

# Pupil premium strategy statement – Trannack 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	48
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Linda May
Pupil premium lead(s)	Adam Boyes
Governor / Trustee lead	Loveday Jenkin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,887
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£27,887

# Part A: Pupil premium strategy plan

## Statement of intent

At Trannack Primary School, we have the highest expectations for all of our children, including our vulnerable cohorts. Our focus on the whole child ensures that we promote and develop self-esteem and self-worth as priorities, knowing that these are the building-blocks to positive relationships in school, and with education. We, as teachers, hold ourselves accountable for the progress and outcomes of our pupils, understanding that when our expectations are high, children will rise to them in a self-fulfilling cycle of high expectations leading to high levels of self-efficacy and sense of agency, and therefore high achievement. We fully believe that when we unlock learning, we enable life-long life choices.

Our current pupil premium strategy supports our work to encourage good attendance; securing early reading and foundational literacy and numeracy skills; supporting the SEMH and/or SEN needs of the children to ensure that all pupils have equal opportunities and access to the curriculum; enabling the school to both nurture all children regardless of their background or needs while also delivering excellent teaching and curriculum delivery within a culture of high expectations of achievement for all. Our approach focused on the areas which our disadvantaged children require the most support.

The key aims of our strategy are to:

- 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, with a particular focus on improving the children's level of vocabulary and oracy skills
- 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.
- Support the mental health needs of all pupils, but especially those identified as disadvantaged

## Challenges

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

Challenge number	Detail of challenge
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1	Pupils live in a predominantly monocultural and geographically isolated part of Britain which limits their exposure to, and knowledge of, the diverse range of cultural backgrounds beyond their own community
2	Foundational skills are not yet secure, especially in EYFS and KS1, but also throughout the whole school. <ul style="list-style-type: none"> <li>a) 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.</li> <li>b) The word-gap between children living in disadvantage and their peers is large. Assessment in writing and discussions with pupils tells us that writing continues to be a challenge for a lot of our disadvantaged children, especially in terms of the basic skills of spelling, punctuation and sentence structure.</li> <li>c) A high number of disadvantaged children have speech and language needs. 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.</li> <li>d) A high number of disadvantaged children have difficulties with number sense and fluency. Multiplication times table check results are very low.</li> </ul>
3	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.
4	Increasing numbers of children show the signs and symptoms of low self-efficacy: avoidance of challenge, low motivation, self-doubt, anxiety and stress. 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
To enrich and broaden our children's understanding of cultural diversity within Britain and around the world	Children have a knowledge of the cultural diversity within their own community, the UK and beyond. They are inquisitive and talk positively about a range of cultures different to their own.
To improve foundational skills, closing the gap between children living with disadvantage and their peers.	Children reach milestones and age-related expectations in each key stage, with a particular focus on EYFS. Teachers deliver quality first teaching.

<p>Gaps in early reading, fluency and comprehension are closed; accelerated progress is made.</p> <p>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.</p> <p>Reduce the gap between disadvantage and non-disadvantage by improving children's oracy/vocabulary through sequential teaching.</p>	<p>85%+ achieve age related expectations in reading.</p> <p>Year 1 phonics check is achieved by 85% of children.</p> <p>Year 2 phonics target 90%+ achieve pass.</p> <p>Children read widely and for pleasure.</p>
<p>Accelerate progress in writing. Reduce the gap between disadvantage and non-disadvantage by improving children's vocabulary through sequential teaching.</p>	<p>85%+ achieve age related expectations in writing.</p> <p>Children produce high quality writing, sustained for extended periods.</p> <p>Children use a wider range of vocabulary – more regular use of Tier 2 and Tier 3 words – as evidenced in books.</p>
<p>Reduce the gap between disadvantage and non-disadvantage and develop fluency and automaticity in mathematics.</p>	<p>85%+ achieve age related expectations in mathematics.</p> <p>50%+ achieve age related expectations in the multiplication times table check</p>
<p>Children attend school regularly and on time. Families facing the greatest challenges to be engaged and supportive. Improve the attendance of disadvantaged children and reduce lateness.</p>	<p>To achieve 96+% attendance.</p> <p>The family is positively engaged and aspirational for education and learning.</p>
<p>Supporting children to develop positive self-esteem, lower anxiety levels and enable self-regulation.</p>	<p>All children say they feel supported in pupil survey; that their mental health is discussed and prioritised.</p> <p>Well-being sessions (such as TIS/Draw and Talk) taking place each week.</p> <p>MHST practitioner sessions taking place each week.</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: £23,887

