

Kernow Learning

Pupil Premium 2021-2024

Reviewed 23.9.22

**Reviewed 10.7.23**

## 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	St Columb Major Academy
Number of pupils in school	370
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	Annual review Sep 2022 September 2024
Statement authorised by	Marie Taylor
Pupil premium lead	Marie Taylor Jill Evans Tracey Milsom
Governor / Trustee lead	Charlie Roose

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,495
Recovery premium funding allocation this academic year	Recovery Premium £12,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£126,675

## Part A: Pupil premium strategy plan

### Statement of intent

At St Columb Major Academy we endeavour to meet the challenges of disadvantage in a variety of ways, recognising that the disadvantage children face is multi-faceted; something which has been magnifying by school closures due to the Covid pandemic.

We have the responsibility to take informed and precise action that will have the greatest impact on addressing disadvantage, based on evidence which informs the actions that are planned and are rigorously evaluated for impact on an ongoing basis.

Our ultimate objectives for our disadvantaged pupils are:

- To use language confidently, when speaking, reading and writing
- Engage in the learning opportunities in school to their fullest potential, thus achieving their potential across the curriculum
- Have high attendance in line or above the National Average of 96%
- Widen their life experiences by making the most of the opportunities available to them, both in and out of school
- Develop aspirations for their future lives

To achieve this, our Pupil Premium strategy is implemented through the following main activity types:

1. Support
2. Intervention
3. Enrichment

#### **Support:**

\*We use wider services to support children with other needs: Educational Psychologist, Speech and Language Therapist, counsellor and Educational Welfare Officer.

\*Investment in our PSA to provide additional support for children whose barriers to learning or attendance are social and emotional.

#### **Intervention:**

\*Staff are aware of disadvantaged pupils in their year group and other factors that may affect or enhance performance (mobility, SEN, MABLE, attendance) through our pupil premium record.

\*All pupils' progress is tracked termly and appropriate interventions are put in place to mitigate underachievement.

\*Pupil conferencing focuses attention on attainment and progress of disadvantaged children to ensure gaps are addressed.

\*We invest in a wide range of Continuing Professional Development for teachers including high quality training, coaching and rigorous monitoring to ensure high quality teaching for all. There is an emphasis on engagement and effective oral and written feedback to promote progress.

#### **Enrichment:**

\*We offer a wide range of after school provision, which we actively promote and encourage attendance at by disadvantaged pupils.

\*We ensure all school teams have proportional representation from disadvantaged children.

\*We ensure that disadvantaged children are proportionately represented in school enrichment events: Kingfisher project, G7 school council event etc.

\*Trips and residentials are offered and subsidised throughout the year.

\*Music lessons are subsidised when offered and accepted by disadvantaged families.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Weaker Language &amp; Communication skills</b> - 15% of current FS pupils & 9% of current Y1 pupils were working below 3-4 age band for Speaking at baseline.
2	<b>Attainment in Reading, Writing &amp; Maths</b> - the gap between disadvantaged and non-disadvantaged pupils varies between year groups and subjects, although occurs more in Writing, and to some extent Maths (due to gaps caused by lockdown).
3	<b>Engagement with learning</b> – Due to emotional state, some disadvantaged pupils are not ready to learn. 18% of current FS pupils were below 3-4 age band for Self-Regulation at baseline.
4	<b>Attendance</b> – The attendance of disadvantaged pupils is consistently lower than non-disadvantaged pupils. (PP 91.24% on 27.1.22)
5	<b>Poor Cultural Capital and Lower Aspirations</b> – This is caused by a lack of wider life experiences for many disadvantaged pupils.
6	<b>Parental Engagement &amp; Support from home</b> – This is significantly reduced and is evident through low attendance at parent consultations and non-engagement in homework.

## 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. Improved language and communication skills by the end of FS evident. Vocabulary development in all year groups is evidenced by greater use of modelled sentence stems and Tier 2 and 3 vocabulary language in their verbal and written work.	*Analysis of FS data – comparison of baseline to exit scores in Speaking  *pupil conferencing activities will evidence the quality of verbal language used in all curriculum subjects  *book scrutinies/writing moderation evidences the quality of verbal language used in all curriculum subjects
2. The gap in attainment for Reading, Writing & Maths between disadvantaged and non-disadvantaged is closed significantly for all groups.	*Summative assessment data in OTrack analysed termly so interventions/actions put in place for pupils who fall behind  *Ongoing formative assessment on a daily/weekly/termly basis highlight gaps &

