



## Padstow School & Nursery

### Pupil Premium Strategy Statement 2022/23

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	177
Proportion (%) of pupil premium eligible pupils	16.4% (29 pupils)
Academic year/years that our current pupil premium strategy plan covers:	2022 - 2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Karen Middlemore, Strategic Partner
Pupil premium lead	Kate Whitford, Head of School
Governor / Trustee lead	Aspire Trust Board

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,755
Recovery premium funding allocation this academic year	£ 4,785
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 3,972
<b>Total budget for this academic year</b>	<b>£56,512</b>

## 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" and that schools need to be aware of a concerning "attainment gap between disadvantaged pupils and non-disadvantaged pupils."

The Pupil Premium funding ensures schools prioritise the achievement of pupils from disadvantaged backgrounds. For disadvantaged pupils at Padstow School & Nursery, the aim is to identify needs, including social and emotional, to ensure pupils make good progress with their learning.

At Padstow School & Nursery, we aim to be a school where:

- pupils learn to embrace the wider world with confidence;
- every day is an opportunity to questions and discover;
- we will be fearless and embrace mistakes;
- there is no cap on potential; and that
- pupils recognise their value to the community and the world.

Our strategy will work towards these aims by ensuring our quality first teaching alleviates the factors disadvantaging some of our Pupil Premium pupils. Our approach is flexible, depending on each individual pupil's needs. By using a robust and transparent evaluation framework, we will be able to adjust and adapt our strategies to ensure they are effective.

The progress of PP pupils is overseen by our PP Lead, who is also the Head of School. Timely support, whether academic or emotional, is offered by highly trained staff. We work hard to establish good relationships with parents and carers to ensure we can offer support when necessary.

Our key aims 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 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 across the school.
- For all pupils to reach Age Related Expectations at the end of Year 6 so that they are ready to access the next stage of their education.

We raise aspirations in all our pupils through a consistent message of aiming high, delivered through assemblies, the curriculum, extra-curricular activities, PSHE / Personal Development, and individual conversations with pupils.

A key emphasis of our strategy, is to embed long-lasting, high impact strategies to ensure that our disadvantaged and vulnerable pupils thrive, feel confident about themselves and their ability to succeed on their educational journey into the future.

## 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 in the Nursery and KS1.
2	Significant knowledge gaps especially in writing, vocabulary, spelling, punctuation, and grammar across both key stages.
3	Disengagement with learning and over reliance on adult support in lessons.
4	Improved emotional resilience.
5	Attendance and punctuality.

## 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 for all disadvantaged and vulnerable pupils in the Nursery, EYFS and Y1.	<p>Prompt identification of Nursery / EYFS pupils requiring Speech &amp; Language support / intervention.</p> <p>Early involvement of the SALT service and SENDCo.</p> <p>Oral language skills for all PP pupils, particularly in the Nursery / EYFS, will improve enabling them to express their needs better year on year.</p> <p>Pupils in KS1 to have improved oral language skills enabling them to participate more fully across the curriculum.</p> <p>RWI structured interventions to support development of oral skills.</p>
Significant knowledge gaps are preventing disadvantaged and non-disadvantaged pupils (except those who have a cognitive SEND need) from achieving age related expectations in reading, writing and maths.	<p>All disadvantaged pupils (other than those with a cognitive SEND need) will reach the same age-related expectation in reading, writing and maths as their peers.</p> <p>Any disadvantaged pupil with a cognitive SEND need will make at least expected progress from their individual starting points.</p> <p>Pupils to make increased progress in reading, writing and maths as a result of an improved vocabulary and understanding.</p> <p>Pupils to demonstrate an increased understanding and use of technical vocabulary across the curriculum.</p>

<p>Disengagement with learning and over reliance on adult support in lessons.</p>	<p>Pupils to be responsible for their own learning, using taught strategies to help themselves, taking risks and using own initiative, challenging themselves to aim high.</p> <p>Pupils to be specifically taught how to use a range of strategies and concrete resources to enable them to work independently.</p> <p>Improved engagement in lessons and work in books, being able to remember more and to make links with new learning.</p>
<p>Improved emotional resilience.</p>	<p>Identified pupils to have further support with their SEMH needs to make progress both socially and academically.</p> <p>Pupils able to adapt better to adversity.</p> <p>Pupils more able to manage emotions and resilience successfully in order to access learning.</p>
<p>Attendance and punctuality.</p>	<p>The level of persistence absence will reduce for disadvantaged and non-disadvantaged pupils.</p> <p>Attendance figure to be 95% or above.</p> <p>Reduction in the number of persistent absences.</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: £24,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWI training – Development Day Focusing on Fresh Start.</p> <p>RWI training – Development Day Focusing on delivery of RWI and upskilling of inexperienced staff.</p> <p>RWI – Resources for school sessions Resources for home/school link</p> <p>Release time &amp; cover for Early Reading Lead for training of staff, monitoring of lessons, assessments, etc.</p> <p>Release time for both Teachers and Teaching Assistants to attend regular in-house training / CPD to improve phonics knowledge and confidence.</p>	<p>DfE Reading Framework Phonics Toolkit Use of a DfE Accredited Phonics Scheme</p> <p>EEF research shows a consistent impact on attainment of approximately four additional months progress for TA interventions and 5 months for phonics interventions.</p>	1, 2, 3, 4
<p>Ongoing reading comprehension training from English SL and Aspire English Leads.</p> <p>Aspire CPD for English Subject Lead</p>	<p>EEF Reading Comprehension Strategies advises that: Reading comprehension strategies are high impact on average +6 months. Alongside phonics it is a crucial component of early reading instruction.</p>	1, 2, 3, 4

