

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	Trannack School
Number of pupils in school	67
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Friday 1st October 2021
Date on which it will be reviewed	Friday 18 th October 2022
Statement authorised by	Phillip Woods
Pupil premium lead	Sarah French
Governor / Trustee lead	Phillip Woods

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 29,516
Recovery premium funding allocation this academic year	£TBC
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	£TBC

Part A: Pupil premium strategy plan

Statement of intent

- *“It is vital that schools get this right. Every child who leaves school without the right qualifications faces a far more difficult path to fulfilling their potential and finding employment. We owe it to all our young people to ensure that they are given every chance to succeed”.*

Quote from Sir Michael Wilshaw in the Ofsted 2012, Evaluation of the Pupil Premium Spending

The concept of deprivation consists of more than just poverty; so while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities. It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers. Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We use a variety of assessments to help identify gaps and need; identifying the barriers our children have. COVID19 has significantly exacerbated the imbalances already in place and therefore have to ask the necessary questions in order to identify and support each individual. We consider a range of strategies long-term and short term in order to begin to address long-term negative impacts

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring all student receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital

- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	<i>Low self-esteem, low self-worth and lack of confidence in ability to achieve</i>
2	Emotional trauma – which may or may not be associated with historical events
3	High anxiety – which may or may not be associated with a diagnosis such as ASD or ADHD
4	Special Educational Needs
5	Low attendance
6	Lack of participation in extra-curricular and enriching activities

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
Children will become more resilient, secure and confident.	Targeted children will build their resilience and become more secure and confident providing a firm foundation for them to be able to learn. Those pupils supported by the TIS (Trauma informed schools) Practitioner or from offsite SEMH (social, emotional, mental health) providers will have increased social and emotional well-being.
Quality First Teaching developing growth mind set, the use of P4C and meta-cognition and implementing oracy strategies. <ul style="list-style-type: none"> • Effective questioning. • Stretching and challenging all pupils including disadvantaged and MA disadvantaged. • Enabling pupils to develop as learners. • Reduce gaps in Cultural Capital for all pupils. 	For pupil premium children to make expected or better than expected progress and to be able to articulate what it means to be a successful, independent learner. <p>All pupils to gain life experiences through visits and in school experiences to enhance their learning.</p>
Increased attendance for PP pupils.	Targeted PP pupils with historically low attendance will show better attendance,

<ul style="list-style-type: none"> ● EWO ● Rewards ● Newsletter ● Attendance clinic ● Feedback at termly progress meetings ● Feedback/data on annual school report. 	<p>achieving at least in line with national attendance. Our aim is to continue to ensure the good attendance of all of our PP students.</p>
<p>The progress in reading, writing and maths for PP pupils will rise to be in line with the progress of all children.</p> <ul style="list-style-type: none"> ● 1:Group ● Whole class reading lessons ● Quality First teaching ● NTP (National tutoring programme) 	<p>To close the attainment gap between Pupil Premium children and their peers by providing pastoral and emotional support and removing barriers to learning.</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: £ 20,664

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oracy training for at least one of member of staff; to be cascaded to teaching staff in staff meetings and twilights. Development of an Oracy strategy and Trannack.</p>	<p>1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>4. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.</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.</p> <p>EEF (Education endowment foundation) +6mnths</p>	<p>1,2,3,4,6</p>

<p><i>Teaching Assistant/ Lunchtime supervisor to support positive play and relationships at lunchtimes</i></p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>EEF (Education Endowment Foundation) +4mnths</p>	
<p>Teaching assistant to support learners and enable teachers to offer quality interventions and enable high quality verbal feedback.</p>	<p>1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>2. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback.</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>EEF (Education Endowment Foundation) +6mnths</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The</p>	

	<p>approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>EEF (Education Endowment Foundation) +4mnths</p>	

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

Budgeted cost: £2245

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>National Tutoring Project (NTP). 3 groups 1:3 ratio</i></p>	<p>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>3. One to one tuition and small group tuition are both effective interventions.</p> <p>4. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>EEF + 4mnths</p>	1,3
<p><i>Group reading/comprehension.</i></p>	<p>This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Pupils selected are those that do not read at home or those behind their</p>	1,2

	<p>peers, that require additional support to increase their attainment.</p> <p>EEF Toolkit:</p> <p>Reading comprehension strategies: +5 mths</p> <p>Small group tuition: +4mths</p> <p>Feedback: +8mths</p> <p>Reading comprehension strategies: +5 mths</p>	
<i>NELI</i>	<p>1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</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> <p>EEF (Education Endowment Foundation) +6mths</p>	1,3,6
<i>Fresh Start Phonics and associated training</i>	<p>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p> <p>The EEF reported that Fresh Start shows 'considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.'</p>	1,3