	<p>misconceptions which can be planned for by the teacher</p> <p>*Additional summative scores/data from AR, PIRA &amp; PUMA is additional evidence and will identify any pupils falling behind</p> <p>*Tracking document for PP &amp; SEN pupils clearly tracks attainment, subsequent actions and impact for all pupils.</p>
<p>3. Pupils feel safe and happy at school and are supported with their academic and wellbeing needs.</p>	<p>*Class wellbeing tracker identifies areas to target through PSHE sessions in class &amp; specific pupils who may need more bespoke interventions</p> <p>*Student voice wellbeing tracker identifies pupils attitudes and opinions</p> <p>*Use of MyConcern tracks behaviour and emotional wellbeing concerns and actions</p> <p>*PSHE curriculum meets the needs of the pupils in each class and is adapted when necessary to address particular issues or concerns</p> <p>*teacher/staff observations and pupil conferencing show pupils are happy &amp; feel safe</p>
<p>4. Attendance and punctuality of disadvantaged pupils is at least in line with non-disadvantaged pupils.</p>	<p>*Attendance data analysed weekly/termly/yearly by admin staff &amp; SLT so interventions can be put in place quickly</p>
<p>5. Disadvantaged pupils have access to a wide range of experiences which promote engagement and aspiration.</p>	<p>*All curriculum subjects designed to 'hook' pupils into topics and contain a variety of learning styles and activities to engage learners of all types and interests.</p> <p>*Trips planned termly to enhance and widen pupils' experiences</p> <p>*Participation in inter-school sporting events is targeted at disadvantaged and attendance at these events is tracked</p> <p>*A wide range of after-school clubs provided each term. Attendance at clubs is tracked and disadvantaged pupils are encouraged to participate.</p> <p>*Residential planned and subsidised if requested for PP pupils</p>
<p>6. Parental engagement and support from home is significantly increased in disadvantaged families. This can be seen in attendance at parent consultations, engagement in homework and attendance at wider school events.</p>	<p>*attendance at parents' meetings tracked</p> <p>*staff records of completed homework show engagement of pupils which is tracked by staff</p> <p>*attendance at open days and other school events recorded and analysed</p>

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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD in Oracy 21 takes place for all staff at all levels.</p> <p>Staff are trained to:</p> <ul style="list-style-type: none"> <li>*model/teach oracy explicitly</li> <li>*harness oracy to elevate learning</li> <li>*appraise progress in oracy</li> </ul>	<p>There is a wealth of research around deepening knowledge through vocabulary learning (as supported in the new EIF):</p> <p><i>*Bringing Words to Life</i> (Beck et al., 2013)</p> <p><i>*Curtis's</i> (Curtis et al., 1987) research indicated that high-vocabulary students not only knew more words than those with lower vocabularies, but they also knew more about those words.</p>	1, 2, 5
<p>Daily Retrieval and practice of the facts and topic vocabulary to embed retention.</p> <p><i>Teachers review daily small steps in learning to help embed knowledge and skills.</i></p>	<p>"The need for fast access to one's representation of words in memory arises because comprehension is a complex process, in which several components vie for attention. Reducing attention on some components ... (the definition of a word) - may free attention to deal with the other components, in particular the meaning of the ideas represented by words...frequent encounters and thoughtful activities with target words give pupils opportunities to develop fast access to strong representations of word meanings." (<i>Beck and Carpenter, 1986</i>) / (<i>Perfetti 1985</i>)</p>	1, 2, 3, 5
<p>Planning a broad curriculum that engages all children. Through working with Subject Leads a broad and balance curriculum is developed.</p> <p><i>Review curriculum sequencing and progression to embed key themes and concepts for each subjects.</i></p>	<p>Taking the planned, sequenced curriculum as a starting point, you should prioritise teaching missed content that will allow pupils to make sense of later work in the curriculum. This includes key knowledge, skills, vocabulary, concepts, and the links between concepts. This allows for the gaps in learning to be filled.</p> <p><a href="https://bit.ly/31KyRea">bit.ly/31KyRea</a></p>	1, 2,3, 5
<p>Talk for Writing Approach embedded into school to support the teaching of reading and writing with children learning stories/texts off by heart and being exposed to a rich learning environment.</p>	<p>Talk for Writing is an engaging teaching framework developed by Pie Corbett, supported by Julia Strong. It is powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.</p>	1, 2, 3

