

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	Ladock C of E School
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	25 pupils (24%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	17.12.2023
Date on which it will be reviewed	01.12.2024
Statement authorised by	Tom Hobbs (HOS)
Pupil premium lead	Tom Hobbs (HOS)
Governor / Trustee lead	Andrew Nicholson (SMC Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,370.00
Recovery premium funding allocation this academic year	£
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	£20,370.00

Part A: Pupil premium strategy plan

Statement of intent

At Ladock C of E Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. The ultimate objectives for our pupils who are in receipt of pupil premium are:

- To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school. We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy, we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning opportunities throughout the school and monitoring, intervening, and supporting families when attendance drops below their peers.
- To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum. Almost 30% of our pupils in receipt of pupil premium have identified special educational needs. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention where required.
- Ensure the well-being needs of all pupils in receipt of pupil premium funding are met meaning they are not impeded by various school opportunities. Children in receipt of pupil premium are entitled to breakfast/after-school club vouchers, fresh fruit, subsidies for school trips, outing and camps

Challenges

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

Challenge number	Detail of challenge
1	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.

2	There is a key group of pupils in receipt of PP not making expected progress despite intervention.
3	Pupils' emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn
4	Almost 30% of pupils who qualify for Pupil Premium funding have specific SEND needs and require specific intervention based on targets from professional reports.

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 continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To close the gap between whole school attendance and pupils in receipt of pupil premium funding. Not PP (88.58%)(Currently 4% difference) Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees. (2 pupils).
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. Maths – 4 children (acc.+ progress) Writing – 6 children (acc+ progress) Reading – 2 children (acc+ progress)
To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress. Attendance target 97.5%

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Particular focus on small group children in receipt of pupil premium funding not making progress in reading. Re-evaluate shared /guided reading approach in KS2.	Learning by Question is endorsed by EEF research. https://www.lbq.org/Evidence	2 4
Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' Nominate a SEND school lead	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020. Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions. https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/send	4

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

Budgeted cost: £ 7250.20

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Establish small group intervention for disadvantaged pupils falling behind age-related expectations</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-forschools/schoolimprovement-planning/2-targetedacademic-support</p> <p>'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'</p>	<p>2</p>
<p>Effective deployment of staff, Teaching Assistant and HLTA to support key children and year groups. Teaching Assistant to deliver pastoral groups, positive play at playtimes, out-door learning, settling child into school in the morning.</p>	<p>' EEF research guidance: https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/teachingassistants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	<p>2,3,4</p>
<p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by HOS. Purchase of Nessy Spelling through analysis of assessment data Pupil progress meetings termly</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-forschools/schoolimprovement-planning/2-targetedacademic-support 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'</p>	<p>2,4</p>

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

Budgeted cost: £ 9252

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND intervention and TIS support for identified pupils across the school.	SEND intervention is endorsed by EEF research. https://www.lbq.org/Evidence	3,4
Parent Support Advisor (PSA) support to engage the most vulnerable families and pupils across the school.	EEF parental engagement +4 EEF Working with parents to support children's learning	4
To broaden disadvantaged pupil's range of opportunities and access to all aspects of school life by subsidising the cost of school trips, workshops, camps and breakfast/after school club, including ensuring that they have the best possible access to immediate remote learning.	EEF Life skills and enrichment from the teaching and learning toolkit alongside the findings from recent EEF projects EEF Using digital technology to improve learning	3

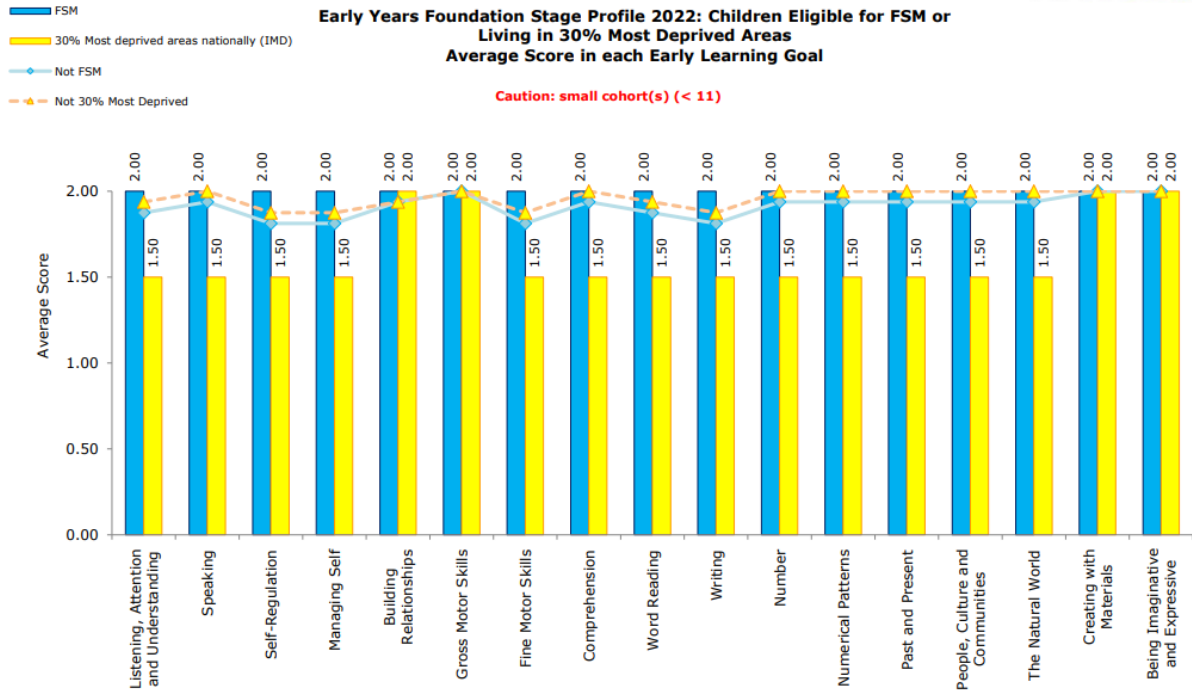
Total budgeted cost: £ 20,000

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.

