



# Pupil premium strategy statement

## Veryan CofE Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	40
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	23/24, 24/25, 25/26 First year of 3 year plan
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024 September 2025 September 2026
Statement authorised by	Caroline Jarrett
Pupil premium lead	Caroline Jarrett
Governor / Trustee lead	Andrew Nicholson / Sam Jones

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,185
Recovery premium funding allocation this academic year	£338
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total of PP funding and Recovery premium funding	£10,523



## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

#### Principles

- We ensure that teaching and learning opportunities meet the needs of all our pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.



## School Context

Veryan Church of England School is a very small community church school located on the Roseland Peninsula and is part of the Rainbow Multi Academy Trust. The school currently has two classes; N - Y2 and Y3 – Y6. The school is in the small, affluent village of Veryan which also contains pockets of social housing.

Our ultimate objectives for our disadvantaged pupils are:

- To support our children's health and wellbeing to enable them to access learning that will challenge them and promote success.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

The range of provision the Governors consider making for this group include and would not be limited to:

- To improve parental engagement and enable them to assist their children in achieving high attendance rates. To offer subsidised Wraparound care in support of this.
- Support social, emotional and mental health development so that pupils are ready and resilient learners through bespoke provision, direct pupil support, parenting support and enhanced learning opportunities.
- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is of a high standard.



- Close learning support (this may be one to one or small group support from an adult).
- To allocate catch up teaching where needed – providing small group work with an experienced teacher/HLTA focussed on overcoming gaps in learning.
- Continued CPD for all staff.
- To monitor and promote a love of reading and strengthen oracy across the school.
- Pay for and/or subsidise activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

This list is not exhaustive and will change according to the needs and support our highlighted pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality issues
2	Narrowing the attainment gap across reading, writing and maths
3	Additional / emotional needs impacting upon wellbeing and behaviour for learning
4	Restricted vocabulary impacting upon learning

## 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
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Improved emotional wellbeing and behaviour for learning	Improved scores in Motional assessments and engagement in learning (as shown on individual behaviour charts)
Progress in Reading	Achieve national average progress scores in KS2 reading
Progress in Maths	Achieve national average progress scores in KS2 maths
Progress in Writing	Achieve national average progress scores in KS2 writing
Improved attendance of disadvantaged children	Improve attendance of disadvantaged pupils to at least the national average

## 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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	High quality staff CPD is essential to follow EEF and Rosenshine principles. This is followed up in staff meetings and insets. Time is also allocated for teaching assistants to improve their subject knowledge so that they can support the learning of pupils more effectively.	2,4
RWI (Phonics) CPD training and TA additional hours  Accelerated Reader (AR) subscription	Current RWI standards in YR and Y1 2022 are low and evidence shows that improvements in this area gives pupils a greater chance of success as they progress into KS2 and KS3.	2,4



<p>CPD vocabulary, oracy and reading</p>	<p>Reading comprehension strategies are highlighted in the EEF toolkit as a key area to help early learners across the curriculum in all subjects. A wide range of strategies are highlighted; however many pupils need to be taught comprehension strategies explicitly and consistently over time. The introduction of group reading lessons within KS2 and use of AR reader gives a greater, more focussed overview of pupils' reading ages, helps to ensure they choose appropriately challenging books from the library and encourages children to read more.</p>	
<p>Maths Hub – teacher attendance/supply costs</p>	<p>The principles of teaching mastery have been introduced over the last few years with support from the maths hub. Mastery learning is highlighted as having a strong impact as reported by the EEF Toolkit.</p> <p>In 2023 / 24 the school is focussing on improving whole staff understanding of mastery concepts including TA staff</p>	<p>2,4</p>
<p>Principles of Rosenshine focus in PM and professional development</p>	<p>CPD focussing upon Rosenshine's Principles of Instruction. Time set aside to allow teachers to share, discuss and observe each other's practice and individual targets for teachers to embed in their own classroom practice. Focus has been upon 'feedback' and 'modelling'</p>	<p>2,3,4</p>

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NTP and School Led Tutoring</p>	<p>The EEF states that small group tutoring has an impact on average of 4 months over the course of a year, when carried out by a trained teacher or teaching assistant.</p>	<p>2</p>



	<p>Areas focussed upon are based on 'in school' data. Y6 children that are seen to be falling behind in writing have additional teaching in these groups, with a high proportion considered as disadvantaged learners.</p> <p>Termly assessments and pupil progress meetings between teachers and Head ensure that this process is constantly monitored and reviewed for greatest impact.</p>	
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### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 4,523

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>PSA Support including subsidised Wraparound care, interventions and counselling</p> <p>Support with costs of residential visits and purchase of school uniform</p>	<p>Attendance of PP pupils is in line or better than national averages (including persistent absenteeism rates).</p> <p>SEMH needs met with individual support, Wild Tribe, Trauma Informed Schools support, Motional Screening and PSA support where appropriate.</p> <p>There were no fixed term or permanent exclusions in the last academic year.</p>	<p>1,2,3</p>

