

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	Delabole Primary School
Number of pupils in school	121
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 as part of a 3 year vision – Year 2
Date this statement was published	December 2021
Date on which it will be reviewed	Interim reviews: April, July and Final review: November 2022
Statement authorised by	James Pritchard
Pupil premium lead	James Pritchard
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,730
Recovery premium funding allocation this academic year	£4,930 plus £2073 Recovery funding carried forward – total: £7003
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
Total budget for this academic year	£53,660 plus Recovery carry forward = £55,733

Part A: Pupil premium strategy plan

Statement of intent

Delabole Primary School's Curriculum is a knowledge-engaged Enquiry curriculum – referred to as 'The Beautiful Tapestry of Learning'. There are 12 key values over a span of 2 years. Each half term there is an Enquiry question which drives the substantive and disciplinary knowledge required for each year group. Our intentional curriculum design reflects our ambition for children – regardless of their background or starting points - to make good progress in all areas of the curriculum through high quality Wave 1 provision. This is proven to have the greatest impact on closing the achievement gap for disadvantaged pupils, but will also benefit the non-disadvantaged pupils in the school.

Vocabulary development and high-quality texts are at the heart of every aspect of our provision. This is because Delabole children typically enter school with particularly low starting points. Many of our vulnerable learners start school without some of the key experiences that they need to draw on for their learning. In response, the school is committed to providing these through a rich and deeply immersive curriculum experience. As part of this commitment, pupils are deliberately bathed in language and high-quality texts by highly regarded authors. This is the driver for a curriculum which sets out with ambition to give **all** the children the tools they need to succeed.

The 'Incredible Importance of Stuff' is another strand across all aspects of the curriculum and is part of the drive to mitigate poor language development and lack of cultural capital on entry into school, by supporting learning with tangible objects which are rich with association and are a catalyst for reflection, curiosity and questioning. These objects are often a cultural hook which embed learning in context and drive the Enquiry. Strong visual hooks are also used to help children embed knowledge in memory. This is deepened through immersive learning experiences which take the children straight to the heart of curriculum content through carefully curated provocations which inspire questioning. This supports our disadvantaged children to know and remember more but also impacts on the whole school community in terms of cultural capital and a sense of belonging.

Our strategy is also integral to the wider school plans for recovery – both in academic and social and emotional development. It is designed to target support for the children who have been worst affected by interruptions to school-based learning and aims to maximise their learning potential by removing fundamental barriers to progress. For both disadvantaged and non-disadvantaged learners, this is a plan which has a focus on equity and entitlement at its core.

Our statement of intent will be responsive to the needs of the children. In a small school with fluctuating numbers in cohorts, we continually reflect and adapt to meet the changing needs of our children. Increasingly, we recognise the need to build a sustainable infrastructure around the Social, Emotional and Mental Health strand of support for our vulnerable learners. Pupil deprivation and the impact on mental health/readiness to learn is potentially a limiting factor to securing aspirational achievement targets. The development of a highly ambitious programme of nurture and wellbeing which underpins pupil behaviour and readiness to learn will be the driver for removing barriers to learning and engaging vulnerable families. Attendance will be front and centre of this. Inclusion will be a driving force for all aspects of provision

