

Pupil premium strategy statement 2021-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 | Probus School |
| Number of pupils in school | 206 (includes Nursery) |
| Proportion (%) of pupil premium eligible pupils | 19 per cent |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | October 2022 |
| Statement authorised by | Angela Praed Head of School |
| Pupil premium lead | Bex Bowen |
| Governor / Trustee lead | Aspire Academy Trust |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £49,420 |
| Recovery premium funding allocation this academic year | £5,220 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £10,000 |
| 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 | £65,505 |

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is an allocation of additional funding given to schools in order to support specific groups of children who are vulnerable to possible underachievement through social deprivation. The primary effect of this funding is to accelerate progress and raise attainment.

The Pupil Premium is a government initiative that targets extra money at pupils from disadvantaged backgrounds. Research shows that these pupils underachieve compared to their peers. The Pupil Premium funding is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of disadvantage and has provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six-year period. At Probus Primary we will be using the indicator of those eligible for FSM, as well as identified vulnerable groups as our target children, to 'close the gap' regarding attainment.

The amount of Pupil Premium funding a school receives is calculated according to the number of pupils who meet the eligibility criteria set by the government. At Probus Primary this is approximately 19 per cent of the children. The school is accountable for using this funding to raise the achievement of the less advantaged children in its community using the Education Endowment Foundation research recommendations.

Context

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Addressing Poverty in the home |
| 2 | Increased mental health issues for students and families |
| 3 | Increased catch up requirement following periods of lockdown |
| 4 | Reduced vocabulary of pupil premium students |
| 5 | Reading skills (phonics) particularly in early years following lockdown |

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>Support families' physical needs, access to food, clothing and support with sign posting to further support</p> | <p>Family's basic needs are supported and pupils are fed, clothed and attending school regularly.</p> |
| <p>Support families' emotional needs, mental health and parenting with increased buy in to the parent support advisors.</p> <p>In school counselling support for individuals, further roll out of the TIS ethos and enhanced transition for pupils</p> <p>Opportunities to have a voice in school with targeted presence in groups such as school council</p> <p>Music provision and access to wider arts curriculum linking with the Hall for Cornwall team, enhanced cultural capital in organised trips, events.</p> <p>Support for financial hardship meeting requests from families</p> | <p>Families report positive experiences with PSA.</p> <p>Emotional well-being is addressed for pupils and support for families in place.</p> <p>Attendance and punctuality is consistent.</p> <p>Parenting is supported in a consistent manner.</p> <p>Pupil premium pupils accessing the school council and feeling a strong sense of belonging in the school</p> <p>Uptake and participation in wider school curriculum and attendance at extra-curricular events, activities and residencies.</p> <p>Families access funds when needs arise to support their child at school</p> |
| <p>Catch up opportunities for pupils to be in place:</p> <p>small group work with an experienced teacher/teaching assistant focussed on overcoming gaps in learning</p> <p>1-1 support at appropriate opportunities. Use of the National Tutoring Programme approved provision for targeted individuals</p> | <p>Targeted intervention outcomes achieved and pupils achieving at expected rate or higher</p> <p>Accelerated progress for pupils engaged in the tutoring programme to close the disadvantage gap</p> |
| <p>Decrease the vocabulary gap for all pupil premium pupils using high quality teaching, NELI scheme and curriculum focus.</p> | <p>Pupils have increased skills by the end of reception year through the NELI programme.</p> <p>Staff are regularly pre-teaching tier two vocabulary and pupils have access to support for speaking and listening skills.</p> |

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| Reading skills development | Strong results in reading for participation and learning. Phonics catch up delivered well and results are strong with accelerated progress for pupils. |
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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: £49.613

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Retention of staff for first class high quality teaching by support staff or release for key teaching staff | Relationships with pupils and quality of feedback from EEF research evidences that positive quality interaction and feedback are essential for progress and highly effective in supporting learners' needs. | 3,4 and 5 |
| TIS trained staff and Team teach training to be expanded to further staff | TIS research supporting strong relationships reduces exclusion, increases a child's sense of belonging and worth. FFT and EEF research supports inclusive practise and the TIS approach. TIS UK's training is highlighted in the DfE Advice to Schools: Mental Health and Behaviour in Schools DfE-00327-2018 as supporting and promoting positive mental health. | 2 |
| Access to high quality CPD for all staff | High quality teaching supported with excellent access to ongoing quality CPD is evidenced by EEF, Ofsted and numerous educational bodies as providing the best approach to support all pupils but particularly the disadvantaged. | 3,4 and 5 |

