

Tregolls An Academy

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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	Tregolls Academy
Number of pupils in school	280 (Ex Nur 16)
Proportion (%) of pupil premium eligible pupils	134 - 48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	Autumn 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Daisy Drury Head of School
Pupil premium lead	Mrs Amy Gibson Deputy Headteacher
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,990
Recovery premium funding allocation this academic year	£19,140
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	£213,130

Part A: Pupil premium strategy plan

Statement of intent

Tregolls an Academy serves a community with areas of significant social and economic deprivation. The school's location deprivation indicator is in quintile 4 of all schools. This results in a high proportion of children eligible for the pupil premium and significant associated challenges to meet.

The school identifies its most significant challenges below. These challenges are seen as the most significant barriers to these children achieving in line with non-disadvantaged peers nationally. The spending of this fund each year is intended to remove these barriers over time. Our approaches are designed to invest in provision over a longer period of time than just one year. The past few years of pupil premium reviews have demonstrated how disadvantaged pupil's attainment improves over the time they are with us. Often by year 6, the school has achieved in removing much of the attainment gap in core subjects (for example in 2019: the attainment gap was down to 3% in reading, and pupil premium pupils closed the attainment gap in writing and maths, exceeding national other pupils). This recognises that attainment gaps won't close in 1 year and investment in longer term strategies overtime is required which is very much part of our strategy.

At Tregolls, we support and challenge every learner to reach their full potential; we are committed to providing rich and relevant experiences, where creativity is celebrated; and we nurture children's self-esteem, to promote independence in a caring and secure environment, where every child matters.

The intention of our strategy is to invest in the strategies that remove the barriers to educational achievement so that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers, ensuring that pupils are challenged in all areas of their learning.

We know the significant positive impact of quality first teaching and put this at the heart of the school's strategy with a focus on areas in which disadvantaged pupils require the most support. To support this we are committed to ensuring high quality, individualised continuous personal and professional development for all our staff. We organise teaching and learning at Tregolls in order to meet the needs of all children in the best way. As a result, we allocate some pupil premium money to ensure that all children have their needs met.

Our approach involves a mixture of strategies that intend to raise the quality of teaching for all, provide targeted support for individuals through specific interventions and wider strategies that seek to broaden the life experiences and cultural capital of

disadvantaged children. The intention is that many of the investments are long term, intending to tackle entrenched problems that affect childhood life experiences and access to education.

We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met. We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals. We are aware that there are a growing number of families who could be classed as 'just about managing' who are not in receipt of pupil premium. We consider to this group to be possibly disadvantaged. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutor Programme/School Led Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

We recognise that not all our families are confident to engage directly with the school. We know that the Covid pandemic and associated lockdowns have had differing impacts on our children and their families and that our work can support recovery. Our approach will be responsive to the challenges and individual needs of our pupils, rooted in robust diagnostic assessment to ensure that pupils excel.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate that our youngest pupils typically start school with lower language skills than their disadvantaged peers. This is evident from Reception through to KS2 and in general, underdeveloped oral language skills and vocabulary gaps are more prevalent among our disadvantaged pupils than their peers.
2	<p>Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations of attainment, especially in reading, writing and maths.</p>

3	<p>Our observations, assessments and discussions with pupils and parents indicate that the effect of the pandemic has exacerbated social and emotional issues for many of our pupils, notably pupils who have suffered a lack of enrichment opportunities, neglect, abuse, parental mental health issues, anxiety or bereavement during the pandemic. This is also observed in classroom behaviour for learning with children either being passive or dysregulated. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support markedly increased during the pandemic. We realise that all our pupils required additional support with social and emotional needs on the return from the second lockdown. 73 pupils (49 of whom are disadvantaged) required targeted, tailored additional one to one or small group support to help them to access learning positively.</p>
4	Fluctuating levels of parental support of and engagement with the school and their children's home learning can lead to disadvantaged pupils making less progress academically and socially leading to reduced life chances.
5	Attendance levels of those pupils in receipt of pupil premium are lower than non-pupil premium pupils in the school which will impact on slower rates of progress and lower overall attainment. Perceptions of the importance of high and consistent attendance is of concern amongst some disadvantaged parents/carers
6	The percentage of pupils with an identified SEN continues to rise year on year. 21% of the school population are on the Record of Need well above the national average of 14.6% whilst we have a higher than average proportion of children, 8% of the school population, with ECHPs. 84% of children with SEN are disadvantaged well above the national average.