Challenges

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

Challenge number	Detail of challenge
<p>1</p> <p>Lost momentum of Reading fluency post Covid lockdown</p>	<p>Recovery Plan as core priority. Particularly for those children for whom the advantage gap has widened during interrupted in-school provision.</p> <p>KS1 priority Linked to baseline assessment conducted across KS1 in Autumn 1. Evidence of low starting points compounded by 18 months of lost momentum and contextual barriers to online learning– the widening of the gap in phonics, early reading accuracy and fluency as well as vocabulary development is most marked in KS1. Priority target group - Years 1 and 2.</p> <p>KS2 Priority Linked to baseline assessment data in KS2 Autumn 1 – children bridging from KS1 to KS2 who have not achieved reading fluency – compounded by 18 months of lost momentum and inconsistent online engagement during school closure. Priority Target group – Years 5 and 6</p>
<p>2</p> <p>Lost momentum of early language development and poor cultural capital</p>	<p>Economic challenges in our school community are high. Most recent IMD/IDACI scores indicate that deprivation factors around Delabole can be masked. In school, we see evidence of families on subsistence and the impact this has on wellbeing/capacity to support children for school-readiness.</p> <p>Families in Delabole are largely in employment but for many, employment is seasonal, and wages are low. For this reason, families can be close to subsistence – particularly during off season times of the year. This impacts on emotional wellbeing and resilience for learning. This also impacts on home learning/the practice and consolidation of fundamental skills - such as reading - in families who are struggling to support. This was especially true during the lockdown period if parents were working from home with limited access to online resources.</p>
<p>3</p> <p>Pupil self-efficacy and SEMH development as a pre-requisite for effective learning</p>	<p>A significant proportion of PP pupils do not yet have the capacity to own the learning process and be independent. Their stamina and sense of agency are low. This is a key area of development across all abilities and is a signifier of low self-image/poor stamina. Pupil self-efficacy is a core aspect of our School Improvement Plan for 2021-2022</p> <p>Recovery Plan as a core priority We are aware that the most vulnerable learners in all phases are those with challenging behaviours, poor self-efficacy and limited engagement for online learning from home. These children have returned to school with fragile self-esteem and poor self-efficacy. Staff recognise that these are fundamental prerequisites for learning and so the emotional resilience of learners needs to be a core element of our response to school closure and our recovery plan both in the short and long term.</p>
<p>4</p> <p>Attendance as a fundamental entitlement</p>	<p>Poor attendance is an additional barrier which compounds the underachievement of many of our most vulnerable learners. A significant number of our pupils have to contend with high mobility through housing issues. For a small number, continuity of provision in one school is critical, following high levels of mobility from one educational setting to another.</p> <p>Poor access to our digital learning offer (particularly during the event of school closure) is now a critical issue in ensuring equity of provision for our most vulnerable learners and ensuring that the advantage gap does not continue to widen.</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
<p>Objective 1 Phonics and Reading Fluency as an ‘unlocker’ to full curriculum access</p> <p>To further secure the highly skilled and consistent deployment of the RWI phonics programme across EYFS and KS1 so that all children achieve early fluency in reading.</p> <p>To embed the deployment of strategically targeted RWI Fresh Start programme for pupils in KS2 who have lost momentum of progress/not yet achieved Reading fluency so that their reading capacity is unlocked, and they can access the wider curriculum. (The critical transition in KS2 from learning to read to reading to learn).</p> <p>To ensure sustained momentum and quality of language acquisition in all classes – but particularly in Reception and Key Stage 1.</p> <p>To secure accelerated progress in the fundamental skills of Phonics, Reading and early Writing development. Phonic Screening outcomes are at least in line with National and KS1 outcomes for Reading and Writing are consistently above 75%</p> <p>To ensure vocabulary is enhanced in KS2 and outcomes for Reading at KS2 are at least in line with National. Those children working below Expected cross the threshold to meet age related expectations by the end of KS2.</p>	<p>Children with barriers to learning in Reception receive quality first Wave 1 teaching which is enhanced through bespoke, layered support to boost oracy, increase phonic awareness and apply these to the Reading ELG. The gap closes rapidly due to the skilled deployment of the RWI phonics programme.</p> <p>As pupils transfer to KS1, the focus continues in order to ensure vulnerable children achieve Expected in line with their non – Pupil Premium peers. Read Write Inc provision is a significant factor in accelerating progress in phonics, accuracy and fluency in Reading so that the advantage gap closes.</p> <p>In KS2, Reading and Writing outcomes at EXS and GDS are consistently strong so that the gap between disadvantaged and non-disadvantaged children closes.</p> <p>Across all phases, pupils are empowered to own and use language specifically linked to subject knowledge but also the language of ‘learning’ and the language which frames emotional intelligence so that they can articulate their understanding both academically and emotionally.</p>
<p>Objective 2 Emotional Resilience</p> <p>All stakeholders recognise that pupil wellbeing is a fundamental pre-requisite for learning. Staff are well equipped to support pupils with complex needs and layers of vulnerability, so that they are ready to learn and have high levels of resilience.</p> <p>Trauma Informed approaches are deployed across the school and layered in response to whole class and individual need.</p> <p>The most vulnerable pupils receive bespoke, closely monitored support with social and emotional development. As a result, highly vulnerable pupils develop resilience, sustain learning and achieve success.</p>	<p>Challenging behaviour and incidences of dysregulation arising from pupils in crisis due to anxiety and mental health issues, continue to decrease. Those who present with multiple vulnerabilities receive high quality, consistent provision which addresses their needs.</p> <p>Children with Adverse Childhood Experiences (ACEs) receive timely and bespoke Wave 2 and 3 Trauma Informed Schools provision which complements the whole school culture of care and nurture. Where appropriate, they are supported by external agencies.</p>
<p>Objective 3 Metacognition and self-efficacy</p>	<p>The science of Teaching and Learning Pedagogy is high on the school’s agenda and permeates through</p>