<p>Introduction of gradual release of responsibility (I do, We do, You do) teaching strategy through whole school CPD.</p>	<p>The gradual release of responsibility supports a varied approach to content, process, and product over the course of a unit. Learner diversity is embraced by supporting interests, learning profiles, and readiness. Gradual release is a way to apply differentiated instruction principles to all content areas of instruction as the responsibility for independent learning shifts to the learners (Fisher, D., &amp; Frey, N., 2008).</p> <p>EEF – “Effective Professional Development” toolkit evidences that metacognition and self-regulation as a learner has some of the greatest impact on progress – high impact/ low cost.</p>	<p>1, 2, 3</p>
<p>Training in the use of questioning and in the moment assessment to move children on more quickly: hinge point questions/ exit pass questions.</p>	<p>The Pygmalion effect – Rosenthal et al- if you think your students are more able, you will be nicer to them, ask them more questions, give them longer thinking time and set a higher bar for the work you accept</p>	<p>1, 2, 3</p>
<p>Introduction of a Reading for Pleasure ethos across the school, which includes:</p> <ul style="list-style-type: none"> <li>* daily reading to pupils by teachers - this models fluency and an enjoyment of a variety of texts.</li> <li>*informal book talk between pupils &amp; teachers - discussions about book choice &amp; recommendations</li> <li>*Reading display in classrooms promotes books &amp; authors</li> <li>*new books bought for classrooms (linked to E&amp;D and topics) and for library (to give greater choice to pupils)</li> </ul>	<p>Research shows that being able to read fluently and comprehend subtext enables a child to engage with a variety of subject matter.</p> <p>The Open University – Reading for Pleasure <i>Our research, a two phase Open University and UK Literacy Association project, examined children’s and teachers’ reading lives, and established effective ways to support Reading for Pleasure (RfP).</i></p> <p><a href="http://ourfp.org">Reading for Pleasure - Reading for Pleasure (ourfp.org)</a></p> <p><a href="http://reading_for_pleasure.pdf">reading_for_pleasure.pdf</a>  <a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a></p>	<p>1, 2, 3</p>
<p>New PSHE curriculum embedded &amp; use of wellbeing tracker to plan for needs within each class</p>	<p>“...children who enjoy positive relationships with their peers also tend to be engaged in and even excel in academic tasks more those who have peer relationship problems.” (Wentzel, 2013 collated by Elliot, Dweck &amp; Yeager, 2017 p601)</p>	<p>3</p>
<p>To ensure that all learners access all learning if they are able to:</p> <ul style="list-style-type: none"> <li>*high aspirations for all</li> <li>* staff CPD on planning learning</li> </ul>	<p>Ofsted Research</p>	<p>1, 2, 3</p>

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

Budgeted cost: £ £22,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	5
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p><b>Focus on writing and targeting Year 3 and 4.</b></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><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4
<p>FS &amp; Y1 staff to use NELI to Speech &amp; Language Programme. Pupils identified from assessment.</p> <p><b>All EYFS pupils will be baseline assessed on Speechlink for vocabulary and oracy.</b></p> <p><b>*intervention targeted to need</b></p>	<p>The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children’s language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language.</p> <p><a href="#">Home   Nuffield Early Language Intervention (NELI) (teachneli.org)</a></p>	1, 2
<p>Teachers to identify and record each half term interventions at 3 levels:</p> <ul style="list-style-type: none"> <li>*HQFT</li> <li>*Group guided intervention</li> <li>*1:1 support</li> </ul>	<p>“Supporting the attainment of Disadvantaged pupils” Evidence shows that where intervention is carefully selected, well thought out and implemented with integrity, children will make good progress.</p>	1, 2, 3, 5
<p>The class teacher and TA’s will use:</p> <ul style="list-style-type: none"> <li>*Read, Write, Inc interventions</li> <li>*Accelerated reader</li> <li>*TTRS</li> </ul>	<p>EEF – Improving Literacy at KS1” EEF evidence-based research shows that well targeted, time bound interventions with well trained staff can enable children to make better than expected progress</p>	2



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

Budgeted cost: £35,347

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Applied for and received National Breakfast club Funding to encourage children in and start the day with breakfast.</p>	<p>Breakfast club taken up by 23% of PP pupils Observations identify that children who have gone to breakfast club are ready to start with the rest of the children and have been fed and are able to engage more quickly.</p> <p>Reduced amount of intervention by SENDco or trusted adult in terms of behaviour.</p>	<p>2, 3, 4, 6</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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): <a href="http://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>3</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>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <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>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1</p>
<p>Use of a range of strategies to open communication with persistent absentees:</p> <ul style="list-style-type: none"> <li>*daily phone calls</li> <li>*Attendance surgeries</li> <li>*Follow up calling</li> <li>*Lateness challenged</li> <li>*Support offered through breakfast club/PSA</li> </ul>	<p>“Supporting the attainment of Disadvantaged pupils” Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance over 95%. Termly HT reports evidence that this group is constantly attending less well than non-PP children. Children cannot learn if they do not attend!</p> <p><a href="http://publishing.service.gov.uk">Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</a></p>	<p>3, 4, 6</p>

