

Pupil premium strategy statement – Carclaze 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	392
Proportion (%) of pupil premium eligible pupils	15.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22/23-24/25
Date this statement was published	01.09.22
Date on which it will be reviewed	10.07.23
Statement authorised by	Simon Pollard Head Teacher
Pupil premium lead	Zoe Clemes
Governor / Trustee lead	Matt Double

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103000
Recovery premium funding allocation this academic year	£9266
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£112266

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aim for all pupils, whether officially categorised as “disadvantaged” or not is that they make good progress and achieve highly across all subject areas. Our strategy will support them to attend school every day so that they receive high quality teaching and excellent opportunities and that they leave Carclaze Primary school with the confidence, skills and knowledge necessary to access the next stage in their education, and have a successful life. Our intent is to address the barriers that disadvantage children at Carclaze face when starting and continuing their learning journey with our large, rural Cornish school. Our aim is to provide children with early reading, language and oral support to ensure that they are exposed to a rich education and vocabulary which is inline with their non-disadvantaged peers.

We believe that high quality teaching, focused on areas where disadvantaged pupils need the most support, will have a positive impact on all pupils. Our values drive our intent and through a caring approach, where all pupils are nurtured to persevere, we aim to close the disadvantaged attainment gap whilst sustaining the attainment and progress of non-disadvantaged pupils.

We value the importance of all children being provided with the opportunity to partake in extra-curricular, community based or cultural enrichments. Our aim is to ensure all children have access to wider areas of the curriculum and have the support and guidance to be apart of residential and non-curriculum activities. Thus, providing them with opportunities to explore different cultures, health and well-being strategies, healthy lives-based activities and exposure to the wider world beyond their rural town.

We understand the need to communicate and develop lasting working relationships with parents and carers so that we can make a lasting impact for pupils beyond their time at Carclaze.

Through linking this strategy with our wider school improvement planning and the grant for education recovery we aim that every that every child will SPARKLE!

Challenges

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

Challenge number	Detail of challenge
1	Attendance figures are below National Average. Persistent absences are higher in PP children. Currently PP children’s absence is approx

	2% lower than non pp. The % of disadvantaged children who are persistently absent is almost double that of non-disadvantaged children.
2	Early Reading, vocabulary and phonics knowledge are limited at EYFS entry and by end of KS1. Data showed 70% of children passed the 2022 Phonic Check at the end of KS1. EYFS internal data showed 40% of disadvantaged children achieved GLD in comparison to 70% non-disadvantaged.
3	Internal class lists, pupil and staff conferencing highlight that disadvantaged children have limited access and lack of engagement towards extra-curricular activities and residential opportunities.
4	Data from Accelerated reader, personal reading time with KS1, staff observations and internal PIRA scores show that many of disadvantaged children's Reading ages and fluency is below chronological age.
5	The attainment gap between is wider between disadvantaged and non-disadvantaged children in Writing, including Handwriting, spelling and sentence composition. Internal Data teacher assessment show this in non-statutory year groups. End of KS2 writing data shows that 59% of PP achieved the writing attainment in comparison to 75%.
6	Observations, internal assessments highlight that children's recall, retention and application of number facts is not secure by the end of KS1.

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 the attendance of disadvantage children. Decrease the percentage of persistent absences. % of attendance to be inline or above National Benchmark of non-pupil premium.	Achieve CELT interim persistent absence targets for disadvantaged pupils
To expose children to age expected vocabulary and reading materials within KS1 and EYFS	Most Disadvantaged pupils will have completed their RWI by the end of Y2 at the latest. The majority of disadvantaged pupils reach GLD and are expected in reading and writing at the end of the Reception year. Majority of children at the end of KS1 to have access / assessed using Accelerated Reader.
To raise the attainment of children's Speaking and Listening skills at the end EYFS.	The majority of disadvantaged pupils reach GLD n Speaking and Listening.
To provide opportunities and access for all disadvantaged children in extra-curricular activities and residential.	All disadvantaged children to have been given the opportunity to participate in an after-school club.