<p>Children are active learners with high aspirations. They own the language of learning skills (metacognition) and have a growth mindset. This enables them to drive their own progress against models of excellence. They achieve to their best potential and are empowered.</p> <p>Staff receive high quality professional development linked to evidence-based research on metacognition and teaching and learning pedagogy. This is drawn down from highly regarded expertise such as EEF and Kingsbridge Teaching School.</p> <p>Staff confidently and consistently drive learning processes which maximise pupil efficacy and secure strong outcomes for even the most vulnerable pupils.</p>	<p>multiple professional development opportunities for staff.</p> <p>Staff consistently deploy methods which enable and empower pupils to secure knowledge and transfer it to long term memory.</p> <p>There is a shared language which frames 8 key dispositions for learning. Pupils understand the mistakes process and embrace challenge. A growth mindset increases resilience and risk taking in learning.</p> <p>High quality opportunities for focused feedback ensure that pupils have a clear grasp of progress against aspirational models and are able to demonstrate their understanding to teaching staff through 'visible learning' opportunities.</p> <p>Pupils reflect on their learning process as well as their outcomes and demonstrate increasing self-efficacy. There is a shared language around ownership and accountability for learning.</p>
<p>Objective 4 Entitlement to learn.</p> <p>Increased attendance rates for all learners – but particularly those with vulnerabilities - are recognised as an entitlement to learn and to build confidence through consistency of attendance.</p> <p>For any incidence of school closure, pupils' learning is sustained through the provision of an accessible and meaningful Digital School Offer where virtual learning sits alongside 'in-class' provision. Children disadvantaged by lack of access to online learning are supported and enabled.</p>	<p>Attendance figures for all children – but with a particular focus on vulnerable learners, are greatly improved and are stabilised at 95%. Parents understand the impact of lateness and persistent absence. They support the school's drive to ensure pupils achieve their entitlement. Pupils attend school and are safe.</p> <p>In the event that children cannot attend school, there is a layered school offer to mitigate the risk of lost learning and ensure that pupils remain on track with support from teaching staff. Parents feel supported in engaging their children.</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: £19,106

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>1.Improved phonics and oral language skills Reception and KS1 facilitated by a designated Reading Lead employed 0.3</p> <p>The further embedding and refinement of Read Write Inc phonics as a systematic, highly quality approach to phonics, blending and vocabulary development.</p> <p>Reading Lead to continue to coach and refine practice –both Wave 1 and for those deploying strategically targeted intervention across all priority year groups.</p>	<p>EEF Phonics development – moderate impact for low cost – extensive research +4 Peer tutoring moderate impact for very low cost – extensive research +5 KS1 scenario</p> <p>Evidence-based research linked to RWI phonics programme and existing Wave 1 provision. This is about extension and depth of existing provision and has strong potential to be sustainable and impact on Reading achievement over time.</p> <p>Pupils are assessed and streamed to focus high quality phonic provision and target gaps. Groups are homogenous and fluid to allow for appropriate match to need and rapid momentum of progress.</p> <p>Daily catch-up interventions deployed for an integrated, layered approach.</p>	<p>1 and 2</p>
<p>2.Accelerated progress in Reading and Writing for KS1 pupils</p> <p>This provision continues to be driven by highly trained RWI practitioners and is also supported/balanced by high quality picture books to share and promote a love of reading.</p>	<p>Review of progress of lower achieving/vulnerable pupils in Yr 1 and 2 indicates that they have phonic gaps due to school closure and struggle to apply basic skills in phonics with confidence and consistency.</p> <p>This lack of automaticity impacts on early Reading progress and writing skills.</p> <p>SLT identified a need for absolute match of Reading books to phonic phases in order to track application of phonics and build accuracy and fluency with increased confidence/momentum.</p>	<p>1 and 2</p>
<p>3.The sustained refinement of vocabulary development at the heart of our Knowledge – engaged, Enquiry-led curriculum which is tailored to the needs of our pupils.</p> <p>Through carefully sequenced, meaningful learning opportunities which are embedded in context, children will be engaged in deep and rich experiences. These will enable them to transfer knowledge to long term memory increasingly effectively so that core</p>	<p>Through ongoing observation, SLT and teaching staff have identified a decline in fundamental vocabulary as children transfer into school.</p> <p>The school recognises the impact of the ‘vocabulary gap’ as a cap on the potential of all children, but most especially those who may be experiencing social disadvantage.</p> <p>Vocabulary is not only linked to cultural capital, but also cognitive ability. Children need words in order to shape thoughts and meaning about the world and</p>	<p>2</p>