<p>Vocabulary input – training for teaching staff on the value of vocabulary.</p> <p>Release time for KS2 TAs for vocabulary training from English Subject Lead.</p> <p>Use of Accelerated Reader Reading Scheme.</p> <p>Release time for English Subject Lead to monitor lessons, pupil conferencing &amp; training.</p>	<p>EEF Improving Literacy in KS2 2<sup>nd</sup> edition:</p> <p>This report advises that in order to build strong language comprehension skills, pupils need to develop an understanding of grammar and syntax and <b>build up a wide-ranging vocabulary</b>.</p>	1, 2, 3, 4
<p>The purchase of, and training in, Number Sense in the Nursery, KS1 and KS2. Resources used to support whole class, group, and individual learning throughout the school.</p> <p>Purchase of TT Rock Stars and Numbots to support acquisition of fluency and confidence with number facts, etc.</p> <p>Release time for the Maths Subject Lead to train staff, monitor use of these programmes and their effectiveness through pupil conferencing.</p> <p>Release time for Maths Subject Lead to attend Aspire Maths CPD to be cascaded to staff.</p>	<p>EEF Improving mathematics:</p> <p>Mathematics is essential for everyday life and a foundation for careers in technology, science, and engineering, among many others.</p> <p>Number Sense Maths is a systematic and structured programme that enables pupils to develop both a deep understanding of number and number relationships, and fluency in addition and subtraction facts. Comprehensive professional development and support is included in the programmes to ensure teachers get the best possible outcomes for their pupils.</p> <p>These mathematics programmes are recommended by the Trust's Maths Lead</p>	2, 3, 4
<p>EYFS Lead and Nursery Manager to run CPD sessions for all nursery and reception staff focusing on improving teaching and learning.</p>	<p>EEF Effective Professional Development:</p> <p>Ensure that professional development effectively builds knowledge, motivates staff, develops</p>	1, 2, 3, 4

<p>Release time for Aspire's EYFS Lead to work with the school's EYFS Lead and Nursery Manager and for them to attend Aspire in-house CPD sessions.</p> <p>Release time for the EYFS Lead to work with the Nursery Manager on curriculum coverage, teaching and learning.</p> <p>Cover costs to release the Nursery Manager for this support and CPD.</p>	<p>teaching techniques and embeds practice.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £16,784.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional needs are supported through a 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 as recommended by the EEF.	1, 2, 3, 4, 5
National Tutoring Program	EEF research shows a consistent impact on attainment of approximately 6 additional months for feedback and 4 additional months for small group tuition.	2, 3, 4
RWInc- Fast Track Tutoring and Fresh Start interventions	<p>RWI – daily Fast Track Tutoring – Y2s who need to retake the Phonics Screening Check in June.</p> <p>RWI – daily comprehension teaching in Y3/4</p>	1, 2, 3, 4, 5

	RWI – Fresh Start 1:1 modules for selected pupils in Years 5 & 6	
Y6 Comprehension and Maths booster sessions	Delivered by HLTAs and Class Teacher	2, 3, 4, 5
PP Reading booster sessions for KS1	EEF research shows a consistent impact on attainment of approximately 6 additional months' progress with effective feedback and reading comprehension strategies.	1, 2, 3, 4
<p>Purchase of Wellcom - a speech and language toolkit that can be used with pupils from 6 months to 6 years of age. It is a means of tracking progress of all pupils and will identify areas of concern in language, communication and interaction.</p> <p>Using the toolkit, identification of pupils needing intervention is made and packs sent home to parents.</p> <p>Interventions planned for use in the Nursery, EYFS and Y1.</p>	<p>EEF Communication &amp; Language approaches states:</p> <p>Studies of communication and language approaches consistently show positive benefits for young pupils' learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, pupils who participate in communication and language approaches make approximately six months additional progress over the course of a year. All pupils appear to benefit from such approaches, but some studies show slightly larger effects for pupils from disadvantaged backgrounds.</p>	1, 2, 3, 4, 5