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
Improved oral language skills and vocabulary among disadvantaged pupils to ensure this group's skills are in line with all others.	<p>Children will make rapid progress in phonics lessons evidenced by regular assessment.</p> <p>Children's spoken language will become easier for adults and children to interpret leading to better communication of the children's wants and needs.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>Monitoring and learning walks demonstrate access to high quality vocabulary input and oracy development in lessons.</p> <p>The school's engagement with 'WellComm' is established, Elkan strategies are embedded further and staff are trained appropriately to ensure maximum impact.</p>

	<p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>By the end of KS2, to increase the % of disadvantaged pupils achieving the expected standards in reading, writing, maths and SPAG, reducing the attainment gap between non-disadvantaged peers in line with national figures.</p>	<p>Gaps in children's knowledge and understanding within the sequential curriculum will be rapidly identified and addressed.</p> <p>Very high quality teaching provision will be in all classrooms for all children.</p> <p>A comprehensive and individualised approach to continual professional and personal development will be in place to ensure quality first teaching is consistently developed and enhanced.</p> <p>Teaching assistants will be able to support pupils to develop independent learning skills and manage their own learning.</p> <p>Pupils eligible for Pupil Premium make more progress than 'other' pupils in order to narrow the attainment gap by the end of KS2.</p> <p>The progress of disadvantaged pupils is in line with national expectations in all subjects by the end of KS2 in 2024/5.</p> <p>Measured termly by teacher assessments, PRR, low stake quizzes, summative assessments and successful moderation practices established across the Trust.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>The school's implementation of the recovery curriculum ensures that pupils' mental health and wellbeing is forensic in meeting the needs of disadvantaged pupils, providing a team of experts to meet their needs.</p> <p>Disadvantaged pupil's needs are met and supported through challenging periods of their lives.</p> <p>Sustained higher levels of emotional well-being, mental health and resilience impact demonstrated by qualitative data from pupil/parent survey and teacher observations using 'motional'.</p> <p>Measured termly using qualitative data from student voice, student and parent surveys and teacher observations.</p>
<p>Further improved parental engagement, expectations and understanding for PP pupils.</p>	<p>School communication systems will be readily accessible and utilised by 100% of parents (e.g. Class Dojo and Parent Pay). Parent meeting opportunities will be widened including virtual meetings offered alongside physical face to face meetings to enable an increased percentage of parents to attend. Ultimately, impacting upon progress.</p> <p>Continue to upskill parents to be able to support with their children's home learning via parent platforms and child participation.</p> <p>Safeguarding and Pastoral Support Officer to develop further engagement with hard to reach families.</p>

<p>Attendance and punctuality improves overtime for identified families of disadvantaged children.</p>	<p>A comprehensive and progressive approach to supporting attendance (including celebrating strong attendance) will be in place.</p> <p>There will be no differential between the attendance of the groups in receipt of pupil premium and those not in receipt (or the gap will have diminished significantly).</p> <p>Attendance Lead and Safeguarding and Pastoral Support Officer is accountable for improved attendance, and this is a standing item in all SLT meetings to ensure that attendance for all children is in line with National figures.</p>
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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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training and coaching to embed 'WellComm' whole class S&L strategies and targeted interventions, as well as further embedding ELKLAN practice throughout the EYFS and KS1/2.	Research carried out by Ofsted and EEF highlights the vocabulary gap between disadvantaged children and others as being a significant factor in driving the attainment gap in core subjects. This aims to develop the speaking skills and associated vocabulary for all children. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2
Staff training in the effective teaching of vocabulary across the curriculum.	EEF research demonstrates the effectiveness of oral language interventions. We recognise that vocabulary size and the ability to use it correctly is a driving force behind underachievement in disadvantaged children. This training aims to upskill all staff in their ability to specifically teach oracy skills and specific vocabulary.	1, 2
Ensure continued investment and upskilling of staff to deliver quality synthetic phonics programmes. Ensure a progressive approach to punctuation and grammar (including SPAG meetings) supports the phonics programme.	EEF impact report of explicit and systematic teaching of phonics shows high impact for very low cost based on very extensive evidence. Skilled implementation can result in an average impact of the adoption of phonics approaches of approximately 5 months progress over the course of a year.	1, 2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training/ Maths Specialist training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence:	2