	<p>Pupils on Read Write Inc. Fresh Start made 3 months additional progress in reading, measured using the New Group Reading Test, during the five and a half month trial.</p> <p>EEF (Education Endowment Foundation) +3mths</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A TA is trained in TIS (Trauma Informed Schools) and supports pupils with their social, emotional, behavioural needs and issues that have occurred at home that might have a negative effect on the learning day. Pupils receive a weekly session, or an individual session based on family circumstances. Advice from outside agencies can be obtained if needed.</p>	<p>TIS (Trauma Informed School) helps adults prepare children and young people for life's emotional ups and downs.</p> <p>The Approach teaches you how to be, and what to do, with children's differing and sometimes challenging behaviour. As a result, children become more self-assured and ready to engage with life and learning.</p> <p>Based on neuroscience and attachment research, Thrive training provides a targeted intervention.</p> <p>Social and emotional learning: +4 mths</p> <p>Meta cognition and self regulation: +7 mths</p> <p>Behaviour interventions: +3mths</p>	1,2,3,4
<p>The purchasing of the Education Welfare Service package, to support the school in lowering the persistent absence rate. Includes attendance clinics, late gates and home visits.</p>	<p>Persistent absence is a serious problem. Much of the work children miss when they are off school is never made up, leaving them at a considerable disadvantage to their peers. There is clear evidence of a link between poor attendance at school and low levels of achievement:</p> <ul style="list-style-type: none"> • Of pupils who miss more than 50% of school, only 3% manage to achieve five A* to Cs, including English and maths • 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C • Pupils with no absence are 1.3 times more likely to achieve level 4 	3,5

	<p>or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</p>	
<p>SEMH (Social, Emotional and Mental Health)- BF Activity Centre</p>	<p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres.</p> <p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved.</p> <p>Social and emotional learning: +4 mths</p> <p>Meta cognition and self regulation: +7 mths</p> <p>Behaviour interventions: +3mths</p> <p>Physical Learning: +1mnth</p>	<p>1,2,3,4,6</p>
<p>Behaviour Support Sessions</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with</p>	<p>1,2,3,4,6</p>

	<p>peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>EEF +4mnths</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>EEF (Education Endowment Foundation) +4mnths</p>	
<p>Developing and enhancing parental engagement through online platforms and information evenings</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>The evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive. There are examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation.</p> <p>EEF (Education Endowment Foundation) +4mnths</p>	<p>1,5,6</p>
<p>To enable pupils to gain a wider experience of the world around them through trips and visitors.</p>	<p>Cultural Capital can be defined as the skills and knowledge which an individual can draw on to give them an advantage in social life. The middle class places much more value on the following kinds of activities, and thus these are the kinds of activities which middle class children are more likely to be exposed to compared to working class children:</p> <ul style="list-style-type: none"> ▪ Reading non-fiction and classical literature rather than pop literature ▪ Watching documentaries rather than soap operas ▪ Learning to play classical instruments (e.g. The Piano) 	<p>1,2,3,4,5,6</p>

	<ul style="list-style-type: none"> ▪ Going on educational visits – to museums and art galleries for example ▪ Going on holidays abroad (to 'broaden horizons'). <p>Exposure to the above activities provides middle class children with 'cultural capital' – many of the above activities are inherently educational in nature and provide middle class children with skills and knowledge which give them an advantage at school. This knowledge can either be specific – such as with reading non-fiction, or more general – such as cultural trips providing children with a sense of independence and self-confidence.</p> <p><u>EEF Toolkit</u> Meta cognition and self-regulation: +8 mths</p>	
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Total budgeted cost: £ 28,609

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.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

For pupil premium children to make expected or better than expected progress

On average, pupil premium did not make better than expected progress; this was mostly due to the impact of Covid and the restrictions imposed.

To close the attainment gap between Pupil Premium children and their peers by providing targeted academic support.

The gap did not significantly reduce due to impact of Covid and the resulting restrictions.

To close the attainment gap between Pupil Premium children and their peers by providing pastoral and emotional support and removing barriers to learning.

Some pastoral and emotional support was able to be provided but the impact of Covid on children's well-being has been significant.

Teacher assessments from July 2021 show the following attainment throughout the school:

Reading: 56% of pupil premium were working at or above the expected standard compared with 93% of non-pupil premium and 100% of service children.

Writing: 33% of pupil premium children were working at or above the expected compared with 66% of non-pupil premium and 64% of service children.

Maths: 33% of pupil premium children were working at or above the expected standard compared with 90% of non-pupil premium children and 82% of service children.

Due to Covid impeding our efforts to support our pupil premium children this year, these targets will be carried over to the year 2021-2022.

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
SEMH – social and communication support through outdoor and adventure activities	BF Adventure