**Total budgeted cost: £ 10,523**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### KS2 Attainment – Percentage of Children achieving the Expected Standard (All Children)

All Children	Reading	Writing	Maths	Combined RWM	GPS	Science
<b>National 2023</b>	<b>73%</b>	<b>71%</b>	<b>73%</b>	<b>59%</b>	<b>72%</b>	<b>80%</b>
<b>Veryan 2023</b>	<b>86%</b>	<b>29%</b>	<b>86%</b>	<b>29%</b>	<b>100%</b>	<b>86%</b>

#### KS2 Attainment - Percentage of Children achieving the Expected Standard in Combined RWM (Pupil Characteristics)

	All Children	Boys	Girls	PP	Non PP	All SEND	No SEND
<b>National 2022</b>	<b>59%</b>	<b>55%</b>	<b>63%</b>	<b>43%</b>	<b>66%</b>	<b>18%</b>	<b>69%</b>
<b>Veryan 2023</b>	<b>29%</b>	<b>25%</b>	<b>33%</b>	<b>No PP</b>	<b>29%</b>	<b>0%</b>	<b>40%</b>

#### KS1 Attainment – Percentage of Children achieving the Expected Standard (All Children)

All Children	Reading	Writing	Maths	Science
<b>National 2022</b>	<b>67%</b>	<b>58%</b>	<b>68%</b>	<b>77%</b>
<b>Veryan 2023</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>





KS1 Attainment - Percentage of Children achieving the Expected Standard in Reading (Pupil Characteristics)

	All Children	Boys	Girls	PP	Non PP	All SEND	No SEND
<b>National 2022</b>	<b>67%</b>	<b>63%</b>	<b>71%</b>	<b>51%</b>	<b>72%</b>	<b>26%</b>	<b>75%</b>
<b>Veryan 2023</b>	<b>100%</b>	<b>100%</b>	No girls	No PP	<b>100%</b>	No SEND	<b>100%</b>

KS1 Attainment - Percentage of Children achieving the Expected Standard in Writing (Pupil Characteristics)

	All Children	Boys	Girls	PP	Non PP	All SEND	No SEND
<b>National 2022</b>	<b>58%</b>	<b>52%</b>	<b>64%</b>	<b>41%</b>	<b>63%</b>	<b>17%</b>	<b>66%</b>
<b>Veryan 2023</b>	<b>100%</b>	<b>100%</b>	No girls	No PP	<b>100%</b>	No SEND	<b>100%</b>

KS1 Attainment - Percentage of Children achieving the Expected Standard in Maths (Pupil Characteristics)

	All Children	Boys	Girls	PP	Non PP	All SEND	No SEND
<b>National 2022</b>	<b>68%</b>	<b>68%</b>	<b>67%</b>	<b>52%</b>	<b>73%</b>	<b>29%</b>	<b>75%</b>
<b>Veryan 2023</b>	<b>100%</b>	<b>100%</b>	No girls	No PP	<b>100%</b>	No SEND	<b>100%</b>



Percentage of Children achieving the Expected Standard of Phonic Decoding on the Y1 Phonics Screening Check

	All Children	Boys	Girls	PP	Non PP	All SEND	No SEND
<b>National 2022</b>	<b>75%</b>	<b>72%</b>	<b>79%</b>	<b>62%</b>	<b>80%</b>	<b>38%</b>	<b>82%</b>
<b>Veryan 2023</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>No PP</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Percentage of Children achieving the Expected Standard of Phonic Decoding by the end of Y2

	All Children	Boys	Girls	PP	Non PP	All SEND	No SEND
<b>National 2022</b>	<b>87%</b>	<b>85%</b>	<b>89%</b>	<b>78%</b>	<b>90%</b>	<b>55%</b>	<b>94%</b>
<b>Veryan 2023</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>No PP</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



**Percentage of Children achieving Expected in each of the Early Learning Goals on the EYFSP (All Children)**

	Communication and Language		Personal, Social and Emotional Development			Physical Development		Literacy			Mathematics		Understanding the World			Expressive Arts and Design		GLD
	Listening, Attention and Understanding	Speaking	Self-Regulation	Managing Self	Building	Gross Motor Skills	Fine Motor Skills	Comprehension	Word Reading	Writing	Number	Numerical Patterns	Past and Present	People, Culture and The Natural World	Creating with	Being Imaginative		
<b>National (All) 2022</b>	82 %	83 %	85 %	87 %	89 %	92 %	86 %	80 %	75 %	70 %	78 %	77 %	82 %	81 %	85 %	87 %	87 %	65 %
<b>Ver (All) 2023</b>	100 %	100 %	50 %	50 %	50 %	100 %	100 %	100 %	100 %	50 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	50%
<b>Ver PP 2023</b>	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

**Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
None	N/A



## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
NA
<b>The impact of that spending on service pupil premium eligible pupils</b>
NA