

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	Tintagel Primary
Number of pupils in school	87
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2021 to 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Head of School Lou Kirkman
Pupil premium lead	Lou Kirkman
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,520
Recovery premium funding allocation this academic year	£2,900
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	£31,420

Part A: Pupil premium strategy plan

Statement of intent

Tintagel 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 those year groups. Our intention is that this will enable all children – regardless of their background 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 disadvantaged attainment gap – but will also benefit the non-disadvantaged pupils in the school. This curriculum is designed to support our disadvantaged pupils to achieve this goal regardless of their starting points.

Vocabulary development and high-quality texts are at the heart of every aspect of provision – this is because Tintagel 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 an immersive curricular 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 – regardless of their background.

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 on entry into school by supporting learning with tangible objects that children can ponder over, discuss and question. These objects are often a catalyst for the curiosity that drives Enquiry. Strong visual hooks are also used to help children embed knowledge in memory. This is deepened through termly 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.

Our strategy is also integral to the wider school plans for education recovery, targeting support for the children who have been worst affected – both disadvantaged as well as non-disadvantaged learners.

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 need to build infrastructure around the SEMH strand of support for our vulnerable learners due to the changing shift in demographic. 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
1 Pupil self-efficacy and SEMH development as a pre-requisite for effective learning	<p>Metacognition and Self-Efficacy</p> <p>A significant proportion of PP pupils do not yet have the capacity to own the learning process and be independent. This is a key area of development across all abilities and is a signifier of low self-image/self-esteem. Pupil self-efficacy is a core aspect of our School Improvement Plan for 2021-2022</p> <p>Recovery Plan as a core priority</p> <p>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 in the short and long term.</p>
2 Lost momentum of Reading fluency post Covid lockdown	<p>Early Reading and Phonics into Guided Reading to harness a love of reading</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</p> <p>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</p> <p>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>

3 Lost momentum of early language development and poor cultural capital	<p>Vocabulary deficit</p> <p>Economic challenges in our school community are high. Most recent IMD/IDACI scores indicate that deprivation factors around Tintagel show 74% pupils being in 30% most deprived social context of small areas in England</p> <p>Families in Tintagel are largely in employment linked to Tourism 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 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>
4 Attendance as a fundamental entitlement	<p>Entitlement to Learn – attendance</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</p> <p>Self-efficacy and Metacognition</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 highly and are empowered.</p> <p>Staff receive high quality professional development linked to evidence-based research on metacognition and teaching and learning pedagogy at a national</p>	<p>The science of Teaching and Learning is high on the school's agenda and permeates through 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 em-</p>

<p>level. They confidently and consistently drive learning processes which maximise pupil efficacy and secure strong outcomes for even the most vulnerable pupils.</p>	<p>brace 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.</p>
<p>Objective 2</p> <p>Phonics and Reading Fluency as an 'unlocker' to full curriculum access</p> <p>To secure the highly skilled and consistent deployment of the RWI phonics programme across EYFS and into KS1 so that children achieve early fluency in reading.</p> <p>To deploy the 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 increased 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</p>	<p>Children with barriers to learning in Reception receive quality first Wave 1 teaching which is enhanced through bespoke, layered support to enhance oracy, boost 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>threshold to meet age related expectations by the end of KS2.</p>	
<p>Objective 3 Lost momentum of early language development and poor cultural capital. 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>Enquiry driven curriculum supports language development for children who 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 an immersive curricular experience</p> <p>Trauma Informed approaches are deployed across the school and layered in response to whole class and individual diagnostic assessments.</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, decreases. 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 compliments the whole school culture of care and nurture. Where appropriate, they are supported by external agencies.</p>
<p>Objective 4 Entitlement to learn ~ Attendance</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</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>

lack of access to online learning are supported and enabled.	
--	--

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: £22,754.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruitment of a Recovery Teacher in EYFS/KS1 – Full Time for 1 term</i>	We understand that our youngest children are the most vulnerable in terms of experiencing a consistent, full year in school. A recovery teacher was employed for the Autumn term to support the teaching of SSP as well as bespoke, targeted intervention where a need was identified	2
<i>0.2 A proportion of SENDco Salary</i>	SENDco to train and support staff – targeted CPD (precision teach etc)	1,3
<i>0.1 A proportion of Head of School Salary as PP Lead</i>	Pupil Progress meetings with teachers to identify vulnerable pupils and timetable bespoke provision. Monitoring of data and impact of intervention	1,2,3,4
<i>Budget for Training</i>	RWI portal purchased to support early reading development and staff training Curriculum planning released for teachers to really tailor the curriculum demands around the bespoke needs of the individual cohorts	1, 2, 3

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

Budgeted cost: £8165.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

0.6 a proportion of a TIS Trained Teaching Assistant salary	Trained TA to work on Wave 2 and 3 SEMH support for identified children.	1,3
--	--	-----

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

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities	Money to support families with enabling their child to take part in residentials, educational visits as well as supporting wraparound provision for families who need child care due to working	1,3,4

Total budgeted cost: £31,420

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 and support was effectively disseminated across the staff – overseen by the SENDco - 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 are managed well and have significantly decreased despite the potential for high levels of emotional dysregulation in a small number of children. The SEND Record of Need shows there remains a high level of SEMH need alongside increasing demands for support with Communication and Language. Post lockdown, 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 96%.

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 was 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 and is currently 94%. Overall persistent absence remains too high at 24% with 36% of persistent absentees being the disadvantaged pupils. This therefore remains a priority focus for the coming year but with no additional cost.

Externally provided programmes

Programme	Provider
Phonics and Early Reading Development	Read Write Inc.

Service pupil premium funding (optional) – N/A