

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	Portreath School
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	20.10.21, updated 14.12.22
Date on which it will be reviewed	Termly with full review in July each year
Statement authorised by	Linda May
Pupil premium lead	Lucie Clarke and Cassie Pamplin
Governor / Trustee lead	Elizabeth Gerrish/ John Whetter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,850.00
Recovery premium funding allocation this academic year	£3,548.75
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	£17,398.75

Pupil premium strategy plan

Pupil premium is allocated to schools for children 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 or have previously been looked after and to children of parents who are currently serving in the armed forces.

Statement of intent

We ensure that the highest possible standard of teaching is on offer to all children. We believe that by improving teaching and learning further and by providing a high-quality curriculum to all everyone gains, including pupil premium children. As a school we also believe in the principle of equity and that in order for everyone to have an equal opportunity some children need something different or extra. Research shows that developing cultural capital is something that can change children's lives and open up more opportunities for their future, it can act as a key to unlocking a more advantageous life. 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 also know that the Covid pandemic and associated lockdowns have had differing impacts on our children and their families and that our work can support recovery.

What are our ultimate objectives for our disadvantaged pupils?

- Develop their language and vocabulary and help them to develop a love for reading
- Enable them to become confident and effective writers, who also use writing to express themselves
- Raise their levels of numeracy
- Raise the aspirations of the parents and children
- Offer ambitious learning for those from lower starting points or with SEND
- Create successful, ambitious and confident young people
- Give them access to powerful knowledge and cultural capital
- Increase their retrieval and retention of knowledge
- Challenge any of their or their families negativity regarding education and school experience
- Develop their resilience, well-being and mental health
- Increase their future employability, positive community engagement and help them to become globally responsible citizens
- Prepare them well for secondary education, a life in modern Britain and, for an exciting future and changing world

Challenges

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

Challenge number	Detail of challenge Please note not all of the challenges apply to all pupil premium children
1	Lack of life experiences
2	Exposure to a range of tier 2 and 3 vocabulary
3	Difficulties around writing
4	Lack of fluency of maths facts
5	Retaining knowledge and information
6	Attendance
7	Parental engagement and their expectations, aspirations and support
8	Parent and children's low long-term aspirations
9	Early reading-phonics

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. [Amendments added Dec 2022 in blue](#)

Intended outcome	Success criteria
Further enrich the curriculum offer to develop all children's cultural capital, with a focus on pupil premium children	<ul style="list-style-type: none"> Cultural capital is strong; children engage with experiences and opportunities which promote personal development All the children have had the opportunity to be involved workshops run by arts specialists and are part of a whole school performances Children have aspirations, have passion and interests, and are motivated All children have experienced a visit that exposed them to the arts/culture Children can talk about a range of experiences they have had. Children are able to use and transfer the knowledge and insight gained from these experiences to their academic work. E.g. able to answer reading comprehension questions that require background knowledge.
Pupil premium children can understand a range tier 2 and 3 vocabulary and apply this in their oral and written work. There is a diminishing gap between PP children and non-pp children in terms of vocabulary use and acquisition.	<ul style="list-style-type: none"> Children can articulate their learning by accurately using key vocabulary as identified by staff. Children use a range of higher-level vocabulary in their written work. Children's reading comprehension skills are enhanced as a result of their acquisition and understanding of new words.

