



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	114
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
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	£31,515
Recovery premium funding allocation this academic year	£3,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£685
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	£35,390



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
- ensure disadvantaged children have access to the same rich curriculum as other children
- 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>Since the beginning lockdown restrictions came into place 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 are now suffering from low self esteem in relation to particular areas of the curriculum or learning generally.</p> <p>Children in EYFS and several children in Year 1 have had little social interaction with children of their age and 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>
2	<p>Data trends for the last 3 year in both the phonics check score and the KS1 reading results suggest that phonics teaching could be more effective in Key Stage 1 and that occasionally intervention does not address gaps by the end of Year 2.</p> <p>When looked at across several years this is equally the case in both disadvantaged and non-disadvantaged groups.</p>
3	<p>Language development and communication skills have been noted as particularly low for EYFS and Y1 children including disadvantaged children, some with EAL. Other children across the school including disadvantaged children have limited vocabulary – partly due to their limited reading and partly due to lack of exposure to extensive vocabulary in home and social contexts. In most cases recent lockdown restrictions have compounded these problems</p>
4	<p>Despite the school's attempts to provide a comprehensive online learning provision during lockdown, particularly with respect to learning in the core subjects, some children still have gaps in their understanding. NFER tests were used to assess these gaps at the end of the summer term and pinpoint where intervention is needed for both disadvantaged and non-disadvantaged children.</p> <p>Key areas to address are</p> <p>4A progress and attainment in maths for Y5/6n with only 57% currently at age expectations in Y6</p>



	4B Reading attainment in Y3 is well below expectations from ELG in EYFS including for disadvantaged children with 315 at in Y2 as opposed to 69% in EYFS
5	Although progress is generally good or above attainment in writing for disadvantaged children across the school is generally below age expectations.
6	The school offers a broad and rich curriculum including many extracurricular activities which carry a cost that can be prohibitive for parents of disadvantaged children
7	Due to the school's remote location and parental commitments some families struggle to get children into school on time consistently and can have periods of absence.

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
1. Children's social and emotional well being allows them to access and progress across the curriculum	<p>For children to feel emotionally secure in school.</p> <p>To have a positive self-image.</p> <p>To develop resilience as learners. T</p> <p>To behave in a way that positively impacts on their learning and that of others</p>
2. 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	<p>Phonics pass rate is in line with or above national average.</p> <p>Phonics retest pass rate is 100% unless there is a significant preventative factor.</p> <p>KS1 TA using SATs materials for reading shows children achieving in line or above national expectations.</p> <p>Children enter KS2 with the decoding skills necessary to be able to access 'free reader' books</p>
3. Improved oral language skills and vocabulary among disadvantaged pupils.	<p>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.</p>



<p>4. Improved maths attainment for disadvantaged pupils and other identified children in y5/6</p>	<p>Y6 % At age expectations to be at least equal to their KS1 attainment i.e. 71% At with an aspirational target of 91% being targeted.</p> <p>Y5 % At age expectations to be above their KS1 attainment 59% with 71% At being achievable and 79% aspirational</p> <p>Children enjoy mathematics.</p> <p>Outstanding teaching with mastery elements of fluency, problem solving and reasoning firmly embeded in both class teaching and intervention.</p>
<p>4B. Improved reading ability for Y3 children including disadvantaged children</p>	<p>Y3 % At age expectations to close the gap with at least 46% being at with an aspirational target to be equal to their EYFS attainment i.e. 69%.</p> <p>All children to be provided with a book that they can decode and is matched to their needs</p>
<p>5. Close the gap between attainment and age expectations for disadvantaged children</p>	<p>Gap between writing attainment and age expectations to close for all disadvantaged children.</p> <p>Children to develop confidence and see themselves as writers.</p> <p>Children to be able to edit and refine work base on own and peer assessment</p>
<p>6. All children including disadvantaged to have equal access to a broad and rich curriculum</p>	<p>For all children, irrespective of economic well-being to be able to access the school's curriculum offer including extra-curricular activities.</p> <p>High attendance of clubs by disadvantaged children</p> <p>All disadvantaged children to take part in residential</p>
<p>7. Improve attendance for disadvantaged children</p>	<p>Attendance of children from families with transport difficulties to be in line with school attendance target.</p> <p>Alternative transport options available for those struggling to get children to and from school</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:

