

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	Sennen School
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	1.10.21
Date on which it will be reviewed	30.7.22
Statement authorised by	N Smith
Pupil premium lead	N Smith
Governor / Trustee lead	Caroline Amos

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,500
Recovery premium funding allocation this academic year	£3190
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	£31,690

Part A: Pupil premium strategy plan

Statement of intent

- At Sennen School we aim to support all our pupils. We do this by providing high quality classroom teaching supplemented by interventions to support vulnerable learners as and when required. The school's leadership team and governing body believe in using this grant to enable all children to enjoy access, participation and achievement within school life, particularly for those identified as disadvantaged, vulnerable or under-achieving, through high quality teaching & learning and resources.
- We plan carefully each year when allocating pupil premium spending. Through detailed analysis of assessment data for all year groups we can ensure the funding is spent in the best interests of the children's development.

Challenges

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

Challenge number	Detail of challenge
	In school barriers
1	Identified Special Educational Needs- 50% of our pupils who are in receipt of Pupil Premium also have additional Special Educational Needs. This means that we need to take a holistic approach to their support and make sure that we are involving all agencies in the best interests of the child. This often takes the form of extra adult support in class to enable them to catch up and keep up.
3	Attitudes to learning – a greater proportion of our pupil premium children require support to access an enhanced curriculum to ensure that they are engaged in their learning. We need to work to establish an ambitious and creative curriculum to inspire their aspirations. There are financial implications that mean they are unable to access extra-curricular activities both outside and inside of school, so we need to plan our budget to ensure that no one misses out on an opportunity because of financial hardship.
3	Attendance and punctuality – a greater proportion of pupil premium children require additional support to maintain good attendance and to ensure that they come to school on time. Pupil premium attendance at Sennen is approximately 3% below pupils who are not Pupil Premium.
	External barriers
4	COVID-19 impact on attainment and wellbeing of pupils and their families. The last 2 years have meant that there are a lot of gaps in learning and, although we tried to provide access to technology and resources, some of our families were unable to engage in the learning. This has had an obvious academic impact. As well as this, some of our pupil premium families who were already struggling with their own well-

	being, have seen a decline in their mental health due to the isolation (in and already isolated area) and financial hardship that came with lockdown.
5	<p>Social, emotional and mental health issues, impacting on Readiness for learning. These include:</p> <ul style="list-style-type: none"> • Attachment disorder • Trauma • Parents with Mental Health issues <p>We need to make sure that we are able to identify pupils' needs and provide support so that they are in a good place to learn.</p>

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
All disadvantaged pupils will have access to adults who are specifically trained to support development of their individual needs, whether academic, physical, social or emotional.	<ul style="list-style-type: none"> - Teaching assistants will be highly trained to support learning QFT across Core subjects. - EEF outcomes will be used to support redeployment of TAs to pupil focused intervention work and enabling teacher led interventions. - Undertake training in specific intervention programmes to enable year on year replication of support. Phonics, reading comprehension and writing focus in 2021. - Resources will be secured to ensure that staff can deliver high quality interventions.
All disadvantaged pupils will receive targeted intervention support to address the gaps in their learning to ensure that they are able to both catch up and keep up with the learning.	<ul style="list-style-type: none"> - Daily catch-up sessions will be provided for pupils in core subjects so that they are able to keep up with their peers and reduce the risk of falling behind. This will take the form of 1-1 or small group sessions in the afternoons for children to 'purple polish' their work, revisit concepts and practise skills. - Specific phonics and maths interventions will be delivered to disadvantaged pupils, or to support 1 teacher led tasks to ensure misconceptions are quickly addressed and children are able to participate confidently in lessons.
All disadvantaged children will have access to 'emotionally available adults' who are	<ul style="list-style-type: none"> - Whole school staff will have TIS training

<p>specifically trained in TIS practices to support them emotionally.</p>	<ul style="list-style-type: none"> - Staff will have a useful 'toolbox' to draw on to be able to support children when needed. - Children will feel secure and know that school is a place of safety. - Children will feel confident to reach out to adults through various means to enable their voice to be heard.
<p>All disadvantaged children will have to access enrichment activities such as sports clubs, music lessons, trips etc</p>	<ul style="list-style-type: none"> - All extra -curricular activities will be advertised - Parents will be signposted to the various subsidies available, both in and out of school to be able to take part.
<p>Attendance for disadvantaged children will improve and they their attendance figures will be brought in line with their peers.</p>	<ul style="list-style-type: none"> - EWO will consult with school on current practises and advise on improvements. - All children will understand the importance of regular attendance at school and will be keen to attend. - Children will show good progress as a result of regular attendance.
<p>All disadvantaged children will have access to relevant technology for home learning if needed. (including the equipment provided by DfE).</p>	<ul style="list-style-type: none"> - Priority children will be identified - Technology will be set up correctly, including online safety systems.