	<p>All reception children have been screened and an identified group has completed the NELI programme.</p> <p>All reception children have been screened by SALT, group of children in need of intervention have been identified and received additional support, which has led to accelerated progress so at ARE for speech and language.</p>
Barriers for individual children are identified and these have been addressed and children given appropriate provision and support.	<ul style="list-style-type: none"> • Each pupil premium child has an individual provision map that identifies barriers and strategies to overcome these. • Staff have received training to help them ensure that children who have stalled in their progress are able to move on.
For children to have a firm foundation in terms of key maths facts	<p>Children complete NCTEM's Mastering Number programme by the end of Y2 and the Numbersense programme in Y3. This leads to more children, including pupil premium children being at age related expectations.</p>
Children transfer their learning to their long-term memory	<p>Children can articulate their learning, including things learnt in previous weeks, terms and years</p>
Improve attendance across the school and in particular those considered most disadvantaged.	<ul style="list-style-type: none"> • Pupil premium attendance is in line with non-pupil premium children and is at least 97% • Attendance strategies and effective monitoring has led to improved attendance for all groups. • Families are positively engaged in securing improvement • There is a strong ambition for all pupils in all schools which is supported by the leadership team • Good attendance is celebrated, and families are supported and challenge to improve through robust school systems
Parents feel informed and involved in their children's education and understand the importance of playing an active role within it.	<ul style="list-style-type: none"> • Whole school parent survey indicates that they feel involved in their child's education. • A high proportion of pupil premium parents attend parent consultations.
Children have high long-term aspirations and goals and demonstrate a growth mindset.	<ul style="list-style-type: none"> • Children can articulate their long-term goals and possible future careers. • Children are able to give themselves short term targets and know that with hard work they are achievable.
Secure quality first teaching in phonics in order for all pupil premium children to pass the screening in Y1.	<p>The full RWI programme is delivered to a consistently high standard; the leader for RWI provides effective support and coaching to staff to secure excellent outcomes</p> <p>100% of teaching is good</p> <p>Books being read closely match the children's phonic knowledge</p> <p>Swift intervention closes gaps in learning that have been identified through regular assessment</p> <p>Children are meeting ARE incl. the phonics screening pass mark</p>

	Children can recall learning and apply their knowledge and understanding in different contexts
Further enhance curriculum provision, teaching and assessment to improve writing and achieve outcomes are in line with or exceed national averages, with a focus on pupil premium children	<p>The T&L policy for writing and the marking of writing is clear and followed by all to ensure its core principles are embedded consistently</p> <p>Teachers have good subject knowledge</p> <p>100% teaching is consistently good</p> <p>The structure of learning is sequential, building small steps of knowledge and skills so that the children apply their writing skills and can demonstrate progress in their writing throughout the year</p> <p>Children produce extended pieces of writing using a range of vocabulary, in a variety of genres</p> <p>Presentation and spelling is good and this makes writing easy to read</p> <p>Books demonstrate that feedback has been effective</p> <p>Children are on track to meet ARE</p> <p>There is a diminishing gap between PP children and non-pp children in terms of writing attainment by the end of Year 6.</p>

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

Budgeted cost: £6, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Revising the well-structured curriculum that is accessible to all and is broad and balanced, including the list of key experiences we would like all children to have whilst at the school.</p> <p>Look at ways to engage successful ex pupils (in a range of fields) to talk and engage with current pupils</p>	<p>Ofsted</p> <p>Developing cultural capital influences long term life opportunities</p> <p>Children need exposure to what is on offer in life including a range of careers</p>	1, 2, 3, 4, 5, 8
<p>Revising of a curriculum that identifies the small steps of learning.</p> <p>Identify key information for each subject that is reactivated regularly. Revise the small steps to ensure they are more concise are key to achieve the outcome.</p>	<p>One of Rosenshine's Principle and endorsed by Tom Sherrington</p> <p>Breaking the curriculum down into smaller steps makes it more accessible to all children</p>	2, 3, 4, 5,
<p>Revise the carefully planned long term class novel and non-fiction rolling programme for each class, plus 20 recommended reads per year group so that all children are exposed to a range of high-quality texts.</p> <p>Revise as a result of completing and evaluating the 2 year programme for the first time.</p>	<p>This develops cultural capital-high quality texts lead to children being aware of the wider world and opportunities on offer, as well as exposing them to challenging vocabulary.</p> <p>Evidence shows that prolific readers are better writers</p> <p>When children are hooked into a book they are motivated to come to school and not miss out</p>	1, 2, 3, 5, 6, 8
<p>Exploring vocabulary becomes a key part of lessons and to enhance this further each half term knowledge organisers are created which include tier 3 vocabulary. These are used in a variety of ways to reactivate learning. These are shared with parents.</p> <p>Whole school teacher CPPD focus for Spring term 2021 is "Say it again even better" – promotion of use of effective and technical vocabulary as well as clear explanation.</p> <p>Celebrating vocabulary is a theme for half a term in assemblies, including a dress up day that celebrate. A whole school vocabulary display is created.</p>	<p>There is evidence from Brown, Roediger and Mc Daniel that reactivation of knowledge helps to transfer information to long term memory.</p> <p>Use of knowledge organisers as effective learning tool are recommended by people such Faye Hemming.</p>	2, 3, 5, 7

