# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 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. The effect of last year’s spending of pupil premium had within our school is in a separate document on our school’s website.

## School overview

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| Detail | Data |
| School name | Liskeard Hillfort Primary School |
| Number of pupils in school (Oct census 2022) | 398 |
| Proportion (%) of pupil premium eligible pupils | 129 (inc. 4 service PP) |
| 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 | Sept 2023 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Tim Cook |
| Pupil premium lead | Tim Cook |
| Governor / Trustee lead | Jill Deacon |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £185,759 |
| Recovery premium funding allocation this academic year | £17835 of Recovery funding |
| 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 | £203,594 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The Government provides schools and academies with a ‘pupil premium’ which is additional to main school funding. This funding is provided to raise the attainment of disadvantaged pupils and close the gap between them and their non-disadvantaged peers on a national basis. Schools and academies are held accountable for the spending of these monies; performance tables will capture the progress and achievement of disadvantaged students covered by the Pupil Premium.    At Liskeard Hillfort Primary School we are committed to meeting the pastoral, social and academic needs of all children within a caring environment. As with every child in our care, a child who is considered to be ‘socially disadvantaged’ is valued, respected and entitled to develop to his/her full potential, irrespective of need. Our core principles emphasise that there should be no underperforming groups of students and we want all children to make at least good progress.  The school receives Pupil Premium funding, which is additional to the main school budget. The Pupil Premium funding (currently £1320 per eligible child, per year) is allocated to pupils who are either currently eligible for free school meals or who have been eligible in the last 6 years.  Children of Service Personnel are funded at the rate of £300 per year. Children who are in care or who have been in care are funded at an enhanced rate of £1900 per year.  **How is the impact monitored?**  The monitoring and evaluation of the progress of all children is robust and is conducted in the following ways:   * through regular pupil progress meetings where any child who is not on track or who is in danger of being left behind is identified; * weekly attendance data is scrutinised to identify if any pupil at risk of falling in to persistent absence (PA); * assessment points which enable the academic progress of children throughout the school to be identified.   In the approaches above, pupils eligible for pupil premium funding are monitored and supported through the range of resources the school has to offer. We compare the learning and achievement of children who are entitled to pupil premium to their non-disadvantaged peers nationally with those children who are not entitled. This provides statistical outcomes from which areas of strength and further development can be identified. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | All academic coverage is lower, due to the loss of time around Covid 19 pandemic. |
| 2 | Academic attainment is lower in KS2, as might be anticipated by the Matthew effect. The gap in progress for Reading is of particular concern, especially for our SEND learners. This was especially true in 2022/23, with underlying attendance concerns also contributing greatly. |
| 3 | For English, PP children are particularly struggling with e.g. Inhibited communication skills and a vocabulary deficit, leading to general underachievement, especially in Reading and Writing. Lower frequency of reading at home leading to reduced literacy levels in areas such as retrieval and inference. There can be limited parental support with activities such as homework to support with English therefore children are not consolidating their learning outside of school. Limited experience of out-of-school personal development opportunities/experiences which then limits their understanding of experiences that other children in the cohort might have participated in. It also limits what first hand experiences they have to write about. As children often write as they speak, they are not always encouraged to speak in sentences at home and so do not understand clause and sentence. For our SEN learners, this was significantly exacerbated by the covid period where children were not able to get access to the same level of resource/expertise that they might otherwise have done. |
| 4 | Within Mathematics, PP children are particularly struggling with the resilience needed to tackle more complex questions where the operations needed are less obvious. In addition, many of the PP children struggle with retaining new concepts so require additional interventions to consolidate new learning. |
| 5 | Disadvantaged children’s attendance at the end of Summer 1 2022 was lower than that of other children in the school. More widely, attendance has been a school focus for 2022 as this issue has not been entirely restricted to disadvantaged children. |
| 6 | Having has several years of improving trend (with only two suspensions (previously in 2021/22. (One of these suspensions was for a Disadvantaged child.) compared to 6 (x3 PP suspensions) on 2020/21. However, in 2022/23, we had 8 fixed term suspensions and 2 permanent exclusions. |
| 7 | Disadvantaged children in PP categories are overly represented in the school’s SEND ‘Register of Need’ – the school % of children with SEND need is 20.5%, of which PP children make up 48.3%. Within the PP/FSM category, the special needs are (a) Speech & Language (b) Social and Emotional Mental Health (c) Dyslexia (d) ASD (e) Global delay |
| 8 | Disadvantaged children’s participation in wider trips/experiences/residentials is mixed. For those who are “Ever 6”, participation levels are in line with school averages. However, for current FSM children, the drop in participation is significant. |

