



Pupil Premium Strategy Statement – 2022/2023

(Three Year Plan 2021-2024)

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	74
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2022/23 (some outcomes targeted for 2024)
Date this statement was published	December '22
Date on which it will be reviewed	July '23
Statement authorised by	Karen Ball, Headteacher
Pupil premium lead	Karen Ball, Headteacher
Governor / Trustee lead	Linda Hobley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,185
Recovery premium funding allocation this academic year	£2,320
Pupil premium funding carried forward from previous years	£5,267
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	£30,772
School Led Tutoring	£2,592 DfE (+ £1,036 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	Continue to develop effective behaviours for learning, resilience, independence and the confidence to access learning.
4	Exposure and engagement in wider curriculum opportunities – for example the involvement of our disadvantaged children in extracurricular activities, wraparound care, enrichment activities, music lessons, trips
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 non-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">➤ qualitative data from pupil voice reporting that they feel happy, safe and valued in school➤ staff observations➤ school ethos / values and vision➤ Fed and ready to learn



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: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of the curriculum</p> <p>Appraisers / LT / Subject Leaders to ensure that incremental coaching is used to improve/enhance teaching and learning across the school</p>	<p>Ensuring a good quality of education is provided to all - including the most disadvantaged - through recruitment and retention.</p> <p>Provision of QFT – at least good teaching in all classes every day (incremental coaching fostering professional growth of teachers and leaders)</p> <p>https://www.ambition.org.uk/research-and-insight/incremental-coaching-accelerates-teacher-development-report-finds/#:~:text=It%20finds%20that%2071%25%20of,had%20benefitted%20from%20incremental%20coaching.</p> <p>Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving.</p> <p>(For example...with the launch of RWI training is in place, ECT training in place, one member of staff working towards their NPQML and all staff engaging in the National College webinars to support their professional development)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>1, 2, 3 & 5</p>



Investment in professional development including training and support for ECT	ECT training in place, one member of staff working towards their NPQML, RWI training in place and all staff engaging in the National College webinars to support their professional development) Additional opportunities to network and develop pedagogy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2 & 3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13,655 + School Led Tutoring (£4,628) + Recovery Premium (£2,320)

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, RWI</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 3 & 5



<p>Analyse summative assessment data and identify the children who require catch up and more targeted intervention - monitored by PP Lead through Pupil progress meetings and regular monitoring of targeted interventions.</p> <p>SEN lead to support families with high need and PP children</p>	<p>PP lead - As part of their role they will liaise with the class teachers 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>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2, 3 & 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 2022/23</p> <p>A teaching assistant will deliver the intervention 3 times per week (from January)</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>2</p>
<p>Aim High Events</p>	<p>To access enriching opportunities for the most able disadvantaged children, including those which incur an additional cost.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>4</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</p>	<p>2, 3 & 5</p>



	<p>will be groups according to matched needs. This will begin in the Autumn term.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,174

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of outdoor learning to support key groups of pupils</p> <p>(includes training a new member of staff)</p>	<p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> ➤ Confidence: children had the freedom, time and space to learn and demonstrate independence ➤ 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 ➤ Communication: language development was prompted by the children's sensory experiences ➤ 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 ➤ Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills ➤ Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</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.</p>	2, 5, 6 & 7



	<p>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 just below National for Pupil Premium pupils and we would like to improve this. A focus will be improving some specific lateness and attendance issues through implementing strategies to support individual families.</p> <p>Also developing workshops, home learning opportunities and other ways of engaging parents to support with their child's academic learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Increase the range of resources that we have available to children</p>	<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 new phonics scheme and targeted readers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>2, 3 & 5</p>
<p>After School Club / Breakfast Club</p>	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>1, 2, 3, 4 & 7</p>



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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	4
Musical Instrument tuition	<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"> ➤ Increases memory skill ➤ Teaches perseverance and creates a sense of achievement ➤ Improves coordination ➤ Improves math skills ➤ Improves reading and comprehension skills ➤ Creates responsibility ➤ Nurtures self-expressions ➤ Improves listening and social skills <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	1, 2, 3 & 4
Music Therapy	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	1, 2, 3 & 4
To support children with their ongoing well-being needs (drawing and talking sessions, TIS)	<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>	1, 2, 3, 4 & 5



	<p>Governor support is also very strong in this area.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://www.traumainformedschools.co.uk/</p>	
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Total budgeted cost: £34,329 (including school based tutoring)



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.

Attendance Data

Regular attendance meetings and family support have occurred throughout the year.

- 2020/21 Disadvantaged attendance = 95% (non-disadvantaged = 97%)
- 2021/22 Disadvantaged attendance = 95% (non-disadvantaged = 94%)

- 2020/21 Persistent Absence (whole school) = 6%
- 2020/21 Persistent Absentees who are disadvantaged = 2

- 2021/22 Persistent Absence (whole school) = 11%
- 2021/22 Persistent Absentees who are disadvantaged = 2

Progress / Attainment

- 47% of pupil premium children are making expected or better progress in reading and writing across the school
- 53% of pupil premium children are making expected or better progress in maths across the school
- 100% of pupil premium children achieved GLD
- 33% of pupil premium children achieved the PSC (66% disapplied)
- 100% of pupil premium children achieved the expected standard in reading and maths, 0% achieved it in writing (KS1 SATs)
- 50% of pupil premium children achieved 20+ in the Y4 MTC
- 60% of pupil premium children achieved the expected standard in reading, writing and maths (KS2 SATs)

Other

- Opportunities to broaden experiences have been maximised, 100% of pupil premium children have attended a class trip, curriculum enrichment opportunities in school, outside visits, swimming or a residential
- Our wraparound provision has provided invaluable support for our disadvantaged families (72%) both socially and educationally. It has supported them with breakfast/tea, to engage in our home learning activities, develop reading fluency by reading regularly and also develop their social and communication skills. It has given our most vulnerable children stability.



- Half termly engagement in AIM High programmes – English, Maths & Science (building confidence, resilience and challenge that is then applied back in the classroom)
- TIS support continues to support the social and emotional development of our pupils, offering specific 1:1 sessions or small group activities focused on individual needs.
- TIS practices continue to be a part of our school ethos and underpins the classroom environment.
- Music lessons continue to provide wider opportunities for our disadvantaged children enabling them to have fully funded access (50%)
- Music Therapy sessions prioritised individuals and families (39%) initially through the moving on up project (post covid support) before moving on to individual and group therapeutic sessions - developing their understanding of self and their relationships with others.
- Through pupil voice (pupil premium) we ascertained that the children felt that they held responsibility across the school, they were able to talk about what they enjoy most at school and any challenges they face. They could articulate who supports them in school and how, also if there were things they would like more support with. They also shared their involvement in clubs in and out of school and things they like doing with their families. It came across that there was a sense of community and that everyone was supportive of one another.

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
Spelling Shed	Ed Shed