

# Pupil & Recovery 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	Porthleven School
Pupils in school	195
Proportion (%) of eligible pupils	12%
Pupil premium allocation this academic year	£30,000
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23
Publish date	October 2021
Review date	July 2022
Statement authorised by	Dan Clayden
Pupil premium lead	Dan Clayden
Governor lead	Neil Gunnell

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,935
Recovery premium funding allocation this academic year	£3,335
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	£34,270

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

Our Key objectives at Porthleven School is to use the Pupil Premium:

To ensure Pupil Premium pupils, of whom some have SEND, to make expected progress in reading, writing and maths by means of quality first teaching and targeted intervention when necessary.

To ensure eligible pupils access extra-curricular enrichment allowing them to gain exposure to interests, hobbies and talents they hold (with a focus on sports, music, arts and enterprise).

to build the school's pastoral team to ensure support extends further to the family and community, creating a unique relationship based around the social, emotional needs of those closest to the pupil and the child's mental welfare.

## Challenges

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

Challenge No.	Detail of Challenge
1	The emotional health, well-being and self-motivation of pupils
2	The SEN of the pupils
3	The academic support for pupils beyond the school
4	Restricted opportunities to broaden interests beyond school

## 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
That pupils make good progress in reading, writing and maths	In year reading, writing and maths progress is at least 6 points
That pupils are able to focus on learning in school and can manage the social emotional challenges they face from home and at school	Pupils to engage in social, emotional support programmes

	<p>Pupils are able to manage their emotions without dysregulation</p> <p>Pupils show good levels of engagement and confidence during lessons</p>
That pupils continue their learning outside of school through homework and other methods	Homework is completed on time to a good quality; Reading at home is completed;
Pupils partake in after school clubs, school trips and residential	80% of pupil premium children take part in after school clubs and residential

## 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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND in Mathematics CPD for staff	SPLD Conference - Dr Camilla Gilmore	2 / 3
SLT SEND Training	Essential information and actions for leaders led by Malcom Reeve – Author SEND Review Framework	2 / 3
Cascade Mental Health Lead Training to TAs	National Mental Health Leadership training	1 / 2
Cognitive Load Training for Teachers & TAs	John Swellar, Paul Ayres and Slava Kalyuga 2011, Cognitive Load Theory, New York, Springer-Verlag	2
Metacognition Training for Teachers & TAs	EEF +7 Months impact with solid evidence strength	1,2,3,4
RWI Teacher / TA training 1 x twilight 1hr peer to peer practise sessions	Substantial reviews & Research McGuinness D (2004). 'Early Reading Instruction: What Science Really Tell Us about How to Teach Reading' Cambridge, Massachusetts: The MIT Press, page 13  Ofsted Reading Framework July 2021	

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

Budgeted cost: £20,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 to 1 Metacognition / Pastoral Counselling £2,100 (1 teacher / afternoon)	EEF +7 Months impact with solid evidence strength	1,2,3,4
1 to 1 RWI Phonics Speed sounds & Fluency £10,000	Substantial reviews & Research McGuinness D (2004). 'Early Reading Instruction: What Science Really Tell Us about How to Teach Reading' Cambridge, Massachusetts: The MIT Press, page 13  Ofsted Reading Framework July 2021	1,2,3
Small group – Herts for Learning Fluency £4,000	<a href="https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project">https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project</a>  Institute for Effective Education: <a href="https://the-iee.org.uk/what-we-do/innovation-evaluation-grants/reading-fluency/">https://the-iee.org.uk/what-we-do/innovation-evaluation-grants/reading-fluency/</a>	1,2,3
Small group Number Fluency – 'Number Sense Maths' £4,000	Number Sense Maths is informed by research into how high and low attaining children best solve and learn addition and subtraction facts. 7 key principles underpin the programme: <a href="https://numbersensemaths.com/research-principle">https://numbersensemaths.com/research-principle</a>	1,2,3

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

Budgeted Cost £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of online learning to support home learning; funding of machines for PP pupils to use at home; online packages such as Reading Eggs; Times tables Rockstars (£1000)	EEF Teaching and Learning Toolkit: The average impact of homework is positive across both primary and secondary school.	3
Further decodable reading materials to support reading at home (£500)	Substantial reviews & Research McGuinness D (2004). 'Early Reading Instruction: What Science Really Tell Us about How to Teach Reading' Cambridge, Massachusetts: The MIT Press, page 13  Ofsted Reading Framework July 2021	3
After school club attendance & residential and trips participation (£1000)		4

**Total Budgeted Cost: £26,600**

## 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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

Proportion of disadvantaged last year 17% out of 221 pupils. Of those 17% of pupil premium pupils 43% have SEN, 3 pupils with an EHCP.

The progress was measured by teacher assessment from the October data drop to July.

**Reading:** 6.5 points vs the whole cohort of 5.9 against expected progress of 6 points. 18%

**Writing:** 5.9 points vs the whole cohort of 5.8 against expected progress of 6 points.

**Maths:** 5.4 points vs the whole cohort of 5.7 against expected progress of 6 points.

### 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
No external provisions	