## 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.

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| Intended outcome | Success criteria |
| Children make at least expected progress in Reading, Writing and Maths. Progress in Reading is of particular significance. | Achieve national average progress scores in KS2 areas, with a reduced gap between disadvantaged children and their peers nationally who non-PP. |
| Increased overlearning and reinforcement in reading and maths at home and school. | As above, along with increases in reading ages and mental maths for PP pupils. |
| Pupils access a wide range of interventions to meet their SEND needs, including speech and language. | As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets set in R,W,M. |
| PP attendance increases. | Attendance of identified PP pupils increases so that |
| Pupils access a wide range of enrichment experiences both in and out of school. | Pupil surveys reflect enjoyment in school and improved attitudes to learning.  Social skills, independence, perseverance and team work are developed. |

## 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: £61,000 (rounded)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employment of a specific safeguarding officer, and additional staffing to support SENDCO provision:  (cost redacted) | This position ensures that from Autumn 2, the school has a non-teaching Child Protection lead, ensuring that we have the maximum capacity to respond to significant student need. In addition, to support the SENDCO, there will be a development of the Deputy and Associate SENDCo positions.  EEF Trust / Ofsted ‘Spending PP successfully to maximise achievement”: +4 months/ p18. | 7 |
| Curriculum enrichment and resourcing (£12,500) | 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. 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 | 1-4 |
| Books stock acquisition – for library and for Whole Class Reading (£14,000) | 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. This will include a Gold subscription to the library service for Cornwall, plus an Audible subscription.  EEF Trust / Ofsted ‘Spending PP successfully to maximise achievement”:+4 months - phonics strategies  +6 months - reading comprehension expenditure / P6 – recommended strategy | 3 |
| CPD training for staff (£6,000) | 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 | 1-7 |
| 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 childrens’ progress | 1 |
| Music lessons with Cornwall Music Hub (£2500) | 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. | 8 |

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

Budgeted cost: £31,000 (rounded)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employment of a 0.3 teacher to act as an Early Reading lead (cost redacted) | By having one colleague whose sole job it is to focus on phonics provision ensures that children’s start to their lives through Early Reading is as secure as it can be. | 2 |
| In house alternative provision bursary (£12,000) | 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. | 6 |

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

Budgeted cost: £112,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Walking bus and Breakfast Club subsidy (£18,300) | 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 | 5,6 |
| 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 (£33,552) | These staffing positions are intended to support some of the children who are at most risk of exclusion by (a) pro-actively (b) re-actively teaching development of social norms. This includes our Emotional Literacy lead and our Thrive lead/DDSL. The figure is reduced pro-rata for PP take up of this provision.  EEF Trust / Ofsted ‘Spending PP successfully to maximise achievement”: + 4 months, P19 – recommended strategy | 5,6 |
| Bursary fund for wider school trips/experiences/residentials  (£12,000) | 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. | 8 |
| 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 | All |
| Extra curricular provision – Academies (£12,000) | At Liskeard Hillfort we have established two Academies – Sports and Performing Arts. These are run by external providers such as Plymouth Argyle FC, Exeter Chiefs 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 | 8 |
| Provision of additional management time to replacer Educational Welfare Officer.  (£4,800) | Cost of management time to allow Deputy HT to act to support attendance issues.  Recommended strategy from p18 of ofsted ‘Spending PP successfully to maximise achievement”: | 5 |
| Reserve fund to amend as year develops (£2650) |  | - |

**Total budgeted cost: £191,425**