	Improving Mathematics in Key Stages 2 and 3	
Reading Awards scheme will continue, to recognise children's effort with reading. Reading ambassadors will promote the love of reading across the school.	There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).	1, 2
Staff training in the effective deployment of teaching assistants.	Evidence shows that effective deployment and training of Teaching Assistants can have a positive impact on learning. The EEF Guidance Report 'Making the Best Use of Teaching Assistants' provides seven evidenced based recommendations for the effective deployment and preparation of TAs so they can have maximum impact on pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 6
Provide coaching time with curriculum leads/SENCO (inc using video/teams) to improve teacher practices, ensuring quality time is provided for reflection.	'Developing great teaching' (Cordingley et al 2015) identifies emergent findings from an umbrella review of evidence that shows: Extended programmes of CPD, approximately 2 terms or longer, with iterative follow ups following the initial input create a 'rhythm' of activities that are most likely to have the greatest input for ongoing teacher development.	2, 6
Metacognition and Feedback Strategies will be used to support high-quality Wave One Teaching. Lesson observations and monitoring will focus on quality wave one teaching which enables pupils to develop valuable language and communication skills, incorporating metacognition and self-regulation approaches, supporting children to understand how they learn and to be able to overcome challenges.	The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.(EEF: 2021) 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. (EEF 2021).	2, 6
Support teaching staff to undertake NPQs in line with their interests / developmental needs.	Worth and van Den Brande (2019) findings (amongst others) indicate that where teachers are meaningfully involved in creating their own bespoke programmes, the most	2

	effective professional development opportunities are created.	
Ongoing TIS training for all staff to continue to embed a whole school trauma informed approach into routine educational practices and supported by professional development and training for staff.	Children need to be emotionally secure in order to access learning. This is supported by EEF +4. 'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment'	3
TA support for the classroom in the afternoons in Y1-Y6	Provide full time TA support every afternoon in all classes to support the structures and systems that we believe are essential to quality teaching and carry out the selected interventions for core subject areas. Well trained adults to deliver targeted support and interventions in reading fluency, vocab recall and number recall has demonstrated it has a positive impact on reading speed and developing long term memory of wider curriculum facts and vocabulary.	1, 2, 3, 6
Subsidised residentials and significant trips. Provide further opportunities for pupils to access to wide and rich curriculum experiences in teaching through visits/visitors and other enrichment opportunities.	These wider curriculum experiences form a key part in our curriculum that seeks to broaden children's cultural capital. By providing financial support to all disadvantaged families we ensure that all pupils have the opportunity to attend residentials and educational visits.	1, 2, 3, 5

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Baseline all nursery and reception children using 'WellComm' S&L toolkit and deliver targeted interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <u>Oral language interventions EEF (educationendowmentfoundation.org.uk)</u>	1

