

Pupil premium strategy statement 2024-25

This statement details our school's use of pupil premium 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 Keverne
Number of pupils in school	52
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3year plans are recommended)	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	James Hitchens
Pupil premium lead	Lisa Woodhouse
Governor / Trustee lead	Aspire Academy Board

Funding overview Detail	Amount
Pupil premium funding allocation this academic year	£14,800
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	£14,800

Part A: Pupil premium strategy plan

Statement of intent

Vision

At St Keverne Primary School we are dedicated to providing an education that equips our students with the knowledge, skills, and values they need to excel academically and socially. We are committed to ensuring that every child realises their full potential and is well-prepared for the next stage of their education.

We aim to maximise this funding to ensure that it supports narrowing the attainment gap between the disadvantaged children and non-disadvantaged children. Further to this, enhancements to the curriculum will provide children with the first-hand experiences to enrich their cultural capital, supporting them to succeed. We are committed to working closely with our families, building positive relationships, which in turn support children achieving their full potential. Focused, researched informed CPD will support all children accessing high-quality, first-wave teaching and support from all adults. Where appropriate, targeted intervention and support will be provided for identified gaps, both socially and academically.

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.

Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with pupils indicate that pupils who are disadvantaged generally have lower self-esteem, which can impact their engagement with their learning.
2	Monitoring and through discussions with pupils, many disadvantaged children have underdeveloped oral language skills and vocabulary gaps compared to their peers.
3	Discussions with pupils and external stakeholders suggest there is some disengagement with some members of the community.
4	To develop and improve the attendance for some of our disadvantaged pupils, to ensure that they are in line, or better than, their non-disadvantaged peers.

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
All children have greater self-esteem, which supports them to embrace challenge and become independent learners.	Observations, monitoring, including pupil conferencing will evidence children's increased self-belief, motivation and engagement with their learning. Children have the knowledge for how they can help themselves (being independent) when faced with a challenge.
Monitoring and through discussions with pupils, many disadvantaged children have underdeveloped oral language skills and vocabulary gaps compared to their peers.	Progress from EYFS baseline to the end of the year assessments. Other assessments and observations will demonstrate significant improved language skills. Children's improved language and oracy skills to be transferred into the children's learning. Key vocabulary is identified and taught throughout the curriculum from EYFS to Year 6.
Discussions with pupils and external stakeholders suggest there is some disengagement with some members of the community.	Positive response to stakeholder questionnaires. Parent & Carer attendance at school events/workshops will increase. FOSKs & school will work together effectively.
To develop and improve the attendance for all of our disadvantaged pupils, to ensure that they are in line, or better than, their non-disadvantaged peers.	School to work in collaboration with EWO to provide support / challenge for families where attendance is lower than expected (specific cases). School to review how attendance expectations are communicated with all parents.
To ensure that priority is given to pupil wellbeing	Positive feedback from the staff, children and their parents/carers about their child's well-being. Inclusion in school and extra-curricular activities. Strong attendance and positive mental health of children whose academic progress may have slowed due to social, emotional and mental health concerns.
To improve outcomes for our disadvantaged children throughout all aspects of school life.	Progress & attainment across the curriculum will be improved, with the gap narrowing between disadvantaged children and non-disadvantaged.

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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop our teaching throughout the school in all areas underpinned by our Teaching & Learning Principles through detailed, sustained, high-quality CPD underpinned by research guides.</p> <p>To use specialists to support the development of our curriculum: Maths Hub, EYFS Specialists, linked with Early Excellence. Kernow English Hub & RWI development days from phonics specialists to improve our early reading.</p>	<p>Education Endowment Foundation (EEF) Research shows that supporting high quality teaching is the most important lever schools have in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/sup_port-forschools/school-improvement-planning/1high-qualityteaching</p>	<p>1, 2</p>

