

Pupil premium strategy statement – Calstock 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	67
Proportion (%) of pupil premium eligible pupils	15.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	15 th December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Ben Towe
Pupil premium lead	Mary Breeze
Governor / Trustee lead	Shona McCombie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 14,550
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years	£ 3,193
Total budget for this academic year	£17,743

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium offer is driven by our core values and Federation culture. In our Long-Term Plan for Growth and Development (LPGD) we describe our commitment to these values within the following statements:

- A culture of **aspiration** and **excellence** as the norm
- A culture of **welcome** to all – with a commitment to **equity and accessibility** for all
- A '**no excuses**' culture – where no cohort, family or pupil is left behind

We recognise that, in order for our provision and curriculum to deliver our vision of inspiring children to become the best they can be – in every sense, and no matter their background, strengths and dispositions – our values and culture must be present in everything that we do.

- Our curriculum recognises the significance of relationships in creating equal access to learning for all our pupils and we are committed to ensuring no pupil's learning is limited by need or circumstance.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes for pupils meeting age-related expectations against individual potential
2	Social and emotional need through personal circumstance
3	Speech and language development in KS1, Reception and Early Years
4	Parental engagement and support
5	Safeguarding need – neglect, trauma, domestic violence/abuse
6	Attendance

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
First quality teaching as part of the implementation of the graduated approach	Disadvantaged pupils make expected or better progress against age-related expectations
Identified gaps in learning are closed through academic intervention, including tutoring through the NTP	Formative and summative assessment provides evidence of gaps in learning narrowing and closing
Implementation of high quality, evidence informed CPD for teachers and support staff	Training impacts on provision and outcomes for identified children

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: £ 8,871.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion and equity as key values for the educational culture in our federation.	The recognition of additional needs and implementation of individualised provision via the Class Inclusion Plan (CIP) process has had a positive impact on children's engagement with learning and on their attendance at school. Data is gathered via the review of CIPs, enabling us to capture information about many facets of each pupil's progress.	1-6
Development of the Teaching and Learning Leader role to improve QFT.	We have identified the need for more research and evidence-based approaches to teaching and learning. Focuses will be effective differentiation and assessment.	1
Subject Leader and Curriculum	OfSTED frameworks require clearly and progressively designed curricula to	1

Development training programme led by Nicky Hepworth (Cornwall LA)	meet the needs of the National Curriculum. Quality first teaching is considered the most impactful activity according to the EEF and this will be directly affected by our curriculum.	
Quality First Teaching ensured through CPD through:	We adopt the tiered approach recommended by the EEF.	1
Prince's Teaching Institute – ongoing CDP from nationally recognised experts across the curriculum and profession.	Staff benefit from high quality and enriching development opportunities and transfer these into excellent classroom practice within our federation.	1
Continued development of culture underpinned by coaching behaviours from Space 2 Think	Communication with pupils and colleagues has been enhanced through deep listening and questioning skills. Thus far, impact upon pupil well-being has been significant and there is huge potential for developing work around metacognition with vulnerable pupils who are hard to reach.	1, 2, 6
Ongoing updated RWI Phonics and Spelling training	<ul style="list-style-type: none"> - EEF tool-kit evaluated phonics as having a high impact on pupil attainment. <p>Anecdotal evidence from numerous schools about the effectiveness of the programme, as well as clear evidence of the acceleration of progress in reading and writing within our own setting.</p> <p>Broadening our use of RWI to encompass Fresh Start Phonics will capture a number of children in receipt of Pupil Premium.</p>	1
NCETM Maths Mastering Number programme	Recommended by the Maths Hub and research and development from NCETM to improve number sense in EYFS and KS1, providing a solid foundation for knowledge acquisition in KS2 and beyond.	1

