

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 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 | 76 (90 including Nursery) |
| Proportion (%) of pupil premium eligible pupils | 36% (33% including Nursery) |
| 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 2023 |
| Date on which it will be reviewed | July 2024 |
| 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 | £43,985 |
| Recovery premium funding allocation this academic year | £4,350 |
| 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 | £48,335 |

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 half 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 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 |
|--|--|
| <p>1</p> <p>SEMH development as a pre-requisite for effective learning</p> | <p>Personal Development Curriculum:</p> <p>A large proportion of PP pupils still 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.</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 learning from home. These children have fragile self-esteem and SEMH barriers that compound learning behaviours in the classroom.</p> <p>Staff recognise that these are fundamental prerequisites for learning and so the emotional resilience and wellbeing of learners needs to be a core element of our school improvement plan this year where we will embed our Tree of Being.</p> |
| <p>2</p> <p>Building momentum with reading fluency</p> | <p>Early Reading and Phonics into Guided Reading to harness a love of reading</p> <p>KS1 priority</p> <p>With RWI embedded in the school, we need to harness this momentum for when children finish the SSP. Continue to develop our 'Reading Detectives' where we bridge the gap for reading after phonics.</p> <p>Continuation of drive to ensure children finish RWI by Christmas in Y2. 1:1 tutoring and pinny time to support children to practise where needed to support children to keep up not catch up.</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 –. Priority Target group – Years 4 and 5. Freshstart intervention for suitable children</p> |
| <p>3</p> <p>Poor cultural capital and low starting points on</p> | <p>Poor Cultural Capital</p> <p>Economic challenges in our school community are high. 2022-2023 IMD scores indicate that deprivation factors around Tintagel show 64% pupils being in 30-40% most deprived social context of lower super output areas in England.</p> |

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| entry to school | 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. |
| 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>Being in school ensures equity of provision for our most vulnerable learners and ensures 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>Personal Development - SEMH</p> <p>Children are able to articulate their thoughts and emotions and have strategies to self-regulate.</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>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 re-</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>There is a shared language which frames 8 key dispositions for learning. Pupils understand the mistakes process and embrace challenge. A growth mindset increases resilience and risk taking in learning.</p> |

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| <p>sult, highly vulnerable pupils develop resilience, sustain learning and achieve success.</p> | |
| <p>Objective 2 Early Reading and Phonics into Guided Reading to harness a love of reading</p> <p>To maintain the highly skilled and consistent deployment of the RWI phonics programme across EYFS and into KS1 so that children continue to 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 threshold to meet age related expectations by the end of KS2.</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>Objective 3 Poor cultural capital and low starting points</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</p> | <p>The science of Teaching and Learning is high on the school's agenda and permeates through multiple professional development opportunities for staff. (As stated on SIP 2023-2024 – Pedagogy)</p> <p>Staff consistently deploy methods which enable and empower pupils to secure</p> |

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| <p>on for their learning. In response, the school is committed to providing these through an immersive curricular experiences</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. They achieve highly and are empowered.</p> <p>Staff receive high quality professional development linked to evidence-based research on teaching and learning pedagogy at a national level. They confidently and consistently drive learning processes which secure strong outcomes for even the most vulnerable pupils</p> | <p>knowledge and transfer it to long term memory.</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>Objective 4 Entitlement to learn ~ Attendance 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>Attendance figures for all children – but with a particular focus on vulnerable learners, are greatly improved and at least in line with National Average. 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> |

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: £39,613

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>A proportion of SENDco Salary</i> | SENDco to train and support staff – targeted CPD | 1,3 |
| <i>A proportion of Head of School Salary as PP Lead and Attendance Lead</i> | Pupil Progress meetings with teachers to identify vulnerable pupils and timetable bespoke provision. Monitoring of data and impact of intervention National CPD PP Network meetings Regular EWO support | 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 Attendance Lead Training | 1, 2, 3,4 |
| <i>Schools contribution to schools National Tutoring Programme</i> | Overtime Supply cover for delivery of academic support for targeted pupils. | 2,3 |

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

Budgeted cost: £8,222

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>A proportion of a TIS Trained Teaching Assistant salary</i> | 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: £48,335

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 2022 to 2023 academic year.

Last Year marked Year 2 of a 3 Year Strategy

Data for year 2022-2023 shows that SSP has been successful with once again, 100% passing the PSC in Year 1 and 100% of Y2 pupils passing the retake. (in year admissions)

End of KS1 and 2 data at least in line with National with 82% of KS1 meeting the expected standard and KS2 exceeding national with 83% (42% GDS)

The school has reflected on the impact of measures deployed last year and drawn on data and internal evidence.

Objective 1: Personal Development SEMH – Tree of Being

Across all phases of the school, there is a shared language which frames 8 key dispositions for learning. Through relentless drive and weekly assemblies, children understand the mistakes process and embrace challenge. This has been made evident through pupil conferencing where children have shared that they enjoy a challenge and are building their resilience

A growth mindset approach is showing that children are willing to take more risks which will continue to build their resilience in learning.

The science of Teaching and Learning continues to be high on the school's agenda and permeates through multiple professional development opportunities for staff. The implementation of the Tree of Being helps children understand themselves and what they need to be able to learn. This is something that we will continue to drive next year. It gives children language to frame their learning about themselves.

Pupils are beginning to reflect on their learning process as well as their outcomes and demonstrate increasing self-efficacy.

Objective 2 Early Reading and Phonics into Guided Reading to harness a love of reading

RWI teaching has been a strength of the school sustained over two years. Staff have been ambitious 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

- Reading GLD 100%,
- PSC Y1 100%,
- PSC Y2 retakes 100%
- KS1 Reading outcomes: 82% (18% GDS)
- KS2 Reading outcomes: 83% (42% GDS)
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A new Reading Lead has been inducted who is passionate about early reading and is giving targeted, bespoke coaching to all practitioners in order to hone their practice

For the minority of children who still have barriers to early reading fluency, there continues to be layered bespoke provision as part of an intervention programme.

A spotlight on Guided Reading has meant that the quality of teaching is strong. Teachers have access to high quality texts and understand and value the importance of reading in our immersive curriculum.

Objective 3: Poor Cultural Capital – supporting behaviour and needs

Annual TIS refresher for all staff. ELSA practitioner carrying out motional assessments to create bespoke Wave 2 and 3 packages to support SEMH needs. This member of staff has also completed Wild Tribe Training to use this as another avenue to tackle SEMH in smaller groups. All overseen by the SENDCo

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 Cognition and Learning.

All reception children were screened for NELI and interventions in place from early in the year. We are driving a full, rich curriculum offer, including multiple opportunities for children to experience trips and visits. This includes residentials where children visit museums, the theatre and other cultural experiences they may not have encountered. The curriculum is continually honed to ensure a richness of opportunities to benefit all children. This includes fine tuning the texts we use as a driver to bathe children in high quality language that they may not have due to low starting points.

Attendance – Entitlement to Learn

Attendance for all pupils is beginning to show an improvement. In the year 2022-2023 the whole school average was 94.85% which is above the National Average.

The Trust and school have a clear and rigorous policy that is followed to support parents to understand the importance of attending school regularly. Regular communication with parents through different mediums is slowly having a positive impact. Early indications show that for 2023-2024 percentages are similar to last year with PA figures stabilising.

Due to many parents working in the tourist industry, there are still holidays being taken in school time. The school continues to follow the Trust approach in not authorising these requests.

Externally provided programmes

| Programme | Provider |
|---------------------------------------|-----------------|
| Phonics and Early Reading Development | Read Write Inc. |
| Reading Intervention KS2 | Freshstart |