

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	Gwinear School
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2027/2028
Date this statement was published	February 2025
Date on which it will be reviewed	July 2028
Statement authorised by	Lee Gardiner, Headteacher
Pupil premium lead	Lee Gardiner, Headteacher
Governor / Trustee lead	Cathy Woolcock, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	14880.00
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	14880.00

Part A: Pupil premium strategy plan

Statement of intent

Gwinear School provides an exciting, immersive environment that maximises use of the outdoors to enhance provision; creating meaningful experiences for all and helping every child achieve their potential across the curriculum. Underpinning this drive for academic achievement is an understanding that all children need to feel emotionally secure and that their social and mental health needs have to be met before any academic interventions can be successful.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve aspirational goals, including progress for those who are already high attainers. However, we know that some of our most vulnerable children are not necessarily classified as disadvantaged by the 'Pupil Premium' classification and that actions to develop provision for our disadvantaged and vulnerable children can and hopefully will have a positive impact on outcomes for all children.

Supporting the whole child and ensuring they are in an emotional state of being that allows them to be ready to learn is therefore at the heart of our approach. Once this is established, and systems are in place to maintain it, high quality targeted teaching is seen as a key driver for achieving outcomes. Some of the challenges faced by disadvantaged children are common across the school and link closely to the school's improvement plan to raise standards for all. Other targeted teaching strategies are intended to meet the needs of a specific group with a common gap in understanding identified through regular formative assessment whilst some interventions are used directly to address an individual target on a 1:1 basis.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments (including TIS screening and boxall profiling), observations and discussions with pupils and families have identified many children with social/emotional barriers to learning.</p> <p>The aftereffects of lockdown restrictions are still being felt:</p> <p>There has been an increase in the number of children presenting signs of mental illness and several parents have asked for the learning mentor to support their children, and some children have sought the support directly.</p> <p>Engagement with online learning was generally excellent but some children struggled to maintain effort and whilst catch up programmes and interventions have been effective there are still children behind age expectations or with social emotional needs because of this.</p> <p>Many children across KS1 had little social interaction with children of their age through their early preschool development and/or missed a proper EYFS experience and therefore have not yet the social skills to be able to work appropriately and safely with others or to become accustomed to expectations for learning behaviours.</p> <p>Several children with individual needs including disadvantaged children require individual behaviour plans and associated resourcing to be able to effectively work towards modifying behaviours for learning</p>
2	<p>Data trends for the last 3 year in both the phonics check score and the KS1 reading results suggest that phonics teaching has significantly improved with above average outcomes for children.</p> <p>The implementation of the RWI scheme has been largely responsible for this but needs regular and consistent intervention to help those falling behind and/or not getting support from home in KS1 to ensure progress for all. Tracking suggests this is particularly the case for disadvantaged children.</p> <p>Disadvantaged children in early KS2 have gaps between reading ability and age expectations and require bespoke reading intervention.</p>
3	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
4	<p>Percentage of children reaching Greater Depth at KS2 was good for writing average for reading and below national for maths including disadvantaged children.</p> <p>Individuals in KS2 from disadvantaged backgrounds are working at a high level in areas of the core curriculum and could reach Greater Depth standard with sufficient support.</p>
5	<p>The school tries to provide extra-curricular activities and external learning experiences to provide a richer more holistic curriculum – a strength</p>

	noted in the last OFSTED report. Several children primarily those from disadvantaged backgrounds may struggle to have access due to financial implications for parents
6	Attendance for disadvantaged children is, on average, significantly lower than that for other children

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
Children's social and emotional well being allows them to access and progress across the curriculum Challenge 1	<ul style="list-style-type: none"> For children to feel emotionally secure in school. To have a positive self-image. To develop resilience as learners. To behave in a way that positively impacts on their learning and that of others To be able to use learned strategies to effectively identify and manage feeling/emotions To be able to communicate and work cooperatively with others
Improved oral language skills and vocabulary among disadvantaged pupils. Challenge 1	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Children develop well as early readers with an ability to decode phonics and an ability to answer comprehension questions involving inference about texts appropriate for their age Challenge 2	<ul style="list-style-type: none"> Phonics pass rate is in line with or above national average. Phonics retest pass rate is 100% unless there is a significant preventative factor. KS1 TA using SATs materials for reading shows children achieving in line or above national expectations. Children enter KS2 with sufficient reading ability to access core and foundation subject curriculum
Improved reading attainment among disadvantaged pupils. Challenge 2	<ul style="list-style-type: none"> All disadvantaged children to be in line with national reading attainment at end of KS1. Gaps between reading attainment of disadvantaged and rest of year group closes in KS2

