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**Pupil Premium Review 2022-23**

At our school, we take very seriously how we spend money granted to us. This is especially true when those finds are allocated to us to support the more disadvantaged children to “catch-up and keep-up”! The school leadership team work with central trust colleagues and local governors in order to review the relative effectiveness of the school expenditure.

This review took the form of:

* reviewing the first year of the three year plan;
* reviewing sharing school priorities, especially in the light of moving away from pandemic measures;
* review of PP Funding Allocation for 2020/21
* reflection on the Quality of Education and recently published outcomes of school examination.

School published outcomes from national tests is available – effectively as an appendix on the school website.

**Activity in this academic year**

This details how we spent our pupil premium (and recovery premium funding).

**Teaching (for example, CPD, recruitment and retention)**

Budgeted cost: £92,739

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| **Activity** | **Evidence that supports this approach** | **Review commentary** |
| Employment of a 0.9 Assistant Headteacher – (cost redacted) | This position ensures that the school has a non-teaching SENDCO and Child Protection lead, ensuring that we have the maximum capacity to respond to significant student need.  EEF Trust / Ofsted ‘Spending PP successfully to maximise achievement”: +4 months/ p18.  | The DSL/SENDCo position provided for a strong safeguarding and SEND culture – as reflected in previous Section 8 inspections by ofsted and by TPAT trust review. However, long term illness led to the psotholder stepping away from the role, with the Headteacher taking on DSL/Personal Development responsibilities and the promotion of the Associate SENDCO. These deciusions maintained that strong culture and practice. |
| Curriculum enrichment and resourcing (£12,000) | Purchase of appropriate and new curriculum resources to ensure an enriching programme core and wider curriculum that allows children to learn, remember and do more.  for all.  This includes a variety of areas.  The approximate cost is £30,000.  The cost identified in this document is only one third of the actual cost, the pro-rata for PP expenditure.  EEF Trust / Ofsted ‘Spending PP successfully to maximise achievement”:+4 months - phonics strategies +6 months - reading comprehension expenditure / P6 – recommended strategy  | The curriculum resourcing is an essential pre-requisite to Hillfort’s curriculum – much of which is bespoke to Hillfort children and context. At a time where much money within schools is spent on high staffing budgets, the need to ring-fence money for acquisition of curriculum resource is significant. |
| Books stock acquisition – for library and for Whole Class Reading (£10,000)  | This money ensures that there will be ongoing investment in books (including audible/kindle) of various kinds to ensure that all children have access to suitable fiction/non-fiction – and that there is sufficient stock to ensure books are matched to their readers.  EEF Trust / Ofsted ‘Spending PP successfully to maximise achievement”:+4 months - phonics strategies +6 months - reading comprehension expenditure / P6 – recommended strategy  | Similar points to those cited above apply here, but we should note that Reading is an absolutely essential component part of our vision at Hillfort. We know that due to the Matthew effect, the national research around 2 in 5 children not owning books, and the localised context around Hillfort. Going forward, we are about to complete a library renovation, together with a £7.5k Foyles grant and the purchase of a Cornwall Library Service Gold membership. |
| CPD training for staff (£5,000)  | Various training packages are purchased in order to develop the capacity of serving staff.  This includes the NPQ suite of qualifications, the Big Leadership (Peter Hymen) programme, Read Write Inc. training and wider training.  All of the above is then divided to identify the pro-rata rate for PP expenditure.  EEF Trust / Ofsted ‘Spending PP successfully to maximise achievement”:+Various, e.g behaviour interventions lead to + 3months. P6 – recommended strategy  | Ongoing staff training is helpful in developing staff capacity. |
| Awarding of interim TLRs (3b) to create positions of Leading Teacher and of Associate SENDCO. (£4600)  | The creation of the Leading Teacher role will mean capacity for the development of the “Hillfort Way” i.e. videos/good practice exemplifying good practice.  The creation of the Associate SENDCO role will allow for additional capacity at a time where our lead SENDCO is dealing with a spike in safeguarding referrals.  | These positions certainly have added impact. One has been converted into an Assistant Head role (Leading Teacher, curriculum and assessment) whilst one stepped into the role of Interim Lead SENDCo.  |
| Employment of Supply cover for 3 weeks – 1 week per term. (£2775)  | This will ensure that the subject leaders have sufficient time in which to ensure coverage of the curriculum – through planning and Quality Assurance.  The EEF Guide to Pupil Premium usage identifies that supporting teachers’ professional skills is a top priority, thereby benefitting children’s progress   | This provision occurred, allowing teachers to develop their curriculum planning and quality assurance. |
| Music lessons with Cornwall Music Hub (£1364)  | Cost of subsidised lessons (class lessons in Yr3, small group and 1-2-1 lessons).  Note: these lessons themselves are subsidized by the Cornwall Music Hub, ensuring that this represents real cost-efficiency.    The cost identified in this document is only one third of the actual cost, the pro-rata for PP expenditure.  EEF Trust / Ofsted ‘Spending PP successfully to maximise achievement”: +2 months/ p4.  | Having had poor quality lessons the previous year, the decision to secure a cornet teacher who is a Veteran from the Marine corps has prompted more pupil interest. This is more in keeping with local brass band tradition and should provide a much more structured and inspiring opportunity.  |