	Reading	Writing(GPS)	Mathematics	Combined RWM
National KS2	74%	69%	71%	59%
Y6	53%	65%	65%	53%
National KS1	67%	58%	68%	53%
Y2	92%	85%	85%	85%
National Phonics	76%			
Y1 Phonics	88%			
Nat EYFS	75%	70%	78%	65%
RWM GLD	89%	83%	95%	83%



Caution: small cohort(s) (< 11)

Average Total Score (Cornwall figures in brackets): FSM: 34.0 (29.0), Not FSM: 32.5 (31.7), 30% Most Deprived: 27.5 (30.6), Not 30% Most Deprived: 33.3 (31.6)

FSM based on 2 pupils, Not FSM based on 16 pupils, 30% Most Deprived based on 2 pupils, Not 30% Most Deprived based on 16 pupils.

Y1 Phonics Screening

100% disadvantaged pupils achieved the screening threshold of 32 or more.

KS1 Results 2022

Reading

Disadvantaged	Disadvantaged	2	50.0%	0.0%	DfE	51.3%	8.3%	0	0
	Other	11	100.0%	18.2%	DfE	72.1%	21.2%	3	0

Writing

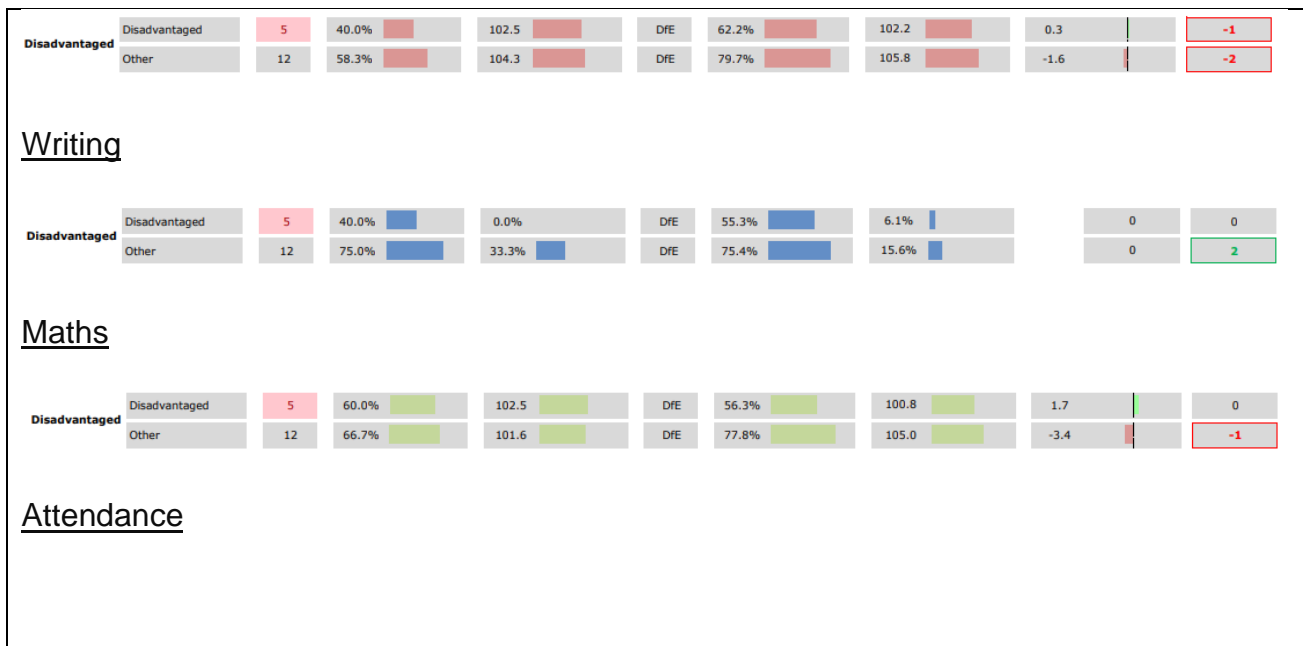
Disadvantaged	Disadvantaged	2	50.0%	0.0%	DfE	41.0%	3.1%	0	0
	Other	11	90.9%	9.1%	DfE	63.2%	9.6%	3	0

Maths

Disadvantaged	Disadvantaged	2	50.0%	0.0%	DfE	51.7%	6.8%	0	0
	Other	11	90.9%	18.2%	DfE	73.0%	17.9%	1	0

KS2 Results 2022

Reading



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
Jigsaw Jigsaw PSHE Ltd	Jigsaw Jigsaw PSHE Ltd
Purple Mash 2 Simple	Purple Mash 2 Simple
Accelerated Reader Renaissance	Accelerated Reader Renaissance

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.