

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	56
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Friday 6 th October 2023
Date on which it will be reviewed	Friday 4 th October 2024
Statement authorised by	<i>Linda May</i>
Pupil premium lead	<i>Adam Boyes</i>
Governor / Trustee lead	<i>Loveday Jenkin</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,165
Recovery premium funding allocation this academic year	£0
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	£27,165

Part A: Pupil premium strategy plan

Statement of intent

It is our intention for all pupils to make good progress and achieve high levels of attainment across all areas of the curriculum regardless of the challenges they face, their background or starting point. It is this strategy that will help us to achieve that goal, including those who are more able or have special educational needs. We include those who have additional challenges, such as those with a social worker, service children or young carers.

Our strategy has wider school plans for education recovery; is responsive to need and rooted in diagnostic assessment. We aim to offer ambitious learning for those from lower starting points or with SEND, raise levels of numeracy, literacy and oracy, pursue a rich, joyous use of words to create successful, ambitious and confident young people, give access to powerful knowledge and cultural capital, increase retrieval and retention, challenge negativity regarding education and school experience and care for those with mental health anxieties.

The activities outlined in this statement are also intended to support the needs of all children by preparing them well for secondary education, increasing future employability, positive community engagement and globally responsible citizens. It is important to us that we prepare children for a life in modern Britain and, for an exciting future and changing world.

Developing and maintaining high quality teaching is at the heart of our approach, with a focus on the areas which our disadvantaged children require the most support.

We will:

- *address low levels of numeracy, literacy and oracy and prepare children for the next phase of their learning; acting early to intervene to ensure pupils make accelerated progress so that the vast majority achieve Age Related Expectations*
- *target poor attendees and persistent lateness*
- *adopt a whole-school approach in which staff take responsibility for disadvantage outcomes and have high expectations of what they can achieve.*

Challenges

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

Challenge number	Detail of challenge
1	Early reading assessments and observations suggest that generally disadvantaged children have greater difficulties with phonics than their peers. This impacts negatively on their development as readers. Assessment and classroom observations of reading tells us that not reading fluently impacts negatively on children's ability to comprehend.
2	Assessment in writing and discussions with pupils tells us that writing was the least engage in activity during online learning and school closure – this is still

	having an impact. This continues to negatively impact on basic grammatical structures and their vocabulary for writing.
3	Assessment, observation, and discussion with pupils tells us that oral language skills/oracy are under-developed and there are vocabulary gaps among many disadvantaged children. This affects learning across ALL subjects.
4	Low attendance - our attendance data indicates that disadvantage children's attendance is lower than that of non-disadvantaged. Our assessments and observations confirm that this negatively impacts on progress.
5	Children and families tell us that the social emotional well-being of children is a factor for many pupils. This is also observed in classroom behaviour for learning with children either being passive or dysregulated. The demographic of our school includes a large number of children with low self-esteem, low self-worth and lack of confidence in ability to achieve. Many also have previous emotional trauma and high levels of anxiety.

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
Supporting children to develop positive self-esteem, lower anxiety levels and enable self-regulation.	All children say they feel supported in pupil survey; that their mental health is discussed and prioritised. Well-being sessions (such as TIS/Draw and Talk) taking place each week. Weekly C o t H lessons taking place in every classroom
Gaps in early reading, fluency and comprehension are closed; accelerated progress is made. Ensure all disadvantage children achieve expected outcomes in the phonics check at the end of year 1 and the Autumn term assessment in Year 2. Reduce the gap between disadvantage and non-disadvantage by improving children's oracy/vocabulary through sequential teaching.	85%+ achieve age related expectations in reading. Year 1 phonics check is achieved by 85% of children. Year 2 phonics target 90%+ achieve pass. Children read widely and for pleasure.
Accelerate progress in writing. Reduce the gap between disadvantage and non-disadvantage by improving children's vocabulary through sequential teaching.	85%+ achieve age related expectations in writing. Children produce high quality writing, sustained for extended periods. Children use a wider range of vocabulary – more regular use of Tier 2 and Tier 3 words – as evidenced in books.

Reduce the gap between disadvantage and non-disadvantage and develop fluency and automaticity in mathematics.	85%+ achieve age related expectations in mathematics.
Children attend school regularly and on time. Families facing the greatest challenges to be engaged and supportive.	To achieve 96+% attendance. The family is positively engaged and aspirational for education and learning.