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

Budgeted cost: £36,422

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| **Activity** | **Evidence that supports this approach** | **Review commentary** |
| Specialist 0.3 Reading Leader (cost redacted) | It is clear from multiple sources that having a skilled Early Reading leader is critical – and that they have dedicated time to complete their duties effectively. By offering this role, the school effectively has it own “in house” phonics consultant – such is the priority we place on reading! | The colleague in question has provided knowledge input, and this is reflected in the external audit from the Kernow English hub. Phonics results have risen from the previous year. |
| In house alternative provision bursary (£5,000)  | Where very vulnerable children are in need of targeted academic/pastoral alternative support, but the units have no space – we have to create our own to avoid Permanent Exclusions.  This allows children to have additional opportunities to stay within an inclusive environment. This is not a recommended strategy per se – research is lagging in this area.   | This money was in fact diverted into external AP provision. The wave of covid in 2021-22 meant that we did not have the staffing capacity to offer this, and in fact purchased a much more costly service for relevant children. A significant jump in temporary suspension and permanent exclusion has led to significant additional financial support here to ensure that children are given as many chances as possible to succeed. |

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

Budgeted cost: £87,400

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| **Activity** | **Evidence that supports this approach** | **Review commentary** |
| Walking bus and Breakfast Club subsidy (£21,500)  | Subsidised entry to Breakfast Club for PP learners and their parents throughout the year – this covers reduced entry and enhanced staffing.  This also covers the cost of the Walking Bus to support bringing vulnerable children to school.  EEF Trust / Ofsted ‘Spending PP successfully to maximise achievement”: +2 months P4 – recommended strategy  | Breakfast Club entries continue to rise, and hit record numbers. PP numbers are overly represented in these.  Individual children have been supported in this, alongside other provisions such as Food Bank referrals. Alongside the issues around ‘cost of living’, this is an integral part of the role we play in our community. In our view, given the pressures on attendance aross the school – and especially for disadvantaged children – services like this are integral. |
| Ring-fenced fund for PP+ children (£18,000)  | This money is specifically ring-fenced for children who have been in care for at least one night in their lives.  It would be inappropriate to highlight these strategies publically, as it might allow the public to identify specific individual children.  | N/A  |
| Employment of staff and accreditation with The Thrive Approach (£15,000)  | This position is intended to support some of the children who are at most risk of exclusion by (a) pro-actively (b) re-actively through development of social norms.  The figure is reduced pro-rate for PP take up of this provision. EEF Trust / Ofsted ‘Spending PP successfully to maximise achievement”: + 4 months, P19 – recommended strategy   | The recognition of the school as a national leader in best practice by The Thrive Approach was a moment to be proud of. This has been instrumental in the holding down of exclusions, the significant reduction in incidents of positive handling and the relatively high attendance rate.  |
| Bursary fund for wider school trips/experiences/residentials  (£10,000)  | To support the school curriculum, Hillfort run a lot of educational experiences.  To support these, a subsidy is available as appropriate for PP learners.   EEF suggests that this adds 4 months.  | This bursary was fully spent, supporting a range of educational experiences. However, it is of note that the take-up of trips has been much more challenging this year – largely reflecting the ongoing cost of living issues/National Insurance rise. |
| Purchase of additional SLA time with Educational/Clinical Psychologists (£10,500)  | Appropriate support for some of the most vulnerable children in school.    EEF Trust / Ofsted ‘Spending PP successfully to maximise achievement”: +4 months, P25 – recommended strategy  | This has been exceptionally helpful in co-ordinating the school response to those with SEND needs. This amount actually went up mid-year, reflecting the need of the school. |
| Extra curricular provision – Academies (£10,000)  | At Liskeard Hillfort we have established two Academies – Sports and Performing Arts.  A third one (Chef’s Academy) is due to stay after Christmas.  These are run by external providers such as Plymouth Argyle FC, Plymouth Albion RFC and the Early Energy Centre drama school. Specific children will be targeted to join.   EEF Trust / Ofsted ‘Spending PP successfully to maximise achievement”: + 2 months / P7 – recommended strategy  | These activities have been exceptionally popular in the round, and have resulted in some real successes. The innovative Arts Academy model with a free meal provided has led to children acting on a professional stage. Equally, the football academy are now Cornwall Champions.  |
| Educational Welfare Officer – bespoke provision  (£2,400)  | Cost of providing an EWO in order to support attendance issues.  Our contract is with our local secondary school so that family issues across Liskeard can be tracked seamlessly.  The cost is a one third pro-rata of the actual cost.  Recommended strategy from p18 of ofsted ‘Spending PP successfully to maximise achievement”:  | The EWO offer has helped the school to maintain a robust approach to attendance, but the demands on that colleagues’ time by the provider have increased significantly. Consequently, we were not able to get the same value-for-money as in previous years, and have dispensed with the se4rvice for 2023/4.  |

**Total budgeted cost: £216,561**

**Conclusion**

Staff at Liskeard Hillfort Primary School are committed to ensuring disadvantaged and vulnerable children receive a high standard of education that meets their needs, both academically and holistically. The leadership team have addressed the recommendations from the previous review as best they can in the context of the Covid-19 pandemic. The budget has been used effectively and deviations from it are logical and for the greater good of the children. A great deal of energy has gone into improving the quality of education for all children at Hillfort, with particularly positive outcomes for 3rd quartile children, of which the majority of PP children fall into. New, research-based methodologies have been carefully considered, implement, monitored and improved, such as the MAPA model and the RADAR model. The school recognises that they are on a journey and shows excellent self-awareness and realistic reflections on what is working well and what needs to be improved. There is good provision for PP children at Liskeard Hillfort Primary School.