have relatively low spoken language skills.		
Targeted use of Teaching Assistants.	'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact than deployment in everyday classroom environments.' EEF Teaching Assistant Interventions.	1, 2
Targeted specific intervention for pupils requiring S&L.	'The average impact of oral language interventions is approximately an additional six months progress over the course of a year.' EEF (Evidence strength 4/5).	1
Specialist Mentor organised, trained and timetabled for pupils in year 1/2/3 to deliver RWinc intervention.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF.	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF '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.' EEF (Evidence strength 5/5).	1, 2
Engaging with the National Tutoring Pro-gramme to provide a blend of tui mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Add to the school's programme of communication by using 'Teams' for parents evenings alongside continued (and promoted) use of current communication tools eg Parent pay, Class Dojo	'Parental engagement has a positive impact on average of 4 months additional progress.' EEF (Evidence strength 4/5)	4
Jigsaw PSHE/RSE	Jigsaw PSHE/RSE A research study by Sheffield Hallam University found that: 'pupils' scores in the emotional literacy measure were above expectations... Teachers were able to give a number of examples of how they felt emotional literacy has developed in their pupils, for example pupils dealing better with anger, stress and being more open to discussing issues affecting their lives.'	3
<p>Safeguarding and Pastoral Officer (Co-ordinating the support for families and individuals, liaising with professionals and outside agencies to develop provision).</p> <p>Monitor and promote good attendance and punctuality leading to working with our poor attending families.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Safeguarding and pastoral Support Officer role changed to full time to ensure attendance meets our target of 97% for all pupils.</p>	<p>Our safeguarding data shows a significant rise in concerns for pupils and families in the post lockdown periods. The impact of the Pastoral Lead, co-ordinating response through the pastoral team meeting process (SENCO, Safeguarding, Pastoral Officer, Mental Health Lead, ARB, SLT and EWO) has ensured an efficient and effective response over the past 3 years that we have invested in this role. Relationships with our most vulnerable families are very good as a result of this role.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3, 5

Wellbeing Provision Safeguarding and Pastoral Officer and Mental Health Lead provide and organise provision for mental health and wellbeing support, continuing to build a team of experts and 'emotionally available' adults to forensically meet the needs of all pupils, ensuring that all pupils' needs can be met and supported through challenging periods of their lives.	Providing targeted TIS therapy to identified children in the mainstream school has ensured very vulnerable children have been able to access more learning time.	3
Whole school TIS approach continued and children receive targeted TIS sessions. Release time for practitioners to continue to be TIS accredited and upskilled. All staff receive whole school TIS refresher training. 2 additional TA trained to be TIS practitioners.	TIS is recognised as an effective approach supporting emotional resilience. Sutton Trust: Behaviour Interventions +3 months Sutton Trust: Social and emotional learning +4 months	3
Forest School Forest school provision provided by 'Wild Tribe' forest school practitioner for children in from reception- Y6. Children from each year group referred and baseline assessments completed to measure impact. 2TA to complete 'Wild Tribe practitioners Award' to be able to deliver forest school outdoor learning nurture sessions.	Forest School nurture sessions EEF indicates that outdoor experiences could have positive impacts on self-confidence, self-efficacy and motivation (+4 EEF).	1, 2, 3, 5, 6
Meet and Greet Emotionally available adults meet some children in the morning before school. In times of emotional need, these adults regulate the children before beginning academic learning. Senior leader meet and greet (HT and DHT) every morning and afternoon on the gate.	+2 EEF We have identified that Meet and Greet arrangements support attendance and arrival at school on time to begin the day happily.	3, 4
Access to Surfing lessons	Full surfing curriculum for Year 6 over the past 7 years has ensured 2 extra hours of physical activity, specific life saving skills have been learnt, a new sport has been introduced to and healthy, active lifestyles has been promoted to all children including our disadvantaged. Growing up next to the coast, these are recognised.	3, 5

We provide a morning minibus service to target disadvantaged pupils to support them to get to school and on time.	Using our minibus service for the last 7 years to target disadvantaged pupils has improved attendance their attendance.	5
We support some Pupil Premium pupils with music lessons so they are able to learn a musical instrument and also provide some pupils with Music Therapy.	EEF Arts participation indicates a +3 month impact on learning. Pupil Premium pupils are less likely to receive music lessons. Learning to play an instrument stimulates the brain, improving functions like memory and abstract reasoning skills.	3, 6
Specific in year responsive spend	This fund has ensured that we are able to respond to disadvantaged pupil's changing needs throughout the year. In past years it has supported pupil attending before and after school provision, purchased specific resources, paid for therapies and much more. This fund has shown impact by being able to respond quickly to pupil's needs meaning their education is not negatively impacted.	All

Total budgeted cost: £213,130

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 2021 to 2022 academic year.