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>An Attendance Lead to: <i>Monitor of pupils 'on alert' for attendance and/or punctuality, early contact with parents / carers, offering support and/or assistance to identify causes and working in collaboration with EWO to provide support for families where attendance is lower than expected (identified cases).</i></p> <p>Class teachers to provide regular updates from each class about their learning – on the website, social media and newsletters to keep both pupils and parents enthusiastic about what is being learnt.</p>	<p>Increase attendance levels of disadvantaged and non-disadvantaged pupils and to reduce persistent absence and late arrivals ensuring attendance is consistent, regular and sustained for all groups of pupils.</p> <p>The DfE document, Working Together to Improve School Attendance, states: .. it is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 ... have higher rates of attendance over the key stage compared to those with the lowest attainment.</p>	<p>5</p> <p>1, 2, 3, 4</p>
<p>Purchase of iPads using Catch up Recovery Funding</p>	<p>EEF Use of Digital Technology: Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Technology can be engaging and motivating for pupils.</p> <p>Use of IT to support, engage, enable frequent practice and embedding of multiplication and number facts – a key factor for improving fluency and accuracy.</p>	<p>1, 2</p>
<p>Review and enrich wider curriculum focus on</p>	<p>EEF research shows a consistent impact on attainment of</p>	<p>2, 3, 4, 5</p>

<p>developing character education and resilience.</p> <p>Continue to develop the impact of pupil voice and collaboration- New house reward system, improve school council contributions to school events and changes.</p>	<p>approximately 5 additional months progress for collaborative learning.</p> <p>All children will have access to opportunities to represent themselves, their class and the school so that all children will recognise themselves as a part of our school community improving their confidence and resilience.</p> <p>All disadvantaged pupils will attend educational visits and the school will support the families financially in attending residential experiences.</p> <p>All staff to encourage and support disadvantaged children to apply for roles of responsibility.</p> <p>Increased collaboration and contributions from the School Council.</p>	
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**Total budgeted cost: £ 55,534.50**

## **Part B: Review of the previous academic year:**

### **Outcomes for disadvantaged pupils:**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>
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>Early identification of children in need of support in place using baseline data and RWI assessments.</p> <p>Increased referrals to SALT.</p> <p>Some TA SALT support in place in school.</p> <p>Parent communication and open sessions to inform parents</p>

	Improved engagement in lessons, work in books and ongoing formative assessment.	<p>about how we teach phonics etc were held but were not attended as well as the school had hoped and planned for.</p> <p>Changes to the way SALT referrals were to be made has inhibited the process of referring each child. Lack of SALT staff has added to the slow progress of obtaining SALT involvement with children in school.</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.	<p>TA release time and allocation across the school being reviewed – staff illness, Covid, loss of experienced staff, lack of suitable applicants for vacancies and a lack of available supply staff have been barriers.</p> <p>Priority has been given to RWI lessons daily and to interventions when possible. Staff have partaken in training and been supported by the Early Reading Lead. Trust monitoring has indicated phonics teaching is strong.</p> <p>Priority has also been given to disadvantaged, SEND and vulnerable children.</p>
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>The SCARF SEMH programme is now being delivered across the school.</p> <p>An Autism specialist TA, from the Aspire Inclusion Team, has been working at Padstow for 2 days a week and supporting both small groups and individuals, in addition to crisis support for individuals.</p>

<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>The school's Attendance Lead has been working closely with the Trust's EWO, the HoS and Admin.</p> <p>The school now has a structured system in place for monitoring attendance and for supporting families.</p> <p>Attendance is reported weekly on the school newsletter, there are two attendance displays in separate locations around the school, large outdoor clocks next to the gates providing accessing into the school and rigorous monitoring of attendance and late arrival.</p> <p>The school has made real progress with improving attendance but has lately been hit by a range of childhood illnesses eg chicken pox, hand, foot &amp; mouth, slapped cheek, cold &amp; flu viruses and some Covid / Strep A.</p> <p>In addition to the above, Padstow is a tourist destination, and many parents are employed by businesses linked to this. Therefore, parents take their holidays during term time even though unauthorised.</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>Most parents feel well supported and invested in their children's education and time in school. Padstow has a highly active PTFA who support the school and individual children.</p> <p>Disadvantaged and vulnerable pupils have the opportunity to take part in all enrichment activities.</p>

	Pupil Premium pupils have the opportunity to take part in all enrichment activities.	There is still some work to do around encouraging hard to reach parents especially with attending open days, curriculum sessions, parent teacher meetings.
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## 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
White Rose Resources	White Rose
Number Sense	Number Sense Maths
SCARF	Coram Life
Wellcomm	GL Assessment
TT Rock Stars	Times Tables Rock Stars
Read Write Inc	Read Write Inc Phonics
Accelerated Reader	Renaissance Place
Letter Join	Letter Join
WE Thinkers	Thinking Books
Numbots	Maths Circle Ltd
Cornerstones	Maestro - Cornerstones

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## 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.*