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:

Training courses to support core subjects (RWI, Fresh Start, White Rose Maths, speaking and listening)	£2000
TA training for EYFS TAs	£300
TIS training for 1 TA	£1200
Whole school TIS training	£800
Total for priority	£4,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training courses to support core subjects (RWI, Fresh Start, White Rose Maths, speaking and listening)	EEF Improving literacy in KS1 & 2 – Recommendation 2 – balanced approach to reading recommendation 3 – systematic approach to phonics EEF – improving maths at EYFS, KS1 & 2 – all recommendations EEF improving literacy in KS1 – recommendation 1 – developing pupils’ speaking and listening. EEF early years toolkit – children make and extra 6 mths progress through high quality S&L early on	1, 2, 4 & 5
TA training for EYFS TAs	EEF EYFS toolkit – TAs need to be well trained to deliver early interventions and support teacher in class.	1, 2
TIS training for 1 TA	NAPAC – 6 principles of trauma informed practice.	3, 4 & 5

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

Budgeted cost:

2x TAs for afternoons (3 hours daily) to support across KS2	£10968
1 extra TA across the school to support phonics and maths in the morning (3 hours daily)	£5484
Total spend for priority	£16452

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily catch-up sessions will be provided for pupils in core subjects so that they are able to keep up with their peers and reduce the risk of falling behind. This will take the form of 1-1 of small group sessions in the afternoons for children to 'purple polish' their work, revisit concepts and practise skills.	EEF teaching and learning toolkit: Feedback, low cost, high impact with pupils making approx 6 months progress. 1-1 tuition, although higher cost, impact on average is approx 5 months	1, 2
Specific phonics and maths interventions will be delivered to disadvantaged pupils, or to support 1 teacher led tasks to ensure misconceptions are quickly addressed and children are able to participate confidently in lessons.	EEF Teaching and Learning toolkit Reading interventions – low cost, high impact with pupils making an average 5 months progress. EEF maths guidance document recommendation 5 – use targeted support to help children learn maths.	1, 2

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

Budgeted cost:

1 TA to support with TIS (10 hours per week) £3656

1 TA to be available to pupils at break time and lunch time for emotional support. £1736

EWO SLA £500

Contributions towards trips, enrichment etc £1500

Purchasing technology £1300

Total Spend £8692

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide 'emotionally available adults' who are specifically trained in	NAPAC – 6 principles of trauma informed practice.	3, 4 & 5

TIS practices to support children emotionally.		
To support pupils to access enrichment activities such as sports clubs, music lessons, trips etc	EEF – non cognitive literature review – developing non cognitive skills through enrichment has a positive effect on attainment. EEF – outdoor adventure learning: Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	3, 4 & 5
To use the support of the EWO through an SLA to improve the attendance of PP children, to improve their attendance and bring in line with their peers	EEF - Attendance interventions rapid evidence assessment – research currently underway, following for impact.	3, 4
To ensure all PP children have access to relevant technology for home learning (including the equipment provided by DfE). Cost in first year.	EEF – using digital technology to improve learning. Sutton trust – remote learning – the digital divide	1, 2

Total budgeted cost: £

£4,300

£16,452

£8,692

£29,444

Overview of Covid catch up spending – see Covid recovery plan for more details. These actions will benefit all children in our school, but we have specifically targeted some Pupil Premium children to maximise impact.

Identified priorities for catch up (summarised from SDP)		Allocation
A	Y5/6 Catch up Fresh Start prog for 5/11 pupil Were below before	£850
B	KS1 extra adult to allow for smaller RWI groups	£1150
C	Catch up phonic sessions for those at risk of falling behind	£1700

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.

Review: last year's aims and outcomes

Aim	Outcome
Outcomes in Reading Outcomes in Writing Outcomes in Mathematics Phonics	100% achieved standard 75% achieved standard 100% achieved standard Year 2 – 100% achieved standard (2 pupils) 75% of all pupils achieved standard Year 1 – N/A – no PP pupils 75% of pupils achieved standard Total funds spent
Teaching	All training undertaken – RWI alongside another school, White Rose Online, Fresh start online Total spend £3200
Targeted support	All TA hours used, during lockdown, 1-1 sessions happened online via Zoom (including phonics). Total spend £16452
Wider strategies	TIS practitioner available, during Covid, PP children had weekly sessions via zoom if needed. School paid for trips and workshops for PP children across the school (Stone Age workshop, Flambards, foraging workshops etc EWO SLA paid for but not much engagement due to pandemic, reported to Cornwall Council. Tech purchased (chrome books) and sent out to pupils during home learning Total Spend £5955

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
Maths catch up 1-1 tutoring	Third Space learning

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.