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Regular use of the 'Lyfta' resource is achieved within school through:</i></p> <ul style="list-style-type: none"> <li>- planning Lyfta into school assembly plans</li> <li>- introducing 'Lyfta time' to enable classes to 'explore' on a regular basis</li> <li>- articles being utilised to support non-fiction reading lessons (as appropriate)</li> <li>- Lyfta resources will be mapped against the curriculum</li> <li>- Short writing activities based on a Lyfta stimulus will take place as part of a Trust wide competition (500 words)</li> </ul>	<p>hundrED (helping every child flourish through education innovation) recommended resource "helps teachers to nurture empathy, active citizenship and 21<sup>st</sup> Century skills."</p> <p>Teacher Toolkit recommended resource to develop cultural capital and enrichment, providing valuable and cost-effective experiences.</p> <p>EEF Improving Literacy studies (giving pupils a reason to write).</p>	<p>1</p>
<p>CPD for teachers and TAs to support quality first teaching in EYFS</p> <p>Strong foundations 2024 shared with staff. HoS to disseminate OFSTED training on early reading and writing with staff.</p>	<p>Strong foundations in the first year of school – OFTSED October 2024</p>	
<p>CPD for teachers and TAs to support quality first teaching in relation to oracy, including CPD delivered by James Taylor (Trust SEND lead) and Claire Roberts (Trust SALT)</p>	<p><i>"Professional development can support whole school approaches to close the word gap for disadvantaged pupils."</i></p> <p>ROYAL COLLEGE OF SPEECH &amp; LANGUAGE THERAPISTS</p>	<p>2</p>
<p>CPD for teachers and TAs to support quality adaptive teaching and delivery of interventions for speech and language needs, including CPD delivered by James Taylor (Trust SEND lead) and Claire Roberts (Trust SALT), plus numerous SEN training opportunities delivered by school and trust SENDCos</p>	<p><i>"Professional development in speech, language and communication",</i> publication from The Communication Trust.</p>	<p>2</p>

CPD for teachers to strengthen pedagogy and curriculum implementation in computing inc online safety, including attendance and dissemination of information from Trust Computing lead.	<a href="#"><u>Unicef – Closing the digital divide for good.</u></a>	4
CPD for teachers and TAs to support quality first teaching in relation to developing and promoting self-efficacy: praising for effort and use of strategies; finding pivotal moments; recognising the importance of challenge; creating opportunities for roles of responsibility. Training delivered on this during INSET day to all staff.	<i>Gutman and Schoon (2013) “Non-cognitive skills are vital for educational success.</i> <i>Schunk (1981): Self-efficacy as a predictor of academic performance</i> <i>Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.</i>	4

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI development days to develop provision of early reading	<i>Strong foundations in the first year of school – OFTSED October 2024, shared with staff</i>	2
Targeted interventions for speech and language, directed by Speech and Language Therapist.	<i>EEF Guide to the Pupil Premium ‘Menu of approaches’.</i>	2
Improve early foundational literacy: Introduce pilot project for Year 1 intervention from HfL.  Train staff to undertake accurate phonological	<i>EEF evaluation Autumn term 2024/Spring 2025.</i>  Strong foundations in the first year of school – OFTSED October 2024, shared with staff	2

diagnostic assessment and develop automaticity and prosody for those who need it.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent workshops to raise the importance of reading with young children: <ul style="list-style-type: none"> <li>- EYFS/early reading</li> <li>- KS2 reading</li> <li>- Internet Safety</li> <li>- Maths calculation strategies.</li> <li>- SEND</li> </ul>	Reference list from the Book Trust's "Getting Children Reading" strategy  John Hattie (2008) estimates that the effect of parental engagement is equivalent to two to three additional years learning over a pupil's school career.  <a href="#">South West Grid for Learning</a>	2
School works closely with families and local authority attendance officer to improve attendance.  School commits to following the trust attendance policy and flowchart.	Working together to improve school attendance August 2024	3