Review September 2022:

Attainment

Data the end of KS2 2022 shows that 41% of disadvantaged pupils achieved combined expected in reading, writing and maths (compared with 42.6% nationally). 56% of disadvantaged pupils achieved expected standard in reading, writing and GPS compared to 64% of non-disadvantaged pupils. 44% of disadvantaged pupils achieved expected standard in maths compared to 50% of non-disadvantaged pupils.

Data the end of KS1 2022 shows that 42% of disadvantaged pupils achieved combined expected in reading, writing and maths compared with 38% of non-disadvantaged pupils. 47% of disadvantaged pupils achieved expected standard in reading compared to 50% of non-disadvantaged pupils. 53% of pupils achieved expected standard in maths and writing compared to 56% of non-disadvantaged pupils.

The year 1 phonics assessments at the end of 2022 showed that after a return to rigorous teaching, pupils made significant progress from their low starting points. At the end of the year, 60% of disadvantaged pupils passed the phonics check and there was only a difference of 2% between disadvantaged pupils and non-disadvantaged pupils when excluding our ARB pupils.

The disadvantage gap remains evident at the end of EYFS with 36% of our disadvantaged children achieving GLD (compared with 64% for the whole cohort). This is a focus for this academic year, with a particular focus of Communication and Language.

Our intent is always to close the academic attainment gap throughout the time the children are taught at Tregolls. The attainment gap upon arrival in the early years is already very significant for most disadvantaged pupils (evidenced by poor vocabulary, delayed speech and language and high numbers of pupils who struggle to communicate their basic wants and needs effectively). We have previously good trends of data that demonstrate the impact of our Pupil Premium spend in significantly closing the gap by Year 6.

Our internal and external assessments during 2021/22 indicate that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum, primarily to the Covid-19 impact, which disrupted all our subject areas to varying degrees.

Our internal data demonstrates that at the beginning of the year, the attainment of disadvantaged pupils was less than non-disadvantaged pupils in all subjects in all year groups. However, our data demonstrates that pupils made significant progress in all core subjects and by the end of the summer term, the gap had closed in some year groups in some subjects and narrowed in others. There are now more pupil premium pupils on track that at the beginning of the year in reading, maths and SPAG in all year groups. In writing and SPAG we have closed the gap in year 1, 2 and 5. In maths we have closed the gap in year 1 and 5.

Year Group	PP NOR	NOR %	Reading ARE GAP	Writing ARE GAP	Maths ARE GAP	SPAG ARE GAP
Year 6	18	46.2%	-10	-4	-14	-9
Year 5	20	52.6%	-10	13	1	7
Year 4	20	47.6%	-14	-31	-34	-35
Year 3	20	45.5%	-28	-11	-17	-18
Year 2	18	41.9%	-10	12	-20	8
Year 1	19	45.2%	-2	11	5	6

Year Group	PP NOR	NOR %	Reading GD GAP	Writing GD GAP	Maths GD GAP	SPAG GD GAP
Year 6	18	46.2%	-7	-10	-9	-19

Year 5	20	52.6%	-8	-1	3	-1
Year 4	20	47.6%	-31	-18	-14	-23
Year 3	20	45.5%	-18	-6	-19	-16
Year 2	18	41.9%	-9	-10	-3	1
Year 1	19	45.2%	-4	-7	1	-7

Tutors and School led tutors were employed across the school pupils in all year groups, particularly in years 3, 4 and 6. Data demonstrates that this had significant impact in reading and maths for some of our lowest pupils.

The RWinc Lead has trained and upskilled all RWinc Leaders providing ongoing support and coaching throughout the year. Monitoring demonstrates consistently good practice and pupils make good progress. RWinc whole school training is planned for 2023.

