



## Pupil Premium Strategy Statement – 2021/22

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	Landulph Primary
Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2021/22 (some outcomes targeted for 2024)
Date this statement was published	December '21
Date on which it will be reviewed	July '22
Statement authorised by	Karen Ball, Headteacher
Pupil premium lead	Karen Ball, Headteacher
Governor / Trustee lead	Helene Ansell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,840
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years	£6,976.82
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£30,816.82
<b>School Led Tutoring</b>	£1,458.00 DfE (+ £486 from the above PPG budget)



## Part A: Pupil Premium Strategy Plan

### Statement of intent

At Landulph we are proud to be part of a school where children and staff are inspired to learn, challenged to do their best and encouraged to succeed. We have high expectations of what our children can achieve and strive to inspire all children to develop a love of learning, so they make good progress and attain at their very best, becoming confident and successful individuals in our ever-changing world.

High-quality teaching is therefore at the core of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils at Landulph. Our approach is responsive to the common challenges we experience and individual needs. This is rooted in well-established diagnostic assessments and not assumptions about the impact of disadvantage.

We truly believe that in order for all children to achieve their full potential there needs to be a holistic approach to teaching and learning. We treat each and every child as an individual and are fully committed to ensuring they have every opportunity to thrive and succeed. We place a huge importance on the social and personal development of children as without this, academic development will never be fully realised.

We have a good track record of supporting pupils who need that support the most and we will continue to target this funding at areas of disadvantage to ensure that all children can achieve. We are continuously driving for improvement.

As a fundamental part of our vision and values we believe in giving children a curriculum and additional experiences that give them a thirst for more and an understanding of the value of their own education.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is 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 intervention delivered by school staff for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:



- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- build on our whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all" plan for support.

## Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health - the well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils (this is supported by national studies). This has resulted in more significant wellbeing / pastoral and mental health needs.
2	Gaps in reading, writing, maths and phonics - the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils (this is supported by national studies). This has resulted in significant gaps in learning (behind age-related expectations).
3	Pupils lack independence, resilience and confidence to access learning.
4	Access to wider opportunities - the involvement of our disadvantaged children in extracurricular activities, enrichment activities, music lessons, trips and gifted and talented experiences.
5	Of our disadvantaged children, 53% of them have identified SEND needs, with 20% having an EHCP which is above National.
6	Parental Engagement - Development of skills needed for parents to support their children at home
7	Attendance & Punctuality



## 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 (by 2024)
Progress in reading, writing and maths Diminishing the difference in outcomes between disadvantaged and non-disadvantaged	Progress scores to be at least in line with national or above at the end of KS2. School outcomes in EYFS, KS1 and KS2 at least in line with national or above. The difference between PP and non-PP pupils reducing year upon year.
Phonics	Achieve in line or above national average expected standard in PSC
Maintain a good level of attendance for disadvantaged children and decrease the number of lates recorded	Attendance data continues to be broadly in line with national year on year Ensure attendance data of disadvantaged pupils is above 96%
Pupils achievement in wider curriculum subjects is in line with non-PP pupils and cultural capital is developed and sustained.	Concept trackers show the PP pupils perform broadly in line with PP children. Pupil voice shows a greater understanding of the world around them.
To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils. Pupils are able to self-regulate and manage emotions in appropriate way.	Sustained high levels of wellbeing supported and demonstrated by: <ul style="list-style-type: none"><li>➤ qualitative data from pupil voice reporting that they feel happy, safe and valued in school</li><li>➤ staff observations</li><li>➤ school ethos / values and vision</li></ul>



## 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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Due to our mixed age classes, we have one class that spans three-year groups and is large in number.</p>	<p>Although the evidence shows this is low impact for a very high cost based on limited evidence, as this is focused on our Y2 children evidence supports it as more effective as it is still within the early stages of primary school (also taking into account the two years of partial closures.) Also, the smaller numbers allow us to teach differently reducing the targeted year groups within the class.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p>Feedback opportunities are greatly increased in this working model and this is evidenced as very high impact for very low costs based on extensive evidence.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1, 2, 3 &amp; 4</p>
<p>Implementation of the curriculum:</p>	<p>Ensuring a good quality of education is provided to all - including the most disadvantaged - through recruitment and retention.</p> <p>Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving. <i>(For example...ECT training in place, one member of staff working towards their NPQH, one member of staff working towards their NPQML and all staff engaging in the National College webinars to support their professional development)</i></p> <p>Culture of high expectations, staff forming strong relationships with pupils and building expertise of individual pupil need. Also, the use of live marking and feedback.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1, 2, 3 &amp; 5</p>