**Total budgeted cost: £27,887**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*EYFS outcomes (this data only relates to 5 children – therefore, the data is not statistically reliable):*

- ELG – 60%
- Reading – 60%
- Writing – 60%
- Maths – 60%

*KS2 outcomes (this data only relates to 2 children – therefore, the data is not statistically reliable):*

- Reading – 100%
- Writing – 100%
- Maths – 100%

*Safeguarding conferencing summary:*

- ✓ Year 5 and 6 were incredibly well informed and respectful
- ✓ All children have lots of subjects and things they like to do and, enjoy coming to school
- ✓ They know what to do if they are worried and all but one had a trusted school adult
- ✓ Y5/6 had lots of ways in which they are taught about staying safe
- ✓ They all understand the fire drill and what to do
- ✓ They understand that it is fair to get extra help when needed
- ✓ They understood what a bully was and what to do
- ✓ Y5/6 were convincing about how to keep themselves safe online
- ✓ Y5/6 could name many trips and understood the purpose of the visit
- ✓ Culture of the Heart came up several times – they value it!

Even better if...

- Teach the NSPCC pant rule and bubble body space
- Embed LYFTA in the curriculum and assemblies for all children
- Revisit keeping safe online and what to do with Y3/4
- Check that PSHE addresses an increasing awareness of healthy lifestyles with Y3/4
- Ensure Y3/4 are aware of the *purpose* of visits and visitors – consider keeping a floor book of photos to jog their memory

*Wider opportunities: All pupils had first access and equal opportunities to attend clubs (including surfing, mental health and services children clubs), trips (including residential to Newquay, visits to museums), forest school activities and sporting activities. These were subsidised where necessary.*

*Attendance: Attendance of pupil premium children (90.7%) is in line with the rest of the school (92.3%), although remains low. 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. This figure includes a number of children with significant health issues whose attendance was heavily affected by ill-health.*



Parent survey:

	Strongly agree	Agree	Disagree	Strongly disagree	N/A Don't know
My child is happy at this school.	55%	40%	5%		
My child feels safe at this school.	60%	35%	5%		
The school makes sure its pupils are well behaved.	35%	55%	5%		5%
If my child was being bullied, I could talk to the school about it and they would help.	55%	35%	5%		5%
When I have raised concerns with the school they have been dealt with properly.	50%	30%	5%		5%
My child makes good progress at this school.	50%	45%	5%		
The school makes me aware of what my child is learning throughout the year.	40%	55%	5%		
The school lets me know how my child is doing.	50%	45%	5%		
The school has high expectations for my child.	40%	45%	5%		10%
Does your child have special educational needs and/or disabilities?	Yes – 8 No – 12				
If yes, my child has SEND and the school gives them the support they need to succeed.	50%	37.5%			12.5%
My child is well looked after at this school.	60%	35%	5%		
The school supports my child's wider personal development.	45%	35%	10%	5%	5%
My child is encouraged to enjoy reading at Trannack.	60%	40%			
All children and families are included at Trannack regardless of background, gender, race or religion.	55%	35%	5%		5%
There are interesting and memorable experiences related to curriculum learning at Trannack (e.g. the science fair).	50%	45%	5%		
My child is both nurtured emotionally <i>and</i> challenged to develop academically at this school.	40%	55%	5%		
I would recommend this school to another parent.	45%	50%	5%		
<b>Overall %</b>	<b>50%</b>	<b>42%</b>	<b>5%</b>	<b>&lt;1%</b>	<b>3%</b>

## 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
SEMH – social and communication support through outdoor and adventure activities	Music Therapy- Cornwall Music Service Gill Hawkins Behaviour Support. BF Adventure Local authority mental health support Take 2 Supersport's 1:1 PE sessions with external coach