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

Budgeted cost: £ 4,435.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP Tutor employed by school to deliver targeted academic support.	We adopt the tiered approach recommended by the EEF. High impact on EEF rating.	1
Toe-By-Toe: release of staff to deliver the programme.	<ul style="list-style-type: none"> - EEF tool-kit evaluated phonics as having a high impact on pupil attainment - Anecdotal evidence from numerous schools about the effectiveness of the programme. 	1
Running Records in Reading	Use of 'Rapid Reading' has improved fluency in readers across the key stages.	1
Nessy programme for dyslexic pupils.	<ul style="list-style-type: none"> - EEF tool-kit evaluated phonics as having a high impact on pupil attainment Programme recommended and supported by British Dyslexia Association, amongst others.	1

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

Budgeted cost: £ 4,435.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	School-based evidence of positive impact on the mental health and well-being of pupils in our care. Frequently recommended by outside agencies as part of EHC plans and ASD assessment.	1, 2, 5, 6
Lego Therapy	LeGof et al 2014 – Lego-based Therapy We have seen significant progress in social interactions for pupils with a range of needs. These skills have transferred into the classroom and the ability to work collaboratively with peers and teachers.	1, 2

Funfit (for writing stamina and fluency through sensory integration – gross motor impacting on fine motor control)	Evidenced in pupil's handwriting and writing stamina. Baselines and end of unit assessments: better co-ordination and control led the more legible handwriting and greater stamina. Recommended frequently on OT and Cognition and Learning Services reports.	1
SPACE Practitioner	School-based evidence of positive impact on the mental health and well-being of pupils in our care. Rockpool Project	2, 3, 4
Outdoor Learning and Forest School	Council for Learning outside the classroom https://www.lotc.org.uk/category/research/ Outdoor Learning Hubs project – Education Scotland (raising attainment in English and maths through outdoor learning).	1, 2
Autism Champion (sensory profiling)	Sensory integration and a tailored sensory diet for pupils with sensory need are enabling children within school to remain regulated and access learning, either in the classroom or other settings.	1, 2
Residential and educational visits	Trips and visits linked to learning require attendance for the children to have full exposure to the curriculum. In school we see the impact of children not being included in these experiences both academically and emotionally.	1, 2
Class Inclusion Plan	These documents are used across academic and wider educational strategies to capture need and vulnerability within a class. Action is planned and reviewed at a micro-level to ensure the delivery of an equitable provision for all.	all

Total budgeted cost: £ 17, 743

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic outcomes for pupils in receipt of Pupil Premium at Calstock School have been generally good, with most achieving the expected level where this is appropriate. Many of our pupils in receipt of Pupil Premium are also on the SEND register or for whom English is an additional language. For these pupils, there are additional challenges and potential barriers to achieving the expected level for their age. However, all these children are making measurable progress. Assessment has been carried out both formatively by staff and summatively, using standardised assessments, particularly in maths, phonics screening and assessments and other measures, including the use of NESSY.

RWI phonics and spelling continues to prove successful with differentiated groups being taught, offering early reading support and carefully targeted teaching and learning. The children have adapted to this and spelling and phonics groups are organised across the school to best match the needs of the pupils. Phonics teachers are completing assessments every six weeks to track progress and ensure children are in the best group to suit their needs. We have seen a marked improvement in the willingness of children with EAL to write in years 2 and 3.

For those struggling with attendance, we still see high levels of absence or lateness but this is improving and we are working dynamically to shift patterns and encourage attendance and punctuality.

For our pupils with EAL, we have worked hard to provide as much support as possible to enable them to begin to access the curriculum. This is beginning to be observable and children are making progress.

For children accessing our ELSA, outcomes are very good and she continues to support their well-being and mental health, both directly and through supporting staff.

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
Read Write Inc (phonics and spelling)	Ruth Miskin Literacy Ltd
ELSA	Elsa Support Ltd
School funded tuition via NTP	Carolyn Read

Prince's Teaching Institute	Prince's Teaching Institute
Coaching	Space2think.org
SPACE	Rockpool Life C.I.C.
Toe-by-Toe	Toe-By-Toe

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

Further information (optional)

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