	<p>The majority of disadvantaged children to have taken part in at least one after school club.</p> <p>All Disadvantaged children to be offered help for all residential.</p> <p>Majority of disadvantaged children to have attended one residential by the end of KS2.</p> <p>All disadvantaged children to have attended a school trip/ workshop in each year group.</p>
To increase the number of children reading at or above their chronological age in from Year 2 upwards.	<p>Pupils are reading at their chronological age – assessed through Accelerated Reader and PIRA termly assessments.</p> <p>Disadvantaged pupils pass the Y1 phonics screening. Those that do not, pass in Y2.</p> <p>KS2 Reading SATs to be in line with National average. The gap between disadvantaged children meeting the expected standard to be narrowed.</p>
Disadvantaged children to make expected progress in Writing across all year group.	<p>% of disadvantaged pupils meeting the expected standard in reading and writing to be more inline with non-disadvantaged children.</p> <p>Increased % of disadvantaged children making expected progress from Teacher assessment from EYFS – KS1-KS2</p>
Increase the number of disadvantage children reaching the expected standard for Writing at the end of each key stage.	<p>% of disadvantaged pupils meeting the expected standard in writing to match or exceed non-disadvantaged pupils</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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Quality First hand Teaching strategies- Explicitly teaching and embedding metacognitive strategies in Writing</i></p>	<p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Teachers explicitly teaching modelling of their thinking and using a collaborative approach in class will provide children with techniques and strategies to air their independent learning. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p>	<p>2, 5</p>
<p><i>Providing and supporting all key staff with RWI training inc. new RWI lead. Utilising RWI lead by providing daily support, monitoring and supporting all staff delivering RWI programme.</i></p>	<p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence shows that a systematic phonics approach engages pupils but all staff have to have the correct pedagogic knowledge for this to be maximised. In addition, a responsive approach to grouping pupils allows accelerated progress through the programme</p>	<p>2,4,5</p>

	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p>	
<p><i>Accelerated Reader used to monitor Chronological ages from Year 2 onwards. System used to assess children's ages, reading capabilities and provide suitable books for their reading ages.</i></p>	<p>EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Exposing pupils to an increasingly wide range of texts, with an appropriate level of challenge, will develop their language capabilities. Reading comprehension can be improved by teaching pupils specific strategies that they can apply both to monitor and overcome barriers to comprehension. When used successfully, such strategies can improve pupils' understanding of written texts and ability to infer meaning from context</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p>	2,4,5
<p><i>Mastery in Maths Scheme of work delivered 15 minutes daily from EYFS-Year 2. Key staff in Year groups provided with training and support Through Maths hub and Maths Lead</i></p>	<p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence suggests that cognitive overload in maths is inhibitive to learning for disadvantaged pupils or low attainers and that the automatic retrieval of basic maths facts is critical to solving complex problems. Mastery in Maths involves systematic teaching of derived fact strategies</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p>	6

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

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reading Rocks Termly Book Subscription for High Pupil Premium Year groups (4 & 6)</i></p>	<p>EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Exposing pupils to an increasingly wide range of texts, with an appropriate level of challenge, will develop their language capabilities</p>	4
<p><i>RWI targeted intervention</i></p>	<p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence shows that a systematic phonics approach engages pupils but all staff have to have the correct pedagogic knowledge for this to be maximised. In addition, a responsive approach to grouping pupils allows accelerated progress through the programme</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p>	2, 4
<p><i>1:1 Speech and Language targeted intervention from EYFS</i></p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one</p>	2,4

	Oral language interventions EEF (educationendowmentfoundation.org.uk) The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year.	
<i>Small Group Writing Intervention daily (1 hour) for Year 2 targeted children.</i>	Small group tuition EEF (educationendowmentfoundation.org.uk) The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Literacy KS1 Guidance Report 2020.pdf Targeted interventions involve a teacher, teaching assistant, or other adult providing intensive individual or small-group support.	2, 5

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

Budgeted cost: £ 38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support From internal Counsellor, Well - being Coach and Lead.	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Research shows that some children struggle to access learning due to emotional or social barriers which need to be addressed before children can focus on academic learning. This strand in school is delivered in whole class lessons (Jigsaw) but also in targeted small group and individual interventions provided by the school's pastoral support.	3
<i>Daily class attendance checks and monitoring.</i>	There is a direct correlation between poor attendance and poor academic ability. Absence and attainment at key stages 2 and 4: 2013 to 2014 - GOV.UK (www.gov.uk) By monitoring attendance and ensuring parental engagement there is a consistent approach to narrowing the attendance and attainment gap. Parental engagement EEF (educationendowmentfoundation.org.uk)	1

<p><i>Extra-Curricular Club offered to all disadvantaged children for a reduced rate (50%)</i></p> <p><i>Residential offered at reduced rate (50%)</i></p>	<p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	3
<p><i>All disadvantaged children supported by key staff member (support staff) to monitor their well being and provide SEMH weekly.</i></p>	<p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p>	3

Total budgeted cost: £ 112,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance: 92.8% compared to 94.9% - All Pupils

22.4% Persistent Absence – compared to 10.2% All Pupils

EYFS - GLD 40% compared to 70%

Key Stage 1 – Outcomes – 100% (only one child meets disadvantaged criteria)

Key Stage 2 – Outcomes – Combined – 53% compared to 65%

- Maths 82% compared to 82%

- Reading 71% compared to 75%

- Writing 59% compared to 75%

The gaps are similar for PIRA/PUMA tests in Years 1 - 5

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
Accelerated Reader	Renaissance Learning
Read Write Inc	Oxford Owl
Power Maths	Pearson
Reknreks	Mastering Number

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.