

# Luxulyan 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   | Luxulyan Primary School                              |
| Number of pupils in school  | 94   |
| Proportion (%) of pupil premium eligible pupils   | 14.9%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024  |
| Date this statement was published   | 16 <sup>th</sup> December 2021                       |
| Date on which it will be reviewed   | July 2022  |
| Statement authorised by   | Stewart Gynn<br>Executive Headteacher                |
| Pupil premium lead  | Joel Heagney   |
| Governor / Trustee lead   | Sandra Beardsmore<br>CofG<br>Lisa Mannall Trust Lead |

## Funding overview

| Detail  | Amount |
|---|--------|
| Pupil premium funding allocation this academic year   | £20725 |
| Recovery premium funding allocation this academic year  | £2000  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0     |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £22725 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim for all pupils is that they make good progress and achieve highly in all primary key stages and subjects, therefore enter secondary school ready and prepared for their next learning stage. Our strategy supports them to attend school regularly, that they access high quality teaching which in turn gives them excellent opportunities to thrive in life.

We believe that high quality teaching, focussed on areas where disadvantaged pupils need the most support, will have the most positive impact. Our values drive our approach, all pupils are nurtured to persevere and show resilience, and we aim to close the attainment and progress gap by improving the outcomes for disadvantaged children.

Through linking this strategy with our wider school improvement plan we aim that every pupil at Luxulyan Primary will GLEE.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Disadvantaged pupils are negatively impacted as readers due to a lack of early reading support at home and pre-school phonics provision.                |
| 2                | Early screening of language and communication skills indicate a pronounced vocabulary gap and under developed oral skills amongst disadvantaged pupils. |
| 3                | Disadvantaged pupils have higher absenteeism and are more likely to be persistently absent.   |
| 4                | The attainment gap in writing and maths is wider than other subjects.   |
| 5                | There has been a rise in social, emotional and mental health concerns and referrals for disadvantaged and vulnerable families following the pandemic.   |

## 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  |
|--|---|
| Every child leaves KS1 able to read fluently and having secure phonics knowledge and ability to apply. | 90% of children pass the phonics screening check at the end of Year 1 and 100% by the end of Year 2.  |
| Improved oral language skills and vocabulary among disadvantaged pupils.                               | Assessment and observations indicate improved oral language among disadvantaged pupils. This will be evident in outcomes, book scrutinies, pupil conferencing and formative assessment. |
| Improved maths attainment for disadvantaged pupils at the end of KS2.                                  | End of KS2 maths outcomes for pupils meeting the expected standard in 2024/25 are in line with their non-disadvantaged peers.   |
| Sustain high attendance for all pupils, particularly our disadvantaged pupils.                         | Overall attendance rate for all pupils, including disadvantaged, is no more than 4%. Attendance rate for disadvantaged pupils is within 1% of non-disadvantaged pupils.                 |

## 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: £12725

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Continue the school's use of the DfE approved systemic phonics programme (SPP) Read, Write Inc.</p>   | <p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively with absolute fidelity. Roll this out to Key Stage 2 staff so that high quality intervention can take place in Key Stage 2. Staff will not settle for phonics screening check results that are in line with the national average or explain pupils' poor progress by their background.</p> <p>Access to the Online Subscription for staff training and video support for parents.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">EEF Phonics</a></p> | <p>1</p>                      |
| <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">EEF Oral Language Interventions</a></p>  | <p>2</p>                      |
| <p>Expert teaching of maths underpinned by deep analysis of the gaps in the</p>  | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of</p>   | <p>1,2,4</p>                  |

|                         |   |  |
|-------------------------|---|--|
| understanding of number | <p>Mathematics, drawing on evidence based approaches:</p> <p><a href="#">DfE Maths guidance</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Maths in Primary Schools EEF</a></p> |  |
|-------------------------|---|--|

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

Budgeted cost: £8000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered with training from RWI including use of the Fresh Start program. | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Online Subscription films sent home.</p> <p><a href="#">EEF Phonics</a></p>   | 1                             |
| Nuffield Early language intervention in Early years.  | <p>Early intervention is known to close the attainment gap between disadvantaged children and their more affluent peers. This will be run by class teachers so will be embedded into everyday practice. NELI has 27 <a href="https://www.elklan.co.uk/NELI">https://www.elklan.co.uk/NELI</a> been robustly evaluated through a randomised control trial between June 2018 and November 2019. The results provide strong evidence for the effectiveness of the NELI programme. The trial involved 1,156 pupils in 193 schools. NELI children made an average of 3 additional months' progress in language. This result has a very high security rating: 5 out of 5 on the EEF padlock scale.</p> <p><a href="#">Elklan Case Studies</a></p> | 2                             |
| Engaging with the National Tutoring Programme to provide tuition in small groups planned  | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:   | 1,4                           |

|   |   |  |
|---|---|--|
| and monitored by the class teacher whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attaining pupils | <a href="#">EEF Small group tuition</a> |  |
|---|---|--|

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

Budgeted cost: £2000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Attendance, including Education Welfare service, and use of funding to provide transport for pupils | Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.<br><a href="#">DfE Improving School Attendance</a> | 3                             |
| Free Breakfast club places for disadvantaged learners   | Evaluation from the EEF found that in schools where there are free of charge before school, there was an average of 2 months' additional progress for pupils in Key Stage 1. Schools that had a Breakfast Club also saw improved attendance   | 3                             |
| Trained Trauma Informed Schools Diploma staff   | Lack of resilience and acute well-being issues are having a major impact on pupils accessing learning. With long waiting lists for CAMHS and other services, having immediate access to trained members of staff makes a difference to pupils and families.   | 5                             |

**Total budgeted cost: £22725**

## 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.

Internal standardised assessment shows that there is still a gap between disadvantaged and non-disadvantaged pupils. This gap is biggest in mathematics and writing.

Teacher Assessment shows writing attainment is lower across all year groups. This was expected as modelling writing remotely during the lockdown was more difficult than teaching other subjects. A great deal of these gaps will be addressed through our Oracy and reading strategies.

The gap in reading was much narrower but still needs to close further.

### 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               |
|--------------|------------------------|
| Vibe project | Kernow Sport & Leisure |