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>£9,288.34</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>Purchase of Jigsaw materials for teachers to use alongside pastoral support and to follow up on PSHE/SMSC themes delivered in assemblies</p> <p>£1,194.00</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>1 and 3 directly</p> <p>4, 5 indirectly</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (Read Write</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading</p>	<p>2</p>



<p>Inc) to secure stronger phonics teaching for all pupils.</p> <p>Training of all staff to ensure consistent teaching of high quality phonics</p> <p>£10k approx</p>	<p>(though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Training of member of support staff to deliver language intervention programme Talk Boost</p> <p>£380.00</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>Maths coordinator to follow on work with the Maths Hub and deliver INSET to staff to secure mastery principles in teaching of maths across the school.</p> <p>£567.00</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	4A

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants to deliver high impact interventions through small group interventions to	TA interventions have been shown to be highly effective for raising standards when used effectively e.g.	4a 4b



<p>target gaps in reading and maths.</p> <p>Interventions to be based on training delivered last year by maths hub with mastery principles and in-house training delivered previously and revisited this year using Code X reading materials</p> <p>£9,810</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>All disadvantaged children with gaps in writing to receive 1:2 intervention from English coordinator with a focus on using peer and self-assessment to develop writing.</p> <p>£360.00</p>	<p>The emphasis in all sessions will be on metacognition principles with children working with their ‘writing buddy’ to identify strengths and areas for development in their writing.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Sessions to use read write Inc intervention resources informed by rigorous</p> <p>£included in TA intervention cost</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Use of TA who has QTS to deliver 1:1 and small group maths intervention for an hour after school</p> <p>£360.00</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4a



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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on supporting children with sensory needs.</p> <p>Purchase of equipment to support sensory needs.</p> <p>Creation of sensory place in the school</p> <p>Training £200.00</p> <p>Resources £500.00 approx</p>	<p>Several children across the school have been identified with sensory needs and observations have shown that meeting these needs for individuals e.g. through movement breaks benefits the majority of the class.</p> <p>NCSE - Sensory Spaces in Schools</p>	1
<p>School to use own minibus to support travel to and from school for disadvantaged children as well as those eligible for school transport</p> <p>£500.00</p>	<p>There is a wide range of evidence to show that show the detrimental impact of any decrease in attendance</p> <p>Absence and attainment at key stages 2 and 4: 2013 to 2014 - GOV.UK (www.gov.uk)</p>	7
<p>School to fund 80% of all costs for extra-curricular activities such as surf club, for residentials, breakfast club etc. for all disadvantaged children.</p> <p>A committee on the governing body also consider applications for financial assistance from parents that are struggling financially but not classified as pupil premium.</p> <p>Bespoke provision for more able disadvantage children including music and art therapist.</p> <p>Surf = £420</p> <p>London = £2.2k</p> <p>Camp Kernow = £280</p> <p>Beare's Den = £160</p> <p>Activity Days = £100</p> <p>Total = £3,160</p>	<p>Advice from DfE and many other sources of pedagogical research show that children benefit most from a broad and rich curriculum</p> <p><i>You should continue to teach a broad and balanced curriculum in all subjects. This includes what pupils learn from wider experiences such as educational visits and visitors to the school.</i></p> <p>Teaching a broad and balanced curriculum for education recovery (publishing.service.gov.uk)</p>	6,1

Total budgeted cost: £36,319.34



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 presented unprecedented challenges for the school and the school quickly identified the potential detrimental impact that lockdowns due to COVID would have on both the social and emotional well-being as well as the academic progress of our most vulnerable children. Plans for pupil premium spending were therefore quickly reassessed and most TA's were redeployed to support online learning on the schools Seesaw platform.

