

## 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   | PADSTOW SCHOOL & NURSERY                |
| Number of pupils in school  | 189                                     |
| Proportion (%) of pupil premium eligible pupils   | 18.5% (35 children)                     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021 - 2022                             |
| Date this statement was published   | December 2021                           |
| Date on which it will be reviewed   | April 2022                              |
| Statement authorised by   | Mrs Karen Middlemore, Strategic Partner |
| Pupil premium lead  | Mrs Kate Whitford, Head of School       |
| Governor / Trustee lead   | Aspire Trust Board                      |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £54,455 |
| Recovery premium funding allocation this academic year  | £ 5,510 |
| 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 | £59,965 |

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the consequent challenges faced. Using knowledge of the school, its context and situation, along with research conducted by the EEF, has enabled this strategy to be developed.

EEF research states that, "The attainment gap is the most stubborn test facing English schools". The impact of the pandemic also suggests that "primary-aged pupils have significantly lower achievement in both reading and maths as a likely result of missed learning and in addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils". Pupil Premium funding provides funding, but also focus, setting the achievement of children from disadvantaged backgrounds as a priority in our system. For disadvantaged pupils at Padstow School & Nursery, the ultimate aim is to ensure their needs are identified and fully met. This includes their social and emotional needs, which in turn will allow pupils to make good progress with their learning.

Our current pupil premium strategy works towards achieving this objective as it identifies our priorities for PP pupils. Every member of staff knows who the PP pupils are in each class and closely monitors their progress. The progress of PP children is overseen by our PP Lead, who is also the Head of School.

Timely support, whether it is academic or emotional, is offered by highly trained staff. Our approach is flexible, depending on an individual child's needs. We work hard to establish good relationships with parents and carers to ensure we can offer support when necessary. The key principles are:

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- To recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- To ensure that Pupil Premium funding identifies priority classes, groups or individuals and is used to address disadvantage.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils through the school and at the end of Key Stage Two.
- To aim for all pupils to reach Age Related Expectations at the end of Year 6 to be ready to access the next stage of their education.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils from Reception to Y6.  |
| 2                | Significant knowledge gaps especially in writing, vocabulary, spelling, punctuation and grammar.   |
| 3                | Lockdowns and periods of remote learning have negatively impacted on children's social, emotional and mental health. In particular, children are demonstrating increased levels of anxiety, reduced social skills, lack of resilience and stamina for learning. Teachers are identifying increasing numbers of children needing support. |
| 4                | Attendance & punctuality – to reduce the level of persistence absence and late arrival for disadvantaged and non-disadvantaged children.   |
| 5                | Cultural capital – breadth of experiences & low aspirations and expectations   |

## 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  |
|---|---|
| Improve oral language skills and vocabulary among disadvantaged pupils.   | <p>Prompt identification of EYFS children requiring Speech &amp; Language support / intervention.</p> <p>Early involvement of the SALT service and SENDCo.</p> <p>Significantly improved oral language among disadvantaged pupils.</p> <p>Improved engagement in lessons, work in books and ongoing formative assessment.</p> |
| Additional support for individual children and small groups, to ensure gaps in learning are addressed. Pupils who are double or triple disadvantaged (for example, are also SEND and/or vulnerable) monitored and given additional support. | Accelerated progress ensuring the gap between Pupil Premium and non-Pupil Premium is narrowed.  |
| Emotional needs are supported through whole school TIS approach, targeted interventions for individuals and group support, such as Draw and Talk, Emotional Fix, TIS Practitioner 1:1 support.  | Embedding the whole school SEMH provision through the SCARF programme and Social and Emotional Learning strategies recommended by the EEF.  |