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

Budgeted cost: £ 5220 (6891)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Catch opportunities for pupils to be in place:</p> <p>small group work with an experienced teacher/teaching assistant focussed on overcoming gaps in learning using programmes such as NELI and Little Wandle Phonics. Pupils who are double or triple disadvantaged to be closely monitored and supported.</p> <p>Training in meta-cognitive approach to learning</p> | <p>NELI outcomes from research (Nuffield) evidences strong positive outcomes from this programme. Phonics programme outcomes and data evidence strong progress for pupils. EEF research document for literacy evidences need for strong, coherent and consistent phonics programme.</p> <p>EEF - research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p> <p>Research school three days inset attended. Dissemination to whole staff is successful and evidenced on school development plan. Supported by EEF research. The EEF states that 'The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).</p> | <p>3, 4, 5</p> |
| <p>1-1 support at appropriate opportunities. Use of the National Tutoring Programme approved provision for targeted individuals</p> | <p>EEF research for mentoring and tutoring evidences strong outcomes and national programme available and promoted by DFE.</p> | <p>3,5</p> |

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

Budgeted cost: £9000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--------------------------------------|
| <p>Employment of an experienced and well trained Parent Support Advisor across the Roseland Schools networking and linking with the secondary school. Additional support for attendance, behaviour, parenting, emotional well-being, counselling, transition and liaison with services.</p> | <p>EEF – “You can spend your pupil premium on non-academic interventions, such as improving pupils' attendance, as these are often vital in boosting attainment.” A focus on these issues is particularly important now, given the impact of Covid19.</p> <p>Accessing home learning, attendance, behaviour, sense of belonging, and emotional wellbeing for families is vital for a pupils' success. The increased uptake and positive feedback from families engaged in this services evidences the need and the positive outcomes have been evidenced across the school engaging in this programme.</p> | 1.2 |
| <p>Engagement with Aspire Academy services for Inclusion and well-being</p> | <p>EEF – “You can spend your pupil premium on non-academic interventions, such as improving pupils' attendance, as these are often vital in boosting attainment.” A focus on these issues is particularly important now, given the impact of Covid19. Addressing behaviour, inclusion and wellbeing for all is evidenced as good practice that achieves positive outcomes.</p> | 1-5 |

Total budgeted cost: £ 65,505

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.

Ongoing commitment to quality first teaching and a quality curriculum to ensure a rich, vibrant curriculum were maintained and delivered and continual improvement for all groups is a consistent focus in every phase. Staff CPD was increased with a major focus on upskilling IT and use of remote platforms alongside curriculum areas.

Funds were refocused to support access to platforms during periods of lockdown and the school offered places to all vulnerable pupils. Uptake was high with over 120 pupils accessing in-class learning during periods of lockdown.

Uptake of the remote learning was also high and special programmes and resources were made available for pupil premium children. Increased pupil premium funding was targeted to support IT access. Funding was retargeted to physical resources when needed to support pupils with home learning, reading and workbooks. This included resources to support greater depth pupils

Home visits were introduced and the pupils were supported with Teams meets for learning but also to keep a sense of belonging and contact. Whole staff training for TIS has been delivered and additional staff employed to support pupils' wellbeing and SEND needs.

Extra funding was released from the Roseland fund to ensure all pupil premium families had an additional £100 per child at Christmas 2019. Connections were established with the charitable organisations and the "no one goes hungry" campaign in Probus.

The funding was also targeted at increased employment of the parent support advisors and a second advisor was employed across the Roseland schools network to further support the emotional needs of the families. We have increased the number of families and pupils receiving support on a weekly basis. Demand currently exceeds the resource and a waiting list is in place.

Funding was also refocused on pupils with double or treble elements of need and SEND hours increased and the SENDCo employed for extra half day.

The data shows one pupil in year six did not meet their prior attainment but three pupils did reach the goals set in key stage one. In year two all pupils reached their attainment goals and passed the phonics testing. Pupil premium pupils in other year groups who

have not yet reached their attainment goals have been identified and supported with intervention and will continue to receive attention, support and focus. Year 1 data did not have a baseline from reception for comparison with prior attainment.

| School | Not meeting prior attainment Reading | | Not meeting prior attainment Writing | | Not meeting prior attainment Maths | |
|----------------|---|--------|---|--------|---------------------------------------|--------|
| | PP | Not PP | PP | Not PP | PP | Not PP |
| Probus | | | | | | |
| Year 6 (4/29) | 25.0% 1 pupil | 3.4% | 25.0% 1 pupil | 3.4% | 25.0% 1 pupil | 3.4% |
| Year 5 (12/23) | 33.3% 4 pupils | 17.4% | 33.3% 4 pupils | 26.1% | 25.0% 4 pupils | 21.7% |
| Year 4 (10/21) | 30.0% 3 pupils | 4.8% | 10.0% 1 pupil | 14.3% | 40.0% 3 pupils | 4.8% |
| Year 3 (8/23) | 37.5% 3 pupils | 17.4% | 62.5% 5 pupils | 30.4% | 37.5% 3 pupils | 30.4% |
| Year 2 (3/18) | 0% | 11.1% | 0% | 16.7% | 0% | 27.8% |

Externally provided programmes

| Programme | Provider |
|-----------------------------|----------|
| NELI | Nuffield |
| National tutoring programme | |

Further information (optional)

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