<p>Embedding high quality adult/child interactions in the early years and across the school</p> <p>Developing language rich learning environments.</p> <p>To use Well Comm to support the development of early language skills</p>	<p>A lot of research evidences the development of children's language is linked to the quality of interactions that take place with adults and peers. Interactions are to be informed by the ShREC approach within the EYFS/ KS1 classroom, as well as with others as appropriate.</p> <p>EEF Early Language development report Law et al Early Language Development final.pdf (educationendowmentfoundation.org.uk)</p> <p>Early Excellence – 'Navigating a sea of Talk' The acquisition of learning has been identified as a crucial element in learning and as a key predictor of later educational achievement . Developing language in Early Years (earlyexcellence.com)</p> <p>Improving literacy. Supporting oral language development. EEF 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. Oral language interventions EEF (educationendowmentfoundation.org.uk) EEF Communication and Language (educationendowmentfoundation.org.uk) EEF blog: The ShREC approach – 4 evidencehttps://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-childreninformed strategies... EEF (educationendowmentfoundation.org.uk)</p> <p>There is strong evidence that teaching and modelling vocabulary to children in the early years can have positive effect on their oral language skills.</p> <p>Explicit vocabulary teaching strategies have been shown to be effective, both alone and in combination with implicit vocabulary teaching strategies.</p>	<p>1, 2</p>
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<p>All children have a wealth of language and experiences to support their learning within the classroom. Creation & implementation of the St Keverne 'enquiry based' curriculum that is underpinned by three essential drivers: aspiration, curiosity, and diversity.</p>	<p>The DfE state that, taught well, a knowledge-rich curriculum:</p> <ul style="list-style-type: none"> • Focuses on the essential building blocks of knowledge required on the path from novice to expert (rather than how to 'think like an expert') • Teaches pupils about the struggles and achievements of people from all races through learning the arc of history • Is diverse and inclusive • Provides pupils with knowledge and facts so they can challenge opinions and form their own <p>Ofsted describes a knowledge-led approach as pupils mastering subject-specific knowledge and becoming 'fluent' in that knowledge. They then develop skills as an outcome of the curriculum.</p>	<p>1, 2</p>
<p>CPD around learning behaviours and promoting independence</p>	<p>There is significant research to support the impact of children being explicitly taught how to be independent, life-long learners. Evidence suggests the use of 'metacognitive strategies' can be worth the equivalent of an additional +7 months' progress when used effectively by children during their learning. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Work to develop skills of collaborative learning. The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. Collaborative learning approaches EEF (educationendowmentfoundation.org.uk.)</p>	<p>1, 2</p>

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

Budgeted cost: £ 4,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP pupils in KS2 will be targeted with extra support in the classroom, as well as participate in SEMH and team building activities. e.g. MHSW & Fun-Fit.</p>	<p>Research on 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 (effect size 0.2–0.3) (EEF).</p>	<p>1, 4</p>
<p>Focused and targeted number work to ensure that children have the foundations of maths to be able to access all areas of the curriculum. Through Number Sense work (EYFS and KS1) and targeted, small group interventions in KS2.</p>	<p>Targeted specific children's needs according to their assessments. On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. Early numeracy approaches EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. E.g. RWI 1:1 tutoring, led by experienced RWI leaders to support the development of the children.</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: Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cultural Capital- Supporting costs for PP children to enable them to take part in a rich and varied experience of workshops and educational experiences, including school trips, swimming, residential visits and clubs</p>	<p>Wider benefits such as more positive attitudes to learning & increased well-being. Overall, the average impact of arts participation in other areas of academic learning appears to be positive but moderate, about an additional 3 months progress.</p>	<p>1, 4</p>
<p>Identified families will receive support in school attendance with the aim of increasing attendance % and reducing persistence absence.</p>	<p>National evidence linking attendance with performance. Government review below evidences the impact that this can have on pupils' outcomes. https://www.gov.uk/government/publications/securinggood-attendance-and-tackling-persistentabsence/securing-good-attendance-and-tacklingpersistent-absence</p>	<p>4</p>
<p>Parents & wider family members will be supported for identified PP pupils e.g. Parent sessions with MHSW, signposting to free Christmas lunch through an external provider</p>	<p>Parent Forums provided great support for parents in 2022,23,24 – parent feedback was very positive. Parental engagement EEF (educationendowmentfoundation.org.uk) Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps</p>	<p>3</p>

Total budgeted cost: £14,800

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.

Activity	Impact	For next year from impact
Develop our teaching throughout the school in all areas underpinned by our Teaching & Learning Principles	Clear improvement in the T&L across the school, using the school's DNA. Children have greater independence as a result of explicitly taught strategies.	Further develop the impact of assessment in the wider curriculum.
Embedding high quality adult/child interactions in the early years and across the school	Interactions have improved and the majority now enhance learning. Still pockets wider in the school that could benefit more from this.	Look to link ShREC with STAIRS approach to enhance interactions further.
All children have a wealth of language and experiences to support their learning within the classroom.	Where experiences and other opportunities to enhance the new curriculum were used, children learnt with greater depth and provided them with further evidence to inspire them.	Ensure that experiences are throughout the whole curriculum and review language to ensure most appropriate and not too many words.
CPD around learning behaviours and promoting independence	Children have much improved learning behaviours, meaning that they are more independent.	Take further – roles of learning partners, self help strategies etc...
Targeted SEMH support, number work as well as phonics.	Number and phonics interventions had clear, quantifiable evidence of impact.	Start interventions from day 1.
Wider family support to develop their engagement with their child's learning and attendance.	Improved feedback from parents and other stakeholders. Some evidence of attendance improving for certain children.	Host increased number of drop in sessions for parents, making the school more accessible.

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
White Rose Maths	White Rose
Number Sense	Number Sense Maths
Jigsaw RE	Jigsaw Education group
Get Set 4 PE	Get Set 4 Education
RWI	Ruth Miskin
SCARF	Jigsaw Education group
We Thinkers	Think Social Publishing
WELLCOMM	GL Assessment
Grammarsaurus	Grammarsaurus
TTRS	TTRS