|  |  |
|--|--|
| <p>Attendance rate gap between PP and non-PP pupils will be narrowed / closed.</p> | <p>Monitoring of pupils 'on alert' for attendance / punctuality and early contact with parents / carers offering support / assistance to identify causes.</p> <p>Attendance is consistent, regular and sustained with a target of 96% or above.</p> <p>School's Attendance Lead to work in collaboration with EWO to provide support for families where attendance is lower than expected (identified cases).</p> <p>Regular updates from each class about their learning – on the website, social media and newsletters to keep pupils enthusiastic about what is being learnt.</p> |
| <p>Raised aspirations and expectations of all stakeholders.</p>                    | <p>Raised aspirations and expectations of all stakeholders.</p> <p>Families feel well supported and invested in their child's education.</p> <p>Pupils feel a sense of achievement and have future aspirations.</p> <p>Pupil Premium pupils have the opportunity to take part in all enrichment activities.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £17,623.00

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>1.<br/>Prioritise the development of communication and language in the EYFS &amp; Nursery.</p> <p>Nursery:<br/>Use Makaton sign language to support all children with communication especially where there is an identified communication delay.</p> <p>High quality interactions during continuous provision, practitioners role model and reinforce language and communication during activities narrating the children's play and offering extended language.</p> <p>EYFS<br/>Introduction of Wellcomm to support language development.</p> <p>Use of songs and rhymes.</p> <p>Regular story times with a range of books to extend vocab and immerse in language.</p> <p>Activities such as circle times that support listening and speaking skills.</p> <p>Identify speech issues early-monitor and refer to SALT when necessary.</p> <p>Adults model, extend and correct language during interactions during play and focused activities.</p> | <p>The EEF states:</p> <p>Language provides the foundation of thinking and learning and should be prioritised.</p> <p>See:<br/><i>EEF</i><br/><b>Preparing for Literacy</b><br/><i>Seven recommendations to improving early language and literacy.</i><br/><b>Improving Literacy</b><br/><i>Supporting oral language development.</i><br/><b>Early Language</b><br/><i>Identified priorities for improving practice in the support and management of children with delays in early language development.</i></p> | 1                             |

|  |   |      |
|--|---|------|
| New vocab is introduced within lessons.  |   |      |
| <p>2.<br/>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time for TA training.</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>See:<br/><i>EEF Oral Language Interventions</i><br/><i>EEF Improving Literacy in KS1 &amp; Improving Literacy in KS2 – Recommendation 1.</i></p> <p>Use of purchased training resources:<br/><i>Developing a Rich Vocabulary in the Classroom.</i></p> | 1, 2 |

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|---|---|-------------|
| <p>3.<br/>English Subject Lead to plan and deliver CPD focussing on:</p> <p>How to help children transition from the informalities of spoken English to the required formality of written English (which has been particularly noticeable after lockdown) .</p> <p>Looking at how to strip children's writing back to the basics by focusing on explicit teaching of sentence construction.</p> <p>Exploring different techniques and strategies for sentence formation, expansion and variation which can be adapted for both Key Stages.</p>  | <p>Following the recommendations in the:<br/>EEF <i>Improving Literacy in KS1 and Improving Literacy in KS2</i>.<br/><i>Recommendation 4:</i><br/><i>Teach writing composition strategies through modelling and supported practice.</i><br/><i>Recommendation 5:</i><br/><i>Develop pupils' transcription and sentence construction skills through extensive practice.</i></p> <p>Use of purchased training resources:<br/><i>Quality, not Quantity:</i><br/><i>Starting with Sentences</i><br/><i>Putting sentences to work in longer pieces of writing.</i></p> | <p>1, 2</p> |
| <p>4.<br/>KS1 Lead / Early Reading Lead to deliver phonics CPD, using the RWI materials, to TAs across the school to ensure adults listening to children read / working with small groups or 1:1 on reading interventions have a thorough understanding of phonics and of strategies enabling children to make more than expected progress.</p> <p>Purchase of a year's subscription to the online RWI materials to support with the training of all adults – including at home in case of lockdown, Active modules to support the teaching of phonics, phonics activities for parents to do at home, RWI support through development days, etc.</p> <p>Purchase of a subscription to Oxford Owls to support with e books for additional reading at home.</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>See:<br/><i>EEF Phonics</i></p>  | <p>1, 2</p> |
| <p>5.<br/>Improve the quality of social and emotional learning and mental health of children.</p>   | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, (e.g. improved academic performance, attitudes, behaviour</p>  | <p>3</p>    |