All disadvantaged children had assigned TA's who would periodically check in on children to monitor engagement and give feedback.

If engagement was low or children were particularly struggling 1;1 support was given via Zoom.

The pastoral lead also kept in touch with all disadvantaged children to assess and support mental well being and to support parents isolated with their children.

In the second lockdown the school was able to classify disadvantaged children as vulnerable and they were therefore able to attend school in small populations for half the week to support inline learning.

*Actually there were more than half the school coming in during the second lockdown ie. some children of critical workers ALL the time and most families were happy to attend in rotation for 2 days, so that more pupils could physically attend school. Monday & Tuesday - one group of the 2 bubbles were in school- with Wednesday a deep clean and catch-up day, apart from critical worker children. The second tranche of 2 bubbles then attended on Thursday and Friday whilst the first tranche learned at home. ***This gave confidence to many children to then engage with home learning when they were not physically in school. Highly successful and INNOVATIVE provision by Gwinear School.***

(School Improvement Partner Report July 2021)

As a result of the above and the outstanding effort made by all staff to make online learning successful, disadvantaged children and children often made expected progress in the core curriculum despite lockdown restrictions (see data below).

Attainment and progress 2020-2021.

There were 22 Pupil Premium (Disadvantaged) children on roll in KS1 and KS2 in July 2021. Averaged across the school, the percentage of Pupil Premium children working at or above the Expected standard is below 2019 national KS2 results for Pupil Premium children in reading (-3%), in writing (-41%), in maths (-26%) and in combined RWM (-33%).

Averaged across the school, the gap between school Pupil Premium children and national Non Pupil Premium children is 19% in reading, 56% in writing, 43% in maths and 53% in combined RWM. Averaged across the school, the percentage of Non Pupil Premium children working at or above the Expected standard is below 2019 national KS2 results for Non Pupil Premium children in reading (-15%), in writing (-35%), in maths (-13%) and in combined RWM (-31%).

Percentage of children working at Expected and above, July 2021

	Reading			Writing			Mathematics			Combined RWM		
	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
National KS2	62%	78%	-16%	68%	83%	-15%	67%	84%	-17%	51%	71%	-20%
All (22 PP)	59%	63%	-4%	27%	48%	-21%	41%	71%	-30%	18%	40%	-22%
All KS2	65%	72%	-7%	29%	52%	-23%	41%	70%	-29%	18%	46%	-28%
Y6 (6 PP)	83%	100%	-17%	67%	90%	-23%	50%	100%	-50%	33%	90%	-57%
Y5 (6 PP)	50%	63%	-13%	17%	38%	-21%	33%	75%	-42%	17%	38%	-21%
Y4 (4 PP)	50%	69%	-19%	0%	38%	-38%	50%	46%	+4%	0%	23%	-23%
Y3 (1 PP)	100%	60%	+40%	0%	47%	-47%	0%	67%	-67%	0%	40%	-40%
National KS1	62%	78%	-16%	55%	73%	-18%	62%	79%	-17%	N/A	N/A	N/A
All KS1	40%	48%	-8%	20%	41%	-21%	40%	72%	-32%	20%	31%	-11%
Y2 (2 PP)	0%	42%	-42%	0%	58%	-58%	0%	83%	-83%	0%	33%	-33%
Y1 (3 PP)	67%	53%	+14%	33%	29%	+4%	67%	65%	+2%	33%	29%	+4%



The 'Gap' columns in the above table show the difference between Pupil Premium (Disadvantaged) and Non Pupil Premium children. A positive figure indicates that results for PP children are higher than results for Non PP children. Due to the small numbers of PP children in each cohort, only the All and All KS2 figures for PP children are shaded in the above table (PP results shaded green are in line with or above national results for PP children). National figures in the above table are from 2019.