Unauthorising absences where there is non-engagement		
Shared responsibility with parents for improving attendance – daily collection of targeted pupils with persistent absence/attendance challenges	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3, 4, 6
Effective implementation of MyConcern to provide an intuitive system for monitoring child protection, safeguarding, pastoral and welfare issues.	Where we have used the system to analyse patterns and trends, we have been able to consider targeted approaches for intervention to reduce incidents.	3, 4, 6
Further training for staff on the strategies to develop confidence, resilience and knowledge about pupil mental health	“PHE – Introduction to Adverse Childhood Experiences” *Highly skilled and trained staff with an in-depth knowledge of MH issues can guide and support staff. *Evidence shows that resilient children are more likely to make good progress as they will take risks in their learning and will persist when learning is tough. “An angry child cannot think.” – self regulation will assist in learning.	3
Subsidised places for music lessons, such as Rock Steady	“Listening to music makes most young people feel happy; and the effects of making music are even more powerful than listening to it. Young people are deploying music to articulate and communicate their thoughts and feelings. Music helps to form friendships which results in an increased sense of belonging. Those who regularly make music feel more in control of their future. Young people are using music as a tool to support their wellbeing.” (The Sound of the Next Generation: A Comprehensive Review of Children and Young People’s Relationship with Music) <a href="https://www.youthmusic.org.uk/the-sound-of-the-next-generation.pdf">The Sound of the Next Generation.pdf (youthmusic.org.uk)</a>	3, 5
Subsidies for educational visits and camps.	One of the key lessons learned in the Closing The Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances.	5
Active encouragement for PP pupils to attend sporting events and after-school clubs	“Intelligence + character – that is the true goal of education” Martin Luther King Outdoor learning/ camps and sport provides countless opportunities for resilience and character building.	5

**Total budgeted cost: £ 127, 527 (this is beyond our allocation of fundings as this is required to meet the needs of our pupils.**

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.

School closures in 2020 meant that there was no external data, insecure internal data past Autumn 2020, no attendance data and no parental attendance at events to verify the impact of targeted support. However, we can use data sources, soft outcomes and commentary that we do have to begin to understand how our chosen approaches are making a difference.

The full impact of school closures on children's will be felt for some years to come. Closures have magnified the gaps in learning:

\*delayed/ arrested vocabulary development

\*a decline in resilience when facing learning challenges

\*the ability to work collaboratively and limited home support.

A school improvement focus on these gaps and whole staff training is supporting the school to focus on the core of what needs to be delivered to support better progress for disadvantaged children. A focus on pupil well-being, recovery, the associated losses and the long-term impact of school closures has further raised the awareness of staff around children's emotional needs as they have returned to school. This awareness has enabled staff to support in class with TIS strategies and to carefully identify the children who need longer term, more in depth support.

Pupil conferencing with teachers has a huge impact on raising the profile of disadvantaged children in every class. The mapping of PP children that we do across school helps teachers to understand the multiple barriers that some children face (DA+ SEN + attendance) and helps them to identify bespoke support that will have the greatest impact.

To mitigate some of the impacts we have provided home learning activities and resources for all pupils, both online and in paper-based format. We were aware that internet access was problematic for some families and endeavoured to provide support where this was the case, e.g. delivery of learning packs to pupils' addresses.

Since the beginning of June, following Trust guidance, children in some year groups started to return to school. We worked very hard to ensure that these returning pupils were safe and happy in their bubbles. Our top priority was to address their social and emotional needs and to ensure that any anxiety about returning to school was minimised. With this in place, we then started turning our attention to identifying any learning gaps which have come about during the lockdown period, particularly so for disadvantaged children.