<p>Use of NCTEM's 'Mastering Number' in EYFS, Y1,2 and Numbersense if Y3 as a programme to ensure children improve their fluency skills and the use of TAs to ensure this can be delivered in year groups.</p> <p>Continued use of 99 club from Y1-Y6</p> <p>Regular use of calculation slides at the start of lessons to improve fluency and reactivate learning.</p>	<p>Children knowing key number facts frees up the brain to problem solve and reason</p> <p>It is a recognised national systematic and structured <u>programme</u> that ensures all children have a good sense of number so have a strong foundation to build on.</p> <p>Comprehensive professional development and support is included in the programmes to ensure teachers get the best possible outcomes for their children.</p>	4, 5
<p>The new teaching and learning policy is fully implemented. The policy has been amended to reflect new practices from CPD including:</p> <p>Training linked to Rosenshine's Principles of instructions</p> <p>Reviewing learning becoming a key feature of lessons and learning</p> <p>Training linked to metacognition so they can effectively promote metacognition and growth mindset with the children</p>	<p>There is a lot of evidence out there to support this e.g. Rosenshine's Principles paper, research included in books such as, 'Make it Stick' by Brown, Roediger and McDaniel and it is also recommended by EEF.</p>	2, 3, 4, 5, 8
<p>Assistant head to <u>complete</u> an apprenticeship in coaching, which requires time outside of class to study and implement. <u>Use of coaching for teachers and the further development of CPD system to develop staff.</u></p>	<p>Tom Sherrington's work on incremental coaching shows that this is a powerful way to improve teaching and learning.</p>	2, 3, 4, 5,
<p>Dedicated release time given in order for teachers to undertake CPD activities including observations of other staff, especially NQT+ teachers (this money will supplement the government money given for NQT+ teachers)</p> <p><u>Two teachers in third year of teaching and therefore receiving additional support through coaching.</u></p>	<p>Research, including things such as the EPI review 2020, shows that helping teachers to become better teachers is one of the things that will make the biggest difference to children's learning. The Charter College of Teaching promotes the importance CPD and having time to read research.</p> <p>Having a good work life balance is important, as recognised by the government, therefore time needs to be given to staff to do some of their CPD within work time. Also by having dedicated time it shows the high value the school puts on CPD.</p>	3, 4, 5
<p>Use of assessment to identify next steps. This includes training and reviewing how feedback is given and amending the policy.</p>	<p>Use of teachers and TAs identifying next steps and giving effective feedback leads to progress, this is evidenced by people such as Tom Sherrington and Dylan Wiliam and is recommended by EEF</p>	2, 3, 4, 5
<p>Use of 'Keep Up' sessions to given targeted intervention after a lesson before the next lesson to ensure gaps are closed and children are ready for the next session. This is not for a set group of children, but fluid depending on need each day.</p>	<p>This has proved effective in the past in the school and led to children making good progress and it is also recommended by bodies such as NCTEM</p>	3, 4

New RWI leader appointed, all staff to complete RWI training, relevant children's books purchased so books read are closely to matched to phonic teaching.	RWI is a DfE approved programme with a proven record of ensuring all children make good progress in phonics and have a strong start to early reading which results in confident and competent readers.	9