Averaged across the school, the percentage of Pupil Premium children working at or above the Expected standard is **below** 2019 national KS2 results for Pupil Premium children in reading (-3%), in writing (-41%), in maths (-26%) and in combined RWM (-33%). Averaged across the school, the gap between school assessments for Pupil Premium children and national results for Non Pupil Premium children is 19% in reading; 56% in writing; 43% in maths; and 53% in combined RWM.

Averaged across the school, the percentage of Non Pupil Premium children working at or above the Expected standard is **below** 2019 national KS2 results for Non Pupil Premium children in reading (-15%), in writing (-35%), in maths (-13%) and in combined RWM (-31%). Averaged across the school, progress this year is above the benchmark in all three subjects for Pupil Premium children and also for Non Pupil Premium children. Averaged across the school, Pupil Premium children made slightly more progress than Non Pupil Premium children in all three subjects this year. Average Points Progress, October 2020 to July 2021 (PP and Non PP)

	Reading		Writing		Mathematics	
	PP	Non PP	PP	Non PP	PP	Non PP
All (20 PP)	6.6	6.3	5.6	5.3	6.1	6.0
Y6 (6 PP)	7.7	6.6	6.0	5.6	7.0	6.2
Y5 (6 PP)	6.0	4.8	5.3	5.8	5.7	6.8
Y4 (4 PP)	5.5	4.5	6.0	5.7	5.0	3.3
Y3 (0 PP)		7.3		3.7		5.3
Y2 (2 PP)	5.0	4.8	4.0	5.4	6.0	6.0
Y1 (2 PP)	9.0	8.8	6.0	6.3	7.0	9.0



Benchmark progress from October 2020 to July 2021 is 5 points. This is equivalent to all children remaining on the same assessment grade or 'flightpath' (having the same last digit in their tracking code) as at the start of the year. 7 points progress is equivalent to each child being one assessment grade higher in July than in October (e.g. moving from a 5 to a 6). Annual progress could not be calculated for the one Pupil Premium child in Y3 (Eilidh M), as she joined the school after the start of year assessments; nor for the one Pupil Premium child in Y1 Poldhu class (as no start of year assessments for Poldhu class were available).

Averaged across the school, progress this year for Pupil Premium children is above the benchmark 5 points for all three subjects. Average progress for Pupil Premium children is above the benchmark in every year except Y2 for reading and writing, and in every year except Y4 for maths.

Averaged across the school, progress this year for Non Pupil Premium children is also above the benchmark in all three subjects. Average progress for Non Pupil Premium children is typically above the benchmark; but is below the benchmark for reading in Y5, Y4 and Y2; for writing in Y3; and for maths in Y4.

Averaged across the school, this year Pupil Premium children made slightly more progress than Non Pupil Premium children in all three subjects.

Externally provided programmes (NA)

Service pupil premium funding (NA)



Further information (optional)

Additional activity

Teachers use ongoing formative assessments to track children's progress and these are used to target reactive intervention for disadvantaged and non-disadvantaged children with most TA's being used in this capacity in the afternoon periods.

The SENCO liaises with external organisations such as Speech and language therapists and educational psychologists to meet the needs of the disadvantaged children that are on the record of need (43% of pupil premium are on RON)

Weekly meetings between all staff are used to consider the general welfare of all children with a focus on disadvantaged and children considered vulnerable and behaviour patterns are closely monitored so that support can be put into place when problems arise.

Planning, implementation, and evaluation

Rigorous tracking of the progress of all children and the progress of disadvantaged children in relation to their peers helps inform where the school targets intervention. This together with discussions between class teachers, the learning mentor, and the support staff working with the child about the child's emotional well-being, help identify where needs can be met through group intervention and where individual provision needs to be put into place.

The [most recent government advice](#) was used to inform how to document plans for the spending of Pupil Premium funding and Recovery Premium funding.

Previous spending plans were considered in terms of their effectiveness and in light of the more recent challenges prevented by COVID restrictions and the aftermath of lock-down periods.

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.