Before the end of July, we started to think ahead to the new academic year and to what a recovery curriculum needed to look like for our children, including our disadvantaged and vulnerable pupils. This has informed the planning of our 3-year strategy for raising the attainment of disadvantaged children at this school. We are confident that this move to a longer-term plan will enable us over time to implement carefully chosen evidence-informed strategies that result in a closing of existing attainment gaps. The new 3-year plan will be regularly reviewed in each year of its cycle.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

- Good participation in enrichment, after school clubs, sporting events & residential
- Funded places for Rock Steady were in place throughout the year and pupils thrived and excelled in performing music.
- Progress in phonics and RWI has been positive
- Pupils are developing and strengthening their attitude towards Reading for Pleasure through the wider range of books in classrooms, regular book sessions and discussions about book choices/recommendations
- 5 pupils had 3<sup>rd</sup> Space Maths tutoring in the Spring/Summer term. All pupils made progress with 60% making good progress, one pupil making above expected progress.
- Attendance at breakfast club has improved pupils' attendance at school, their attitude to school and ensured they are ready for learning in a more positive manner.
- Self confidence and self-esteem has been improved as measured through our wellbeing surveys. They are more confident and have found talents and skills which have increased their 'can do' attitude.
- EYFS staff were all successfully trained in the NELI programme and are ready to implement this in the forthcoming year.
- The school minibus was used as a trial to collect targeted attendance pupils before school. This proved to be very successful and is being implemented in the forthcoming year.

#### 2022-2023 July Mid-Year Review of impact:

- Our robust and shared attendance strategy has been fully implemented and this has positively impacted pupils' attendance. For our pupil premium children their attendance at school has improved and persistent absence reduced. The school has an improved positive relationship with parents in regard to attendance. The school minibus has been continued to be used to collect targeted pupils before school. This has significantly improved attendance percentages and reduced minutes loss of learning.
- Oracy CPD delivered to staff – this has increased staff confidence and understanding. Staff planning for asking and answering questions has improved pupils' oracy skills.
- We have been securing our broad and balanced curriculum. We have reviewed sequences and progression resulting in the curriculum being engaging and ensuring that gaps in learning are addressed. This means that pupils are more confident in all curriculum subjects as they are able to keep up with learning as it is scaffolded by the adapted learning. Staff CPD in assessment check points and hinge questions have supported their assessment and planning in the moment, enabling teachers to plan effectively for pupils' specific needs, ensuring pupils have a solid understanding before moving on.

- We have embedded the gradual release of responsibility supporting our pupils to feel more empowered and supported with their learning resulting in them feeling and experience more success and independence due to the scaffolded approach.
- We have strengthened our reading for pleasure ethos by continuing to have daily reading by class teachers, informal book talks and reading ambassadors. Reading ambassadors have been introduced to strengthen the pupil voice and interest in books. We are ensuring all children have access to high quality books, oral storytelling and develop a love of reading.
- Additional, targeted phonic teaching sessions have been delivered through out EYFS and KS1. This has resulted in 8 out of 9 PP pupils (90%) achieving and passing the screening check enabling them to successfully access the ongoing reading curriculum.
- MyConcern is well embedded in school culture now and is used to analyse behaviour/safeguarding trends in individual, year group and key stages. Staff act quickly on concerns and the safeguarding team liaises with other agencies regularly. As a result of this analysis, we have made over 80 referrals to support vulnerable families and pupils. DSL meetings are robust and ensure that all pupils continue to be safe in school.
- Rocksteady: Some pupils have been subsidised to attend Rocksteady sessions each week. Pupils have really gained in confidence and their self-esteem has improved. For some pupils, this helped supported their engagement with all areas of the curriculum.
- Educational visits and clubs:
  - \*Children were excited about to try new opportunities and learn about places in the UK e.g. London trip for year 6, Bath for Y4 and Bristol for Y5.
  - \*Places on residentials subsidised to enable as many pupils to take part as possible.
  - \*All PP children in year 6 have participated in a sports festival.
  - \*Residentials have provided pupils opportunities to try new sports and activities like coasteering, watersports, rugby festival at the Cornish Pirates.
  - \*An improved uptake for after-school clubs following targeted places organised by the admin team.
  - \*This has raised the self-esteem and cultural capital of disadvantaged pupils by giving them new experiences.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance Learning
Times Table Rock Stars	Maths Circle Ltd
RWI School Portal	Ruth Miskin Training
Third Space	Third Space

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Funding was used to provide: Music Tuition Funding for residentials Access to high quality first teaching/CPD for teachers. Pastoral support available to pupils from trained colleagues as a Trauma Informed School.
What was the impact of that spending on service pupil premium eligible pupils?	Service children were fully included in all provision and benefitted from being a prime group that were served by in school provision during the school closure period. Pupils were provided with support at the time of need. A clear impact is how well our teachers know their children leading to quick intervention.