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

Budgeted cost: £ 8, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual provision maps created for each pupil premium child by teacher and TA, these identify key barriers, strategies to overcome these barriers and this is reviewed regularly.	This has proved effective in the past in the school and has been suggested in a number of pupil premium training events	Depending on child-1, 2, 3, 4, 5, 6, 7, 8
Teacher KS1 small group intervention to support those children who are struggling with writing and maths	There is a variety of evidence to support and is a EEF recommendation. The national Tutoring programme suggests that 1 to 3 is an effective ratio.	2, 3, 4
Y6 SAT intervention groups after school	There is a variety of evidence to support and is a EEF recommendation. The national Tutoring programme suggests that 1 to 3 is an effective ratio. It has proved very effective in our school in the past.	2, 3, 4, 5
Maths 1 to 3 tutoring Y6 Use of Y6 maths specialist teacher employed through an agency to deliver targeted support.	The national Tutoring programme suggests that 1 to 3 is an effective ratio. It has proved very effective in our school in the past.	4
Numbersense intervention group for Y4-6 delivered by a TA	Those children who still have gaps in their number sense and lack fluency struggle to tackle KS2 work and it is a key barrier. It is a recognised national programme.	4
Support within class through scaffolding and prompting.	Evidence shows that it is not always best to take children out of class but instead every interaction can be seen as an intervention, the TA can scaffold learning and help make it accessible for all so all children are exposed to the challenging work.	2, 3, 4, 5,
NELI speech and language intervention programme for early years training and delivery MAT SALT screens all Reception children and identifies children for additional support. SALT delivers	DfE backed programme Having good language skills is a key requirement to succeed at school and beyond SALT able to deliver bespoke training and can offer regular support and rescreening.	2, 3

training to staff to deliver interventions.		
Purchase licences for Reading Dr and for Nessy so targeted individuals complete reading and spelling interventions on the ipads	Both recognised effective programmes that use precision teaching as recommended by our school's educational psychologist.	3 9
Support children who are struggling with their phonics, 1 to 1 RWI intervention sessions, following training on the 1 to 1 intervention from RWI consultant	RWI is a DfE approved programme with a proven record of ensuring all children make good progress in phonics and have a strong start to early reading which results in confident and competent readers. The 1 to 1 intervention is part of the RWI programme	9

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO employed to support the creation of an attendance policy and to offer support in improving attendance with a focus on pupil premium children (Cornwall no longer offering purchased EWO support) Tracking system used and Attendance Lead supports and challenges families with children who have attendance issues. Use of FFT attendance tracking system used so weekly comparisons to national made.	Children's attendance has a huge impact on their education. This is recognised by OfSTED.	6
Continue to be a partner school to the Hall for Cornwall and be involved in a variety of theatrical experiences and working with a variety of professionals, including dance, music, creating a whole school performance and an opportunity to explore behind the scenes and the theatre and learn about jobs linked to the theatre	This will develop cultural capital It will give the children an opportunity to be creative and the arts can be an effective educational tool Supported by the research and work of people such as Ken Robinson and the EEF.	1, 8
EYFS, Y1,2,3 are involved in a storytelling project run by Writers Block Completed 2022	There is a lot of research that demonstrates that storytelling has a positive impact on language development and writing. It will also offer children an opportunity to develop their imagination and creativity. This would be backed up by the work of people such as Ken Robinson and Pie Corbett.	2, 3

Ensuring good transition activities take place in preparation to start school, each year and then on to secondary school.	Evidence shows the importance of a smooth transition to ensure progress	5, 6, 7
Use of assemblies to exposure children to a range of art, musicians and as a way to broaden children's thinking and ideas and for them to meet a variety of people and presenters	The work of Bourdieu and other sociologists on the impact of developing cultural capital	1, 7, 8
Ensuring all children are involved in a good range of school trips and camps		
Offer after school and lunchtime clubs		
Develop musical experiences by taking part in Songfest and using resources such as Charanga and Sing Up		
Continue contract with School cloud as a tool to improve parent engagement in parent consultations	Evidence of the influence of parents on children at a young age and evidence that working with parents has a positive impact on a child's education. It is also a recommendation from EEF	7