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|--|--|-------------------------------------|
| <p>Social and emotional approaches will be embedded into routine educational practices.</p> <p>CPD for teachers using the EEF Social &amp; Emotional Learning materials.</p> <p>Teachers to embed a comprehensive RSHE, PSHE and Wellbeing programme across each year group.</p> <p>A qualified TIS Practitioner will be available to those children who require it.</p> | <p>and relationships with peers) supported by staff training.</p> <p>See:<br/> <i>EEF Social and Emotional Learning TIS UK</i><br/> <i>SCARF - a whole-school approach to promoting behaviour, safety, achievement and wellbeing.</i></p>  |                                     |
| <p>6. Identified families will receive support with school attendance, with the aim of increasing attendance and reducing persistence absence.</p> <p>Aspire's EWO will work closely with the school's Attendance Lead and Head of School.</p>   | <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>See:<br/> <i>EEF Working with parents to support Children's Learning.</i></p> | 4                                   |
| <p>7. Enhance pupils' cultural capital by providing a breadth of experiences and ensuring the curriculum is balanced, carefully sequenced and allows opportunities for cultural development.</p> <p>Development of the school's outdoor learning area and training of staff to promote nature based learning, exploration, team work and attitudes to learning.</p>      | <p>EEF evidence the positive impact of outdoor and enrichment activities on well-being and development. They believe all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>See:<br/> <i>EEF: Life skills and enrichment</i></p>   | 5<br><br><i>Links to 1, 2, 3, 4</i> |



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

Budgeted cost: £29,233.60

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>1.<br/>Small group and 1:1 activities for identified children across the school based on SEMH. Undertaken by Aspire's Pupil Wellbeing &amp; SEMH Practitioner and the school's TA Team.</p> <p>Regular wellbeing meetings with disadvantaged children to check in on progress, targets, worries, etc.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>See:<br/><i>EEF Social and Emotional Learning TIS UK</i></p>  | <p>3</p> <p>Also 1, 2, 4</p>  |
| <p>2.<br/>Small group SEMH activity using purchased resources.</p>   |   |                               |
| <p>3.<br/>Boys' outdoor learning group to promote team work and improvement to attitudes to learning.</p>  | <p>EEF evidence the positive impact of outdoor and enrichment activities on well-being and development. They believe all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>See:<br/><i>EEF: Life skills and enrichment</i></p> | 1, 2, 3, 5                    |
| <p>4.<br/>RWI phonics interventions (1:1 and small group) in KS1 and LKS2.<br/>RWI Fresh Start interventions 1:1 with identified pupils in UKS2.</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>See:<br/><i>EEF Phonics</i></p>  | 1, 2                          |
| <p>5.<br/>Across the school, mathematics, reading and SPAG interventions with identified pupils.</p>   | <p>Studies in England have shown that pupils eligible for FSM typically receive additional benefits from small group tuition.</p> <p>See:<br/><i>EEF Small group tuition</i></p>  | 1, 2, 3                       |