	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	
Investment in professional development including training and support for ECT	<p>ECT training in place, one member of staff working towards their NPQH, one member of staff working towards their NPQML and all staff engaging in the National College webinars to support their professional development)</p> <p>Explore other opportunities (potentially face to face) to network and develop pedagogy</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1, 2 & 3

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

Budgeted cost: £13,794 + School Led Tutoring (£1,458.00)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective deployment of staff (teaching assistants) to support key children and year groups.</p> <p>To support the learning in class and to provide scaffolds for independence, using questioning and promoting metacognitive strategies.</p> <p>Structured interventions delivered by teaching assistants: Precision Teaching,</p>	<p>Evidence suggests that this is moderate impact for moderate cost based on moderate evidence, but as a leadership team we ensure large positive impact on learner outcomes by our deployment – including delivering intervention to small groups or individuals (high impact). Our teaching assistants are of a high quality and those children receiving support from them increases the high-quality interactions they have throughout the day. Professional development opportunities are also provided which will improve learner outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2, 3 & 5



<p>Floppy Phonics, Learning Village</p>		
<p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by PP Lead through Pupil progress meetings and regular monitoring of targeted interventions.</p>	<p>We have developed a role within school for an Inclusion Lead, who will take on responsibility for PP &amp; SEND.</p> <p>As part of their role they will liaise with the class teacher and teaching assistants to ensure interventions are targeted at specific pupils using information gathered from assessments and that their effectiveness and intensity is continually monitored. Some pupils may have made quick gains once they, so assessment needs to ongoing, but manageable.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p>	<p>1, 2, 3 &amp; 5</p>
<p>Nuffield Early Language – introduce and establish small group interventions across KS1 following baseline assessments.</p>	<p>Endorsed by EEF research - The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost – Landulph has been funded as part of this project for the academic year 2021/22</p> <p>Training for all staff in EYFS, a teaching assistant will deliver the intervention 3 times per week (from January)</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	<p>2</p>
<p>School Led Tutoring</p>	<p>School-Led Tutoring will focus on providing tuition to disadvantaged pupils in the broadest sense or for those children who may particularly benefit from catch-up tutoring.</p> <p>Evidence suggests that tuition has better outcomes when focusing on one subject for a package of 15 hours. Children will be groups according to matched needs. This will begin in the Spring term.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>2, 3 &amp; 5</p>



	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,443

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of outdoor learning to support key groups of pupils	<p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> <li>➤ Confidence: children had the freedom, time and space to learn and demonstrate independence</li> <li>➤ Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>➤ Communication: language development was prompted by the children's sensory experiences</li> <li>➤ Motivation: the outdoors tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</li> <li>➤ Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> <li>➤ Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</li> </ul> <p><a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</a></p>	1, 2, 3 & 5
Parental Engagement	<p>This is a strategy that has moderate impact for very low cost based on extensive evidence.</p> <p>To support attendance, behaviour, safeguarding and social and emotional difficulties of pupils and parents/carers. Working with pupils, families and outside agencies - building links, breaking down barriers and developing positive relationships - which all impact children's ability to learn.</p> <p>Attendance and Punctuality issues. Attendance figures are currently good for Pupil Premium pupils and we would like to maintain this. A focus will be improving some specific lateness issues.</p>	2, 5, 6 & 7





	<p>Also developing workshops, home learning opportunities and other ways of engaging parents to support with their child's academic learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	
Increase the range of resources that we have available to children	<p>As a school we pride ourselves in growing children who have a passion for reading. To build that engagement from our disadvantaged children we need to expand the diversity of the books that we have in school, including those linked to our phonics.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>We also use the mastery approach particularly in our maths teaching and for our disadvantaged children, the initial use of manipulatives supports their learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	2, 3 & 5
After School Club / Breakfast Club	<p>To provide fully funded wraparound care to ensure that all Pupil Premium children have the opportunity for a more settled start to the day with a school breakfast in addition to the opportunity of joining in with the afterschool club with well planned activities that enrich the children's lives further. This club also provides support for homework and regular opportunities to read to an adult.</p> <p>Also, children who are hungry do not perform as well</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	1, 2, 3, 4 & 7
Subsidised Visits/Trips	<p>To provide our pupil premium children with the opportunity to attend enriching aspects of the curriculum with their peers which come as an additional cost, including a residential trip. We ensure that they are disadvantaged in their access to a broad and balanced curriculum and we promote cultural capital.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	4