Total budgeted cost: £ 18000

Review for 2021-2022

Please note due to the low number of pupil premium in each year group the data is not significant, for example 1 child can represent 50%. In 2021 in the Year 1 phonic screening only two children did not pass, and both of these were pupil premium (and also on the SEND record of need). In Y2 100% of PP pupils passed the phonic screening. In KS1 100% were working at age-related expectations in reading and maths and 50% in writing. In KS2 50% were at age related expectations for Reading, Writing and Mathematics. Progress scores were positive for PP in all subjects (reading-4.1, writing-1.81, maths-0.6).

Outcomes	Evidence
All pupil premium children have developed their cultural capital due to a broad range of suitable experiences	Pupil conferencing indicates that children (including pupil premium) have developed their cultural capital. They speak well about the whole school project with Hall for Cornwall, including the performance. All Pupil premium in Y4,5,6 attended school camp. There have been further theatre opportunities such Cornish Caretakers that also expanded their knowledge of their heritage. A whole school focus on environmental issues led to the school winning a MAT wide competition linked to reducing waste. Pupil reading conferences indicate that the children engaged well with the class texts that were

	carefully chosen to expose children to different life experiences and issues.
Pupil premium children can understand a range tier 2 and 3 vocabulary and apply this in their oral and written work. There is a diminishing gap between PP children and non-pp children in terms of vocabulary use and acquisition.	Book scrutiny alongside pupil conferencing has shown that children are remembering and use a wider range of vocabulary, including technical vocabulary (tier 3). The knowledge organisers have played a key role in this. The gap appears to be closely particularly in terms of specific technical vocabulary. Therefore, the children are more able to articulate their learning.
Barriers for individual children are identified in terms of their writing and these have been addressed and children given appropriate provision and support. All children make good progress in writing.	Key barriers have been identified and recorded on individual provision maps. On these maps strategies for overcoming these barriers are recorded. Books demonstrate progress in writing and the use of individualised targets has really helped this. Due to low numbers of PP in Y2 and Y6 it is difficult to- show significant correlation. In Y6 reading, writing and maths progress scores were positive: R-4.1, writing 1.81 and maths 0.6.
For children to have a firm foundation in terms of key maths facts	Although some children have secured this knowledge it is not true for all children yet. Therefore, the Mastering Number programme has been introduced in 2022, along with Numbersense as an intervention for KS2. Early signs are positive. Maths Whizz has now been introduced across the school due to the success of it in the trial year groups.
Children transfer their learning to their long-term memory	Pupil conferencing indicates that children have started to transfer some of the key information to their long term memory. However, as a school we feel this is something that could be improved further and is a focus of 2022-2023. Work on reactivation and revising previous years' work is being prioritised.
Pupil premium attendance is improved.	Attendance is good for pupil premium children and was above national last year. This year it is currently significantly above national PP at 96.5% and is also above non FSM children,
Parents feel informed and involved in their children's education and understand the importance of playing an active role within it.	Parent questionnaire- 87% of responses cited that the school lets parents know how my child is doing. Teacher-Parent relationships was cited as a positive on the survey. Discussions with parents indicate that they feel well informed and the vast majority of parents attended parent consultations, 100% of pupil premium parents attended.
Children have high long-term aspirations and goals and demonstrate a growth mindset.	School improvement visits have commented that children demonstrate a growth mindset and are able to talk about the importance of having a growth mindset and learning from mistakes. Children are beginning to have long

	term aspirations. They recognise the challenge of being aspirational and have ideas about what they would like to do in the future. They link this to what they are learning in school.
--	---