<p>knowledge and understanding of themselves and the world they live in is embedded over time.</p> <p>All learning will be driven by aspirational language and vocabulary development will be at the core of each lesson.</p>	<p>themselves in it. We recognise language acquisition as a tool for emotional wellbeing, and a fundamental pre-requisite for forming effective relationships. This will drive our full spectrum Curriculum.</p>	
<p>4.To ensure our children have aspirational and inspirational opportunities to develop and apply language skills.</p> <p>Affiliation to Royal Shakespeare Company. Our school continues to adopt 'ensemble' approaches to collaborative learning through performance.</p> <p>Pupils of all abilities but with a focus on high achieving PP children, perform on stage at Falmouth university/ Hall for Cornwall</p>	<p>SLT recognise that both lower and higher achieving PP children need inspirational opportunities linked to higher education and wider national initiatives as a catalyst to build confidence and motivate them to achieve highly. This is part of the development of their cultural capital.</p> <p>There is ongoing evidence from past projects that ensemble work builds capacity to collaborate effectively and engage as a learner, regardless of starting points.</p>	2

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

Budgeted cost: £6,712

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1.Improved Phonics outcomes linked to Reading and Writing at Yr 1 and KS1. The closing of the advantage gap. Children make significant progress from their baselines and are back on track by end of year</p> <p>Bespoke packages of support across Wave 2 and 3 (small group and 1:1) delivered by experienced teachers and TAs.</p>	<p>EEF Reading fluency and comprehension strategies high impact for low cost – extensive research +6</p> <p>Initial baseline data across EYFS and KS1 has enabled teachers to conduct a diagnostic and identify clear entry points/gaps in knowledge.</p> <p>Targeted daily afternoon support informed by diagnostic assessment every 6 weeks and delivered to close the gap in phonics and early Reading fluency.</p> <p>Initial baseline data across KS2 has enabled teachers to conduct a diagnostic and identify clear entry points/gaps in knowledge.</p> <p>Assessment has identified individual children and profiled them into groups so that the programme can be deployed effectively.</p> <p>Targeted daily afternoon support informed by diagnostic assessment every 6 weeks and delivered to close the gap in phonics and early Reading fluency.</p>	1 and 2

<p>2. Through sustained refinement of Teaching and Learning Pedagogy, increased proportions of pupils achieving Expected at end of each key stage.</p> <p>Ongoing consolidation of Learning Toolkit and Growth Mindset work to increase resilience and support a focus on pupil effort and accountability.</p> <p>Whole staff training linked to metacognition and evidence-based research. The ongoing development of consistent pedagogical strategies to engage pupils, secure accountability and give them ownership of learning process.</p>	<p>EEF Metacognition and feedback - high impact and low cost based on extensive evidence +7</p> <p>A number of pupils remain passive and lack independent learning strategies. They do not respond to marking feedback. The SLT will continue to drive significant change in approaches to how we shape lessons and deploy marking/feedback through lesson study around effective feedback.</p>	<p>3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £29,483

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. All stakeholders recognise that pupil wellbeing is a fundamental pre-requisite for learning. Supported by the TiS/PSHE Lead, staff are well equipped to support pupils with complex needs and layers of vulnerability, so that they are ready to learn and have high levels of resilience.</p> <p>The provision of a specialist TIS lead practitioner drives whole school and bespoke social and emotional support matched to cohort, small group and individual need. Bespoke provision delivered by TA/MDSA across the school.</p> <p>The high prioritisation of Health and Wellbeing Leadership</p>	<p>The long-term impact on emotional wellbeing and resilience for learning evidence post lockdown set against the socio-economic context of the families. The impact on capacity for home support – both through online learning and the practice and consolidation of fundamental skills - such as reading.</p> <p>There is significant research into the impact of trauma on brain development in formative years which suggests that new templates for learning and wellbeing need to be laid down by highly trained practitioners in order to redirect behaviour responses.</p> <p>Pupils returning from Covid-19 school closure are exhibiting evidence of sedentary lifestyles. They lack personal drive and resilience. This will continue to be an aspect of wellbeing driven through our PSHE and sports provision and a healthy, active lifestyles focus.</p>	<p>3</p>