<p>Musical Instrument tuition</p>	<p>Every child should have the opportunity to learn to play an instrument/perform in front of an audience.</p> <p>Also, research supports:</p> <ul style="list-style-type: none"> <li>➤ Increases memory skill</li> <li>➤ Teaches perseverance and creates a sense of achievement</li> <li>➤ Improves coordination</li> <li>➤ Improves math skills</li> <li>➤ Improves reading and comprehension skills</li> <li>➤ Creates responsibility</li> <li>➤ Nurtures self-expressions</li> <li>➤ Improves listening and social skills</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	<p>1, 2, 3 &amp; 4</p>
<p>Music Therapy</p>	<p>To provide high quality one to one sessions / small group /family sessions to support the mental health of targeted children, with the outcome that they are better able to learn and close the gaps in their attainment and progress.</p> <p>To use this specialism to develop a positive change in children who are having difficulties that prevent them from fulfilling their potential.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	<p>1, 2, 3 &amp; 4</p>
<p>Gifted and Talented Events</p>	<p>To access enriching opportunities for the most able disadvantaged children, including those which incur an additional cost.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	<p>4</p>
<p>To support children with their ongoing well-being needs (drawing and talking sessions, TIS, mental health lead role)</p>	<p>To support the well-being of the children staff have had training from a TIS practitioner, ensuring a consistent therapeutic classroom on a daily basis. The work strongly underpins the ethos of our school and our behaviour policy.</p> <p>One TA is TIS trained and supports children 1:1 or in small groups as needs are identified or as part of intervention plans. Staff continue to be able to access training to build on their knowledge base.</p> <p>One TA will be trained in 'Drawing and Talking' therapy course as an additional resource to support the well being needs of the children</p> <p>Ensure high quality PSHE teaching.</p> <p>Also, a member of the Leadership team will be completing their mental health lead training in the new year.</p> <p>Governor support is also very strong in this area.</p>	<p>1, 2, 3, 4 &amp; 5</p>



	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://www.traumainformedschools.co.uk/">https://www.traumainformedschools.co.uk/</a></p>	
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**Total budgeted cost: £30,237**



## 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.

- School closures have impacted on the progress that some of our disadvantaged pupils made, particularly those with additional SEND needs
- Due to the growing size of one of our classes and it spanning 3 year groups, we successfully supported interventions and targeted group work through having an additional TA to support maths.
- Additional support provided to support pupils returning to school post lockdown to close the gap rapidly with targeted intervention (teacher assessment, intervention plans and puma/pira).
- TIS support continued to support the social and emotional development of our pupils, through reconnection activities and specific 1:1 sessions or small group activities focused on individual needs.
- TIS practices continued to be a part of our school ethos and underpins the classroom environment.
- For some of the individuals targeted, our art therapy support had successful outcomes particularly in developing their understanding of self and their relationships with others. All of them have exited this programme with suggested classroom strategies to support them going forward. During lockdown these sessions moved online and had limited success due to issues with technology.
- Our wraparound provision has provided invaluable support for our disadvantaged families both socially and educationally. It has supported them to engage in our home learning activities, develop reading fluency by reading regularly and also develop their social and communication skills. They have also made the most of being able to enjoy and explore the outdoors. It has given our most vulnerable children stability. Although the provision was not required during the lockdown period, I was able to direct the staff members that run it to provide additional 1:1 or small group work during the school day to those targeted children.
- Music lessons continue to provide wider opportunities for our disadvantaged children enabling them to have fully funded access. These opportunities were paused during the lockdown. Into the new academic year, I want to engage a higher percentage of our disadvantaged children in these opportunities and look at family group work.
- Opportunities for residential and school trips were limited throughout this year due to the continuing pandemic, but we were able to support our disadvantaged children so they could take part in our block of swimming lessons and also our 'non-residential!' for Class 3



children. As soon as we are allowed to broaden these opportunities again, it will be a priority.

- Gifted and talented offsite programmes were unable to take place due to the continuing pandemic.
- TIS teacher/TA provided personalised resources throughout lockdown and supported small groups in school
- Annual subscriptions supported work in school and at home, TT rockstars was a particular success increasing speed and recall of timestable facts
- All staff engaging in online webinars for professional development

*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.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
TT Rockstars	Maths Circle

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Access to breakfast and afterschool clubs. Class supported by additional TA, reducing class size and the number of year groups being taught during core subjects. Home access to TT Rockstars. Mental health support through lockdown particularly.
What was the impact of that spending on service pupil premium eligible pupils?	Considering the impact of the second lockdown has had on many children, they continue to make expected progress and are on track to be greater depth across the board.