<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p> <p>Challenge 3 and 4</p>	<p>All disadvantaged children to be in line with national maths attainment at end of KS1.</p> <p>Gaps between maths attainment of disadvantaged and rest of year group closes in KS2.</p> <p>Higher proportion of individuals to reach Greater Depth attainment at the end of KS2 including disadvantaged whose progress suggests this is possible</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Challenge 5</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations</p> <p>A significant reduction in bullying (see behaviour records)</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>Challenge 6</p>	<p>Sustained high attendance demonstrated by:</p> <p>Overall attendance being inline or above the local and national figures for previous year.</p> <p>Gap between attendance of disadvantaged to rest of school to close from previous year until it is inline.</p> <p>Number of PA to reduce across the school particularly for disadvantaged children</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: £15,000 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The role of the school's pastoral lead and learning mentor to support all children with emotional well being issues so that they are ready to engage with learning, so that they have the resilience and self-esteem to face challenges in their learning and so that their ability to socially interact with others is effective for collaborative work.</p> <p>Effective liaison with SENCO, DSL and class teachers to identify vulnerable children, target specific social emotional characteristics and use outdoor therapy/TIS informed interventions to address them.</p> <p>Embed PSHE within curriculum and explicit teaching.</p>	<p>Most theories of learning and pedagogical approaches are underpinned by the understanding that children need to be in an emotionally 'ready state to learn'. We have identified many children across the school; some from disadvantaged backgrounds, others not, that have social/emotional barriers to learning and this challenge has been compounded by the impact of COVID and the time many have missed from education.</p> <p>Evidence Base (traumainformedschools.co.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The 5 Levels of Maslow's Hierarchy of Needs (verywellmind.com)</p>	<p>Challenge 1</p>
<p>Teaching Assistants to deliver high impact interventions through small group interventions to target gaps in reading and maths.</p> <p>Interventions by TAs to support maths with mastery principles and in house training delivered previously</p>	<p>TA interventions have been shown to be highly effective for raising standards when used effectively e.g.</p> <p><i>"Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals."</i></p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>Challenge 2,3,4</p>

and revisited this year using Code X reading materials		
Purchase of additional Read Write Inc resources to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

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

Budgeted cost: **£3,800 approx**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	1, 4

who have relatively low spoken language skills.	Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Use of qualified teacher to deliver 1:1 and 1:2 targeted tuition in hours outside school day	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

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

Budgeted cost: **£3,750 approx**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with a focus on individual behaviour plans for those with identified needs that makes the usual disciplinary procedure ineffective. E.g. access to quiet, safe space / sensory processing tools, weighted resources for proprioceptive breaks. (additional adult monitoring/supporting)	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>		
<p>Holistic approach to well-being: Breakfast club, After school club, Bike-ability, swimming, residential etc. Extend wraparound care provision for all and subsidise extracurricular provision, trips and residential and wraparound care for PP</p>	<p>Research has shown that children from poorer backgrounds are less likely to take up extra-curricular activities than other children.</p> <p>Extra-curricular activities, soft skills and social mobility - GOV.UK</p>	<p>Challenge 1 and 6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £22,550 approx

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 2023 to 2024 academic year.

Y1 Phonics results in 2024 were above 2023 national results for All children (+8%), for boys (+12%), for girls (+4%), for Non Pupil Premium children (+4%) and Pupil Premium Children.

Phonics scheme fully embeded across KS1 and all staff deliver with competency and consistency as evidenced by external monitoring from Kernow Learning English Hub.

Averaged across the school, last year Pupil Premium children made more progress than Non Pupil Premium children in writing and in maths, but less progress than Non Pupil Premium children in reading.

Children receiving pastoral support identified as vulnerable and affected by the effects of COVID lockdowns have shown improved engagement with the curriculum, good behaviours for learning and good academic progress

Externally provided programmes

Programme	Provider

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.