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: £10,165

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement CPPD and appraisal for teachers and leaders</p> <p>Whole school BIG SHIFT x3:</p> <ul style="list-style-type: none"> • Cold Calling & Checking for understanding • Agree, Build, Challenge <p>Use high quality subscriptions to support teaching:</p> <ul style="list-style-type: none"> • Accelerated Reader • Maths Whizz • Number Sense (KS1) • Times Table Rockstars (KS2) 	<p>Incremental coaching model and evidence informed practice.</p> <p>Phonics approaches have strong evidence that indicates positive impact on the accuracy of word reading (EEF)</p> <p>Evidence suggests high quality oral language interventions and high-quality classroom discussions have a positive impact on reading (EEF)</p> <p>Evidence based approaches 'Maths guidance KS1 and KS2 publishing.service.gov.uk'</p> <p>Herts Fluency Reading strategy supported by EEF intervention suggests accelerated progress</p>	<p>1, 2, 3 SDP Priority 1, 2 & 4</p>
<p>Devise, prioritise and deliver CPPD for support staff</p>	<p>Intervention training to develop expertise in Reading, Writing and Mathematics</p> <p>Phonics approaches have strong evidence that indicates positive impact on the accuracy of word reading (EEF)</p>	<p>1, 2, 3 SDP Priority 1, 2 & 4</p>

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD undertaken in Read Write Inc. phonics to ensure high quality additional post teach keep up Implement Nessy <i>Structured intervention</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils; particularly from disadvantaged backgrounds EEF	1, 2, 3 SDP Priority 1 & 2
Implement 'Fresh Start' and RWI used for Year 4,5 & 6 <i>Structured intervention</i>	As above	1, 2, 3 SDP Priority 2
Implement the Herts fluency intervention classroom strategy <i>Structured strategy</i>	EEF Fluency evidence	1, 2, 3 SDP Priority 2
1:1 tutoring interventions <i>Structured intervention</i>	One to one tuition EEF	1, 2, 3 SDP Priority 1 & 2
Deliver 1:1 reading top up before school – short regular sessions with trained TAs	One to one tuition EEF	1, 2, 3 SDP Priority 2

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional learning Deliver TIS/Draw & Talk Implement Culture of the Heart – values driven emotional literacy strategy	C o t H Whole school approach to developing confident emotional language and valuing self and others – children and adults Sessions designed to target and improve emotional wellbeing EEF social and emotional learning PDF	5 SDP Priority 3

<p>Embed principles of good practice as set out in the DFE's Improving School Attendance 2022</p> <p>This involves training and release time for staff to develop and implement new procedures</p>	<p>DFE guidance</p>	<p>4 SDP Priority 4</p>
<p>Deliver Emotional Therapy to target those in most need – this is further supported by Restorative Justice & TIS strategies</p> <p>Access 1:1 emotional support from Gill Hawkins/ local authority mental health worker</p>	<p>Diagnostic assessment will be used to support children in need; improving academic performance, attitudes, and peer relationships</p> <p>EEF social and learning PDF</p>	<p>5 SDP Priority 3</p>
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

Total budgeted cost: £ £27,165

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 2022 to 2023 academic year.

Pupil survey July 2023:

- *I enjoy school = 100%*
- *My teachers give my work that challenges me = 85%*
- *I enjoy learning = 100%*
- *Teachers listen to what I say = 95%*
- *School encourages me to look after my physical health = 95%*
- *School encourages me to look after my emotions and mental health = 95%*
- *School encourages independence and responsibilities = 95%*
- *School encourages me to respect people from other backgrounds and treat everyone equally = 100%*
- *I would recommend this school to another friend = 100%*

KS2 outcomes (caution – this represents only 5 children – statistically invalid)

- *Reading: 60% expected*
- *Writing: 40% expected*
- *Maths: 60% expected*

Wider opportunities: All pupils had first access and equal opportunities to attend clubs (including surfing), trips (including residential to Bristol, visit to theatre, visit to museums), forest school activities and sporting activities. These were subsidised where necessary.

Attendance: Attendance of pupil premium children is in line with the rest of the school. The school has worked hard to promote and improve attendance through working closely with families of children for whom attendance is a difficulty. A multi-agency approach is being taken to provide the necessary support to improve attendance now and in the future.

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	Music Therapy- Cornwall Music Service Gill Hawkins Behaviour Support. Dreadnoughts Local authority mental health support