Writing Leads attended high quality CPD and created a progressive writing approach to SPAG. Writing reviews praised the approach and writing leads have presented to the English Network within the Trust.

The Maths Lead continues to work with the Maths Hub to embed mastery further. Teachers in Year 1, 3 and 5 received high quality CPD for the Maths Hub and disseminated good practice within their teams.

Speech and Language

Pupils in Reception received daily NELI (DfE recommended early language development programme) interventions for targeted pupils. These pupils had access to frequent small group language support, this is particularly beneficial for children who experience delays due to environment and paucity of stimuli. All EYFS TAs were specifically trained in NELI intervention and a 2 TAs completed the ELKLAN qualification. All staff received further ELKLAN training to embed speech, language and communication strategies further across the school. We are accredited as becoming the first ELKLAN communication friendly school in Cornwall. Pupils identified in need of additional targeted support were referred to our Speech & Language Therapist to receive 1:1 support. TAs across the school and school led tutors provided 1:1 Speech and Language interventions for pupils identified as needing additional support. 2 TAs

and a lead teacher are specifically EKLAN trained. Although EYFS baseline data for communication and Language demonstrated extremely low starting points, 64% of reception pupils achieved GLD, in line with National figures.

Wellbeing

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted due to COVID-19-related issues. Disadvantaged pupils returned to school demonstrating the effects of lockdown within more challenging family settings. Social isolation, food poverty, domestic violence, lack of structure and stimulation at home led to higher levels of dysregulation at school upon return and an increased number of pupils requiring immediate pastoral support and pastoral support throughout the year.

On returning to school in September, all pupil's resilience and wellbeing levels were assessed using our REST tool provided by Jigsaw (our PSHE resource) in order to identify the effective interventions to meet their needs. TAs provided targeted relational interventions while the Wellbeing coordinator provided counselling for pupils in need of support. We were then able to track their wellbeing and resilience from the starting point of their return to school in September.

Our pastoral team and Wellbeing Coordinator organised wellbeing provision for all pupils and provided targeted relational interventions for pupils who need additional wellbeing support. All staff received ongoing TIS training to ensure that all pupils needs are being met and supported, providing a trauma sensitive school. TIS strategies continued to be implemented throughout the school in order to maximise safety cues.

All children were greeted by their TA or class teacher on arrival to ensure that all pupils had their emotionally available adults to regulate them before starting learning.

A 'calm' room and morning club for targeted individuals enabled pupils to receive relational interventions and targeted support at break and lunchtimes for pupils who needed support in managing their emotions, specifically designed to bring down stress hormone levels.

Forest school, surfing lessons, beach trips, after school clubs, educational visits and residential all played a crucial part in the successful return to education last year post lockdown. Productive time in the outdoors learning to work and play together again had an impact on pupil's health and mental wellbeing.

Parental engagement

100% of parents are connected to ClassDojo and teachers post weekly learning updates and celebrations to keep parents informed and engaged. The school combined face-to-face and online approach to parent consultations improved

attendance, with nearly all parents engaging. Hard to reach families found this accessible. The format of meet the teacher meetings were adapted to include a child led performance capturing all parents. These will continue through 2022-3 to incorporate parent workshops, upskilling parents in reading, SPAG and maths to be able to support their children with their home learning.

Attendance

The work of the pastoral team meant families were able to return to school in September with confidence and although attendance was severely disrupted by COVID and lower than the previous year, overall it was in line with other schools. Attendance of disadvantaged pupils was 0.83% higher than attendance of all pupils and persistent absence of disadvantaged pupils was 0.05% higher. Attendance is much lower than previous years which is why attendance continues to be a priority.

Going forward

Our Pupil Premium Strategy is predominantly long-term objectives as we recognise changing the outcomes for disadvantaged children takes year on year investment.

Externally provided programmes

Programme	Provider
Ed Shed	
Maths No Problem	
Welcomm	
TT Rockstars	
Jigsaw (PSHE)	
Motional (TIS)	