<p>designated to a staff member (no cost)</p>	<p>In order for high quality provision to be sustainable, it must be tied into the whole school context so that pupils have meaningful, 'safe' opportunities to develop their skills and build their resilience in multiple opportunities. This will be driven through PSHE.</p>	
<p>2. Increased attendance rates for pupils eligible for PP</p> <p>A variety of approaches linked to supporting increased attendance and decreasing persistent absence for at risk pupils.</p>	<p>Research from NfER indicates that in order to close the gap for disadvantaged and vulnerable pupils, we must first ensure that they maximise attendance.</p> <p>Attendance below 95% has an inverse impact on progress, behaviour, confidence and self-image as a learner</p> <p>Many PP children are victims of persistent absence through changing family contexts and hard to engage families.</p> <p>The SLT understand that there is a need to engage with these families from the outset and build good habits of attendance.</p>	<p>4</p>

Total budgeted cost: £55,301

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.

Last Year marked Year 1 of a 3 Year Strategy which has been strengthened in response to the impact of school closure on our most vulnerable learners. Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. The school has therefore reflected on the impact of measures deployed last year and drawn on internal evidence.

Improved Phonics and Early Reading Fluency

Despite interruptions to in-school learning, this has been a strength of the school sustained over two years. Staff have been ambitious in their drive to secure strong outcomes for pupils regardless of context and have strived to secure early reading fluency as the 'unlocker' for sustained learning across all subjects. This is supported by outcomes for Phonics/Reading GLD at end of EYFS and Year 1 phonic/Year 2 phonic outcomes. All are above National figures.

For the minority of children who still have barriers to Early Reading fluency, there continues to be layered bespoke provision as part of an intensive Recovery programme.

The continued provision of high-quality training and incremental coaching delivered by the Reading Lead was instrumental in securing a highly successful digital offer during school closure, and will quality assure the impact of provision moving forward.

The Development of Metacognition at the Heart of Enquiry.

The impact of this aspect of provision was significantly slowed by school closure and following staff reflection on diminished levels of pupil motivation and stamina on return to school, remains a high priority moving forward. This aspect of School Improvement is a priority for 2021-2022 and as such will continue to be developed as a pre-requisite for maximising outcomes not only for our most vulnerable children, but for all pupils. Never before has the need for agency and pupil ownership of the learning process been so critical.

Pupil Wellbeing – PSHE Development

High quality training was delivered to the whole staff from Julia Harmieson (TISUK) in order to support the strengthening of school culture.

A key member of staff has been fully trained as lead practitioner (SENDco) and support was effectively disseminated across the staff with a particular focus on TAs responsible for more bespoke wellbeing/behaviour interventions.

As a result of cohesive Wave 1, 2 and 3 provision, incidences of challenging behaviour have significantly decreased as have fixed term exclusion figures. The SEND Record of Need shows a significant shift from more prevalent high level SEMH issues to a greater need for Communication and Language support. That said, a high number of children continue to exhibit passive learning behaviours and lack of confidence/self-esteem. There are a number of children who would benefit from responses which address Developmental Language Disorder through a whole school focus on robust vocabulary development, moving into 2021-2022.

The school took on the status of Early Adopter for the new RSHE Curriculum and as such was able to prepare and trial new aspects of curriculum ready for statutory changes from September 2021.

Attendance – Entitlement to Learn

Attendance for all pupils began to show improvement in 2019-2020 and into 2020-2021 before school closures due to Covid-19 - and for vulnerable learners the impact was heightened. Attendance increased from 92% to 94.3%

During lockdown, the school was relentless in its response to home learning with a robust digital offer which included daily, high quality, bespoke RWI delivery. Barriers were systematically removed for all children and especially those vulnerable learners who could not attend school – this included the provision of laptops and 1:1 support for parents where needed. The parent survey post Covid reflects the mainly positive response from parents and an acknowledgement that the school is robust in sustaining learning and positive relationships with the majority of families – with a focus on the fundamentals of Reading development.

Post lockdown and due to Covid related absence, attendance has been hit hard. Persistent absence remains higher for disadvantaged pupils than for 'other' pupils. Overall persistent absence, although improving, remains too high.

Externally provided programmes

Programme	Provider
Phonics and Early Reading Development	Read Write Inc.

Service pupil premium funding (optional) Not Applicable