



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Newlyn East Learning Academy
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	22/161 = 14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	Dec 2022
Date on which it will be reviewed	Dec 2023
Statement authorised by	Andy Watkins
Pupil premium lead	Andy Watkins
Governor / Trustee lead	Michelle Hague

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,240
Recovery premium funding allocation this academic year	£4,860
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	£37,240

Part A: Pupil premium strategy plan

Statement of intent

Our intent for our disadvantaged pupils is for them to make a good level of progress in all key areas of learning.

Our ultimate aim for all pupils at St Newlyn East, irrespective of the background or the challenges that they face, become strong, confident and happy children. We also aim to develop a passion for reading with all children. We then believe that this will lead to a growing confidence in all other areas of personal and academic life.

Our response and action planning will be based on a quality first teaching approach to classroom life. Our pupils' individual needs will be accounted for combined with daily formative assessment in order to provide all our pupils with the best possible primary education.

Challenges

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

Challenge number	Detail of challenge
1	That a small number of disadvantaged children have gaps in their mathematical understanding, particularly with declarative knowledge.
2	That a small number of our disadvantaged children have a speech and language concern or delay.
3	Assessments in reading (RWInc) show that a small number of children have not yet secured phonological knowledge and need additional input.
4	Attendance, as a result of being a seaside resort, remains a key focus for improvement in terms of absence and late arrival to school.

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>1. All pupils will improve their declarative knowledge within the maths curriculum</p>	<ul style="list-style-type: none"> -Precision teach targets specific PP chd for pre-school intervention focused on increased mental maths speed of recall. -All children have an increased enjoyment in maths which results in their main lessons being more successful/enjoyable. -Maths lessons have a heavy emphasis on increasing speed of recall for number. -Use of assessment check points (informal) every day in order to make their declarative knowledge stick to long term memory
<p>2. Specific children with a speech and language difficulty make progress by the end of the year so their confidence improves</p>	<ul style="list-style-type: none"> -SALT intervention/support strategies in place for children with the need. -SALT intervention/strategy highlighted clearly on ILP for all staff to be aware of -Parent communication is high with them knowing and understanding what they can do at home to support. -Specific children with SALT as a focus improve their confidence so they become more able to offer answers/solutions in class discussions.
<p>3. Children with phonological awareness difficulties become more secure in their knowledge by the end of the year and grow in confidence.</p>	<ul style="list-style-type: none"> -RWInc sessions happen every day for children -RWInc top-up interventions (5-10mins) occurs 3-4 times a week -Regular monitoring/support from RWInc lead enables all groups to make good progress with emphasis on high quality consistent teaching. -Books matching their reading level are sent home everyday
<p>4. All children (including those classed as PP), attend school <i>'On time, every day, learning ready.'</i></p>	<ul style="list-style-type: none"> -Daily focus with the attendance lead on absence from school and reasons why -System for dealing with 'late' children is robust and monitored rigorously -Parents/carers are celebrated when their children's attendance improves. -All children are in as much as they possibly be to enable a reduction in learning time lost.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review of maths strategy and procedures in school to ensure the best practices are being adopted at SNELA.	<p>-Maths lead CPD enabled, e.g. focus on leadership course to ensure messages around maths are being communicated well.</p> <p>Early years and KS1 maths research evidence</p>	1, 2 and 4
Focus on high quality teaching and learning in all classrooms	<p>-High focus on improving quality of teaching learning in classrooms, aiming for consistency in excellence.</p> <p>-CPD time for teachers and support staff through out year.</p> <p>Effective teacher development review</p> <p>-Coaching and support as and when needed for teachers/support staff in order to address positivity and atmosphere in classrooms.</p> <p>Improving behaviour research</p>	2, 3 and 4 (if the children love being taught in the classroom, they will come in)
Investment in RWInc training for all staff	<p>-Huge focus on consistency and excellence in the teaching of RWInc and early reading across school. Training needed for all staff, plus regular RWInc lead monitoring of groups to ensure consistency in delivery.</p> <p>Reading and early language development links to research</p>	2, 3 and 4 (if the children feel they are improving their reading/oracy, this may help with improved attendance)

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision teaching intervention – Pre-school.	-Maths support focused on precision teach pre-school intervention. This also addresses communication improvements by the daily talk with the member of staff. This also facilitates potential improvements in attendance. CPD time given to the members of support staff for this intervention needed. Early years and KS1 maths research evidence	1, 2 and 4
Voice 21 programme used for oracy	-Focus on improving speech and language in school (through our Voice-21 programme) article concerning literacy and language development	1, 2, 3 and 4 (confident articulate children are more likely to want to come to school.
1:1 top-ups from HLTA in afternoons to improve declarative knowledge	<i>'Although there is a large body of evidence showing that, <u>where educators use carefully designed and structured interventions, this can have a positive impact on attainment in numeracy for children at risk of low attainment, much of the support provided by TAs appears to be relatively unstructured</u>' (Sharples et al., 2015). (taken from early maths research)</i>	1

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued focus on Trauma Informed School Specialism	TIS evidence review -Additional member of the support staff team to be trained up as a TIS specialist.	All

	-TIS approaches/interventions to continue in school and become part of the personal development programme we offer.	
Focus on improved PE, sport and well-being in schools	Well Schools evidence -Renewed focus in the spring and summer term around a 'Well Schools' focus for SNELA – using the power of sport, PE and activity to improve well-being for all stakeholders.	All

Total budgeted cost: £37,200

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.

<p>The money spent on CPD for maths has certainly been worth it. The release time for our maths-lead (and other members of the team) was good value for money. Our maths-lead has worked with the central school improvement team and totally transformed our maths curriculum. We now have a completely re-worked curriculum focussing on the declarative knowledge that the children are developing. There is now consistency across classrooms with the teaching and learning of maths now being a strength of the school.</p> <p>High quality teaching and learning can now be seen in our classes at SNELA. We have a consistent approach to many of the strategies we use in class which has allowed for children to gain more from the lessons. Monitoring visits from various parties has confirmed this. A specific example is for KS2 reading where we are now supporting other schools in the Trust with their reading curriculum design. This is testament to the challenge we have received by Kernow Learning and the inspirational work of our reading leads.</p> <p>Equally, the impact of our RWInc scheme moves from strength to strength each year. Our acting RWInc lead who stepped in this year was fantastic. She helped the team through different monitoring visits and always implemented improvements as the visits were made. We are fortunate to have a brilliant Early Reading team who are always receptive to coaching improvements. Evidence of the team's positive impact with the children is proven with our 95% phonic pass rate this year.</p> <p>Precision teach in the mornings has shown a good level of progress with the children who have attended. The daily, 'little and often' focussed learning which happens pre-</p>
--

school has also had an impact on the children's confidence too. One girl in year 4 who is disadvantaged (or 'North Star') as we now call her, has learnt all of her tables in a very short space of time. This resulted in her maths confidence really improving. There are multiple other examples too, two of which are now focussed on improving spelling ability and self-correction; both children who come in for this before school really enjoy their morning support.

Trauma Informed Schools is still a key part of our wider mental health in school plan. Our TIS fundamentals are pivotal in our daily interactions with all of the children. We are now fortunate to have three trained TIS specialists in school. The impact of this is that the majority of children in school feel happy and listened too (survey results July 2023).

Well Schools not undertaken.

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
Third Space	Third Space Learning

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?	
What was the impact of that spending on service pupil premium eligible pupils?	