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

Budgeted cost: £13,108.40

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>1.</p> <p>School Attendance Lead to liaise with Aspire's EWO monitoring school attendance and reporting back to Head of School.</p> <p>Attendance Lead to provide support for families where attendance is lower than expected.</p> <p>Attendance Lead to liaise with the School Administrator on ensuring the website, social media and newsletters are up to date with regular updates and photos from each class.</p> <p>Attendance Lead to liaise with the Head of School with publishing a regular Attendance Newsletter.</p> | <p>Regular school attendance is an important part of giving children the best possible start in life. The aim should be to attend 100% of the time. Students who miss school frequently can fall behind with their work and do less well in exams.</p> <p>Research suggests that students who attend school regularly could also be at less risk of getting involved in anti-social behaviour or crime.</p> <p>See:<br/><i>Why good attendance matters (bristol.gov.uk)</i></p> | 4                             |
| <p>2.</p> <p>Whole staff training on behaviour management and building resilience approaches with the aim of improving behaviour for learning and resilience across the school.</p>   | <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>See:<br/><i>EEF: Behaviour interventions</i><br/><i>Growth Mindset</i></p>  | 1, 2, 3                       |
| <p>3.</p> <p>Evaluation of the implementation of outdoor learning, initially in KS1, has indicated a positive impact on children's problem solving skills and willingness to work with others.</p> <p>So this will continue and be rolled out across the whole school with the aim of</p>   | <p>The benefits of Forest School learning for both SEMH and Educational purposes are clear and have positive effects on all children who attend.</p> <p>See:<br/><i>Wild Tribe - Wild Tribe - Arena Schools (arena-schools.co.uk)</i></p>   | 1, 2, 3                       |

|  |  |               |
|--|--|---------------|
| developing pupils' social, emotional and mental health, as well as their overall resilience. |  |               |
| 4.<br>Contingency fund for acute issues.   | Based on our experiences and those of similar schools to ours, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified. | 1, 2, 3, 4, 5 |

**Total budgeted cost: £59,965.00**

## 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.

| <i>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.</i>  |   |
|---|---|
| In 2020-21:   |   |
| <ul style="list-style-type: none"><li>• Pupil Premium children received opportunities for enhanced learning opportunities, including additional whole class, small group or individual support as required to maximise learning. Pupil Premium children were encouraged to attend school during lockdown and those who did were able to receive additional support in smaller classes.</li><li>• Those who did not attend school were provided with Chromebooks where necessary to ensure that they were able to continue their learning at home.</li><li>• Although most vulnerable children were in school, those who were not (shielding / parental decision) were regularly contacted and had tailored work (online or paper version) and support from their class teacher where a need was identified.</li></ul> |   |
| Desired outcome   | Impact  |
| Teachers have clear data and responsibility for tracking and improving the progress of PP children.   | PIRA & PUMA assessments undertaken when possible and reasonable.<br>Progress of PP children discussed during Pupil Progress Meetings.<br>Teachers used teacher assessment to identify gaps in children's learning to inform planning.                   |
| Teachers have a greater understanding of teaching a wide and challenging vocabulary and how to engage children.   | Training undertaken and some changes made to how vocabulary is taught.  |
| All pupils access Quality First Teaching. Begin to introduce metacognition as a strategy for upskilling teachers.   | Observations in classes not fully possible due to covid restrictions. Books monitored.<br>Metacognition – not started due to lockdowns and working in 'bubbles'.  |
| PP children who are not making required progress are identified and the gaps in their learning are identified and retaught.   | Teachers used teacher assessment to identify gaps in children's learning to inform planning and interventions.  |
| Development of teachers' questioning skills & structured teaching of problem-solving skills will enable both PP and non-PP pupils to become more emotionally resilient, understanding that learning through challenge is a positive experience.   | Lockdowns and periods of remote learning have negatively impacted on children's social, emotional and mental health. In particular, children are demonstrating increased levels of anxiety, social skills, lack of resilience and stamina for learning. |

|   |  |
|---|--|
| PP pupils with additional SEMH needs will feel more secure and able to learn.           | See above.   |
| To improve the rate of persistent absence from 15.3% to closer to the national average. | <p>School Attendance Lead liaised with Aspire's EWO monitoring school attendance and reported back to Head of School. Attendance Lead provided support for families where attendance was lower than expected.</p> <p>Monitoring overall attendance was not possible due to lockdowns, shielding and isolating.</p> <p>The Attendance Lead and EWO monitored vulnerable children and ensured they were either in school or in frequent contact with school and online learning.</p> |

### 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 |
|-----------|----------|
|           |          |
|           |          |

### 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? |         |

### Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*