact of interventions (EFL/B squared) Pupil Premium pupils demonstrate progress in line with all pupils. |
| Pupils will have access to reading interventions throughout the year on a regular basis, as well as the standard literacy offer within class. | At 75% of pupils will have increased their reading age by 3 months or more by the end of the year. |
| A skilled staff team can deliver interventions to pupils to meet a wide range of specific needs.  | The school can provide specialist staff for ;* Rebound
* Trauma Informed School Interventions( Motional)
* Occupational Therapist support
* Music Mentoring
* School Lead tutoring
* Counselling
* Forest school
* Specific focus on reading development – including purchase of resources and targeted
* Yoga
* Mountain bikes
* Pastoral support
 |
| Tutors/teachers and all staff have a deep understanding of the impact disadvantage has on outcomes – and work proactively with parents of Pupil Premium parents in their class to consider opportunity and aspiration | Teachers can confidently demonstrate how pupil needs are identified and met in the context of any additional barriers or recognised disadvantage.  |

## 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: £8,600

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Train more class based staff to be able to deliver targeted interventions.** |
| TIS practitioner x 2 £5000 plus resources £1000 | Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.Plus 7 months progress (EEF research)The potential impact of metacognition and self-regulation approaches is high TISUK’s training is highlighted in the DfE Advice to Schools: Mental Health and Behaviour in Schools DfE-00327-2018 as supporting and promoting positive mental health. | 4 |
| Whole staff OT/sensory awareness training £600 | Findings emphasize the need to incorporate sensory processing in the Autism and Education 2020 strategy to ensure that autistic pupils can obtain positive learning experiences at school  | 4 |
| CPD for Reading development. Staff training to ensure they are using AR effectively.£1000  | Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction | 3  |
| Data lead pupil support small group / in class – or individual£24,885 | Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average | 4 |
| *EFL training**£1000* |  | 2 |

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

Budgeted cost: £ *51,865 (+£24,322 Tutor lead funding grant)*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1,1 Tutoring for identified pupils with a focus on personalised support to accelerate progress. ( 2 days a week) | Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average | 4/1 |
| Tutor lead funding used for an additional member of staff to release specialist staff to work with individual pupils or small groups. | Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average | 3 |
| Additional TA support – allocated to decrease group size or support with data  | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:[One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)And in small groups:[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 4/1 |
| Music mentoring 1 day per week*£7800 (£200 per day x 39 – inclusive of room and basic resources)*  | The Music Mentors involved in this project are Trauma and Mental Health Informed (TIS) Practitioners, having undertaken a Diploma with Trauma Informed Schools UK (funded by HeadStart Kernow). This means that the Music Mentoring is underpinned by the neuroscientific models used in TIS (more detail on this coming in another blog). It is the careful and skilful balance of using music as an experiential and regulating activity and also as a means to support children with being able to reflect on their behaviours and their life events.  | 1 |
| Release time for tutors to support on targeted feedback and liaison with parents. Scripted interview – based on AFA£6300 ( each teacher 1 day per term additionality)  | Structured Conversations with Parents, schools and parents alike consider this to be the outstanding success story of the AfA so far: * The conversations are providing a more holistic view of pupils, have led to a culture shift in parental engagement, and have been effective in building a genuine partnership between home and school for pupils with SEND.
* Parents feel more included in the process of their children’s education, more empowered, and have sensed a change in the dynamic of their interactions with school staff.
* Although there have been a small but significant minority of ‘hard to reach’ parents, schools have expressed determination to engage them by extending or adapting arrangements – e.g. home visits, evening or weekend meetings, putting on transportation, using other parents as advocates.
 | 4 |
| Purchase 1 day a week of OT support£600 per day x 39£2940 | Findings emphasize the need to incorporate sensory processing in the Autism and Education 2020 strategy to ensure that autistic pupils can obtain positive learning experiences at school  | 4 |
| Purchase 1 day a week of Speech and Language support£600 per day x 39 = £2940TA for interventions  | The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children’s speech, language and communication.Speech Language and Communication frameworkThis has been endorsed by the Royal College of Speech and Language Therapists. | 4 |
| To extend access to inclusive technology to support access to learning / individual interventions. £4,000 | For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils’ literacy skills, and help to deliver the curriculum:The education endowment foundation – using technology to improve learning.  | 1 |
| Extend curriculum resources to support;Reading - £1000Maths £1000PSHE - £1000 |  | 1 |

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

Budgeted cost: *£4860*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Implement and staff parent workshops every second week – including external contributors linked to parent identified need. 18 work shops - budget of £1000 for external speakers  | Structured Conversations with Parents, schools and parents alike consider this to be the outstanding success story of the AfA so far: * The conversations are providing a more holistic view of pupils, have led to a culture shift in parental engagement, and have been effective in building a genuine partnership between home and school for pupils with SEND.
* Parents feel more included in the process of their children’s education, more empowered, and have sensed a change in the dynamic of their interactions with school staff.
* Although there have been a small but significant minority of ‘hard to reach’ parents, schools have expressed determination to engage them by extending or adapting arrangements – e.g. home visits, evening or weekend meetings, putting on transportation, using other parents as advocates.
 | 1 |
| Access to community events/ opportunities/ travel training and independence skills £3000 |  | 1 |
| £860 – individual pupil/ family targeted wellbeing /welfare support |  | 1 |

**Total budgeted cost: £89,647**

# 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.

|  |
| --- |
| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.* * TIS profiles and interventions in place for Pupil Premium pupils. – TIS informed practice – implementation of tutor based learning
* Tutor engagement with pupil premium parents
* Enrichment activities/ Interventions and support to meet EHCP outcomes.
* Covid recovery

 **All pupil premium pupils will have a clear TIS profile – and associated provision – shared with parents**TIS profiling was delegated to a wider staff team – supported by SPT TIS lead. New tutor groups were set up and cohort identification supported by TIS group screening.Individual profiles in place for pupils where a specific needs for more detail was identified. Individual screens shared with parents – all parents seek consent for screening – and EHCP meetings informed by TIS awareness for staff. TIS profiles were added to EHCP reporting.Tutor engagement with all parents increased over 20 – 21 – academic year this included pupil premium parents – further work needs t be done with teachers to support them in specifically discussing aspiration and preparation for adult hood – proactively shaping preparation for adulthood and maximum independence. **All pupil premium pupils have full access to a range of enrichment activities/ interventions to support accelerated progress/ sustained progress towards EHCP outcomes and preparation for adulthood**. Introduction of EFLs/IEPS – better dissemination of IEP targets. PP pupils accessed – Taiko drumming/ OT support/ reading interventions/ Blanks level screening/ music for good / speech and language/ physio forest school / lego therapy. Limited offsite provision during COVID ( although summer activities/ individual sports days were reintroduced.) – on site residential extended to pp pupils in consultation with parents and pupils. Tutor based learning – to ensure academic/ EHCP focus was increased / flexible time table / grouping to support nurture. IT available if necessary at home - increased availability of IT in school to support interventions.FSM/Meal vouchers support extended beyond periods of lock down to all PP families |

## 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 |
| Evidence for Learning | EFL |
| Three pupils with communication and interaction difficulties who required specific one to one or two to one support in community activities.  | White Gold  |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

|  |  |
| --- | --- |
| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |