

**January 2022 PUPIL PREMIUM (PP) STRATEGY STATEMENT
2021-22 to 2024-25**

REVIEW September 2022

School overview

School name: Marazion

Number of pupils: 128

% PP eligible pupils: Year R/KS1:40%; KS2:28% - TOTAL 32%

Statement authorised by: Jenny Rainbow, Headteacher

PP Lead: Sara Oliver, Assistant Headteacher

Governor Lead: Pete Hamilton, Link Governor - PP pupils

Funding overview

PP funding allocation 2021-22: £44695

Recovery funding allocation 2021-22: £4785

PP funding c/f from previous year: £0

Total budget for 2021-22: £49480

Statement of Intent

Marazion School's curriculum builds resilience, independence, resourcefulness, creativity and empathy and aims to respect uniqueness and individual talents. Young children need to be encouraged to be themselves: we must talk; listen; support. Our children have a voice, and they know it is heard. We value the importance of an enriched curriculum bespoke to our school created with input from all of us, supporting the whole child to make good progress and be the BEST they can be. These experiences are essential for children to be happy and to thrive, learn and be successful. This is the focus for our PP strategy.

We will consider the challenges faced by vulnerable children, for example young carers. The activity detailed in this statement is also intended to support their needs, regardless of whether they are PP children or not.

Consistent high quality teaching is a key driver in closing the PP attainment gap and also benefits non-PP children in our school. We have the intention that non-PP children's attainment will be sustained and improved alongside progress for PP children.

Our strategy is also linked to wider school plans for education recovery, including a rigorous early intervention programme alongside a robust one to one tuition programme as well as effective support for emotional wellbeing, for children whose education and mental health have been worst affected, including PP children.

Our approach will respond to common barriers and identify levers to support individual needs using a Plan - Do - Review cycle, rooted in robust diagnostic assessment:

- Maintaining a whole school approach, with consistent high expectations of what children can achieve, including PP children
- Embedding rigorous early intervention programmes
- Embedding a whole school emotional wellbeing offer

- Monitoring progress effectively and efficiently in order to identify further actions.

Challenges - barriers to educational achievement:

1. Global pandemic; school closures; national lockdowns; isolation and loneliness; coastal location

PP children have been impacted by all the above. School communities have been operating in 'crisis response' for over twenty months - this is a long time. The psychological stress is significant. Education recovery is still a major focus. There is the short term (crisis response) or the long term (business as normal), but there is now also the medium-term. We are, at the moment, a far cry from a 'business as normal' state. We must ensure that we put in place policies that build 'system sustainability' - protecting the sustainability of our education system and the wellbeing of all our stakeholders: pupils, staff, parents and governors. Normality is not around the corner. We continue to make temporary adjustments, hoping that we will be through Covid-19 and things will return to a steadier pre-pandemic state - the longer-term favouring continuity and stability. However, we remain in the medium term. This is the space between the immediacy of short term 'crisis response' thinking and the longer-term belief in a return to normality. It is now essential that we relieve some of the psychological stress on our school community. Social and emotional issues have been identified for many children. Children in early years and Year 1 have had little social interaction with children of their age and have not yet developed the social skills to work appropriately or safely with others or to be familiar with the expectations for learning behaviours. PP children have been impacted by all the above to a greater extent - these findings are supported by national studies.

2. Staff absence - linked to COVID-19

Consistent high quality teaching is essential for children to make good progress and reach their full potential. Staffing challenges due to COVID are real and currently happening in schools. High staff absence levels and the lack of supply staff are both unprecedented. This is a local and national picture. Staff absence levels have significantly increased during the 2021-2022 academic year. During the academic year 2020-2021 only 58 days were lost due to staff absence. So far, this academic year 96 days have been lost due to staff absence.

3. Pupil absence - linked to COVID-19

There has been an unprecedented level of pupil absence due to positive COVID cases in school and self isolation guidelines:

- 2019-2020 PP pupil absence: 87.3%; whole school: 87.05%
- 2020-2021 PP pupil absence: 95.4%; whole school 95.45%
- 2021-22 (September to March) PP pupil absence: 89.9%; whole school absence: 91.0%.

4. Low baseline entry into school, including:

- a. poor speech and language development - 33% of current reception pupils have support from Speech and Language Team (SALT)
- b. literacy, communication and language - 27% of all current reception pupils had insufficient evidence to provide feedback in certain areas of RBA

- c. maths - 47% of all current reception pupils had insufficient evidence to provide feedback in certain areas of RBA
- d. 75% (4 pupils) of current reception PP pupils were assessed as having a low baseline entry into school.

Children start our school with under-developed oral language skills, vocabulary and number sense, resulting in a low baseline entry into school. This is more prevalent in our PP children. 47% of KS1 PP children receive additional phonics support and are identified as not on track during Phonics Pupil Progress meetings.

5. Gaps in children's understanding

Due to school closures and despite comprehensive online learning provision, some children still have gaps in their understanding. A Marazion testing calendar, including PIRA, YARC and White Rose tests, has been used to assess these gaps, informing the organisation of intervention programmes for both PP and non-PP pupils.

6. Financial hardship; low levels of employment; limited experiences; lack of aspiration

PP children have limited opportunities for enrichment outside of school. This leads to PP children revealing less independence; self-esteem; responsibility and resilience. Some extra-curricular activities and school residential visits carry a cost, which can be prohibitive for parents of PP/vulnerable children.

7. Poor diet and lack of exercise

Some PP children do not have breakfast every day, have a poor diet and are not active. This, again, is both a local and national picture.

Intended outcome

➤ Living with COVID 19 - achieving and sustaining improved wellbeing for our school community

Success criteria: School communities no longer operate in 'crisis response.'

Psychological stress is significantly reduced for the school community. Staff, families and children can access early support for poor emotional wellbeing. There is continuity and stability, with some brilliant lessons learnt that are retained (COVID keeps) and reinvented (brought back but approached differently) in addition to returning to usual (restored). Children feel emotionally secure in school.

➤ Manageable staff absence

Success criteria: Staff absence levels are much lower and can be managed with the use of existing staff in school, local schools and supply agencies.

➤ Lower levels of pupil absence

Success criteria: There is not an unprecedented level of pupil absence due to a global pandemic.

➤ Improved oral language skills and vocabulary among PP children

Success criteria: Assessments and observations show significant improvements in oral language and vocabulary in PP children. This is explicit when triangulated with other evidence, which is captured through session observations; book looks; phonics progress meetings; learning walks and ongoing formative assessment

➤ Closing the gap between attainment and age expectations in reading, writing and maths for PP children/non-PP children

Success Criteria: The attainment gap between PP and non-PP children is closing

➤ **Improved life chances for PP children who develop ambitious aspirations**

Success criteria: Marazion School curriculum is broad, balanced and ambitious with a wide range of enrichment experiences, including residential visits. PP children reveal independence; self-esteem; responsibility and resilience as well as ambitious aspirations. All children, irrespective of economic wellbeing to be able to access school's curriculum including extra-curricular activities. High attendance of clubs by PP children. PP children take part in school residential visits.

➤ **Support for food poverty - PP/vulnerable children have a healthy breakfast**

Success criteria: Children experiencing food poverty can access a daily hearty breakfast. Children eat well, understanding the importance of a healthy diet and being active. A healthy, hearty breakfast is a great start to learning for the day.

Activity 2021-22 - PP and recovery spending

Targeted academic support - Budgeted Cost: £35870

- **Early Literacy/Maths Support programme** to deliver *Fischer Family Trust (FFT)*; *Phonological Awareness (PA)*; *Nuffield Early Language Intervention (NELI)*; *Precision Teach*; *From Counting to Calculating*; *Daily Reading*

Research shows that early intervention is essential in order to accelerate children's progress. These programmes focus on speech and language skills; early reading and early writing; early number skills. Early intervention sessions are planned at least x 3 weekly and daily for some children.

[Teaching Assistant Interventions | EEF \(educationendowmentfoundation.org.uk\)](#)
[Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](#)

Challenge number(s) addressed: 1, 3, 4, 5

- **Focus Phonics Support programme** to deliver phonics sessions to individual focus children and/or small groups

Our targeted phonics interventions have been very successful over time. This programme is planned, monitored and adjusted following 6-8 weekly Phonics Pupil Progress Meetings, which identify focus children and further actions that are needed to accelerate progress in phonics.

Challenge number(s) addressed: 1, 3, 4

- **One to One Tuition Programme** to deliver one to one tuition to individual children and small groups

Our targeted one to one sessions have been very successful over time, accelerating progress and delivering high impacts on reading, writing and maths.

Challenge number(s) addressed: 1, 3, 4, 5

[One to one tuition | EEF \(educationendowmentfoundation.org.uk\)](#)

[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](#)

The above programmes are monitored and evaluated, at least termly, by the SENCO as part of a Plan - Do - Review cycle and are delivered by additional adults. Some staff work across classes during the school day, leading sessions with individual children and/or small groups. Other staff lead sessions before and after school, again with individual children and/or small groups. The programmes run from Year 1 to Year 6.

Wider strategies - Budgeted Cost: £13610

- **School Counsellor (SC)** as part of the Marazion School Staff Team, working in school on Monday

Most theories of learning and pedagogical approaches are underpinned by the understanding that children need to be in an emotionally 'ready state to learn.' Our SC provides early support for emotional wellbeing in school, raising awareness of the importance of providing early solutions to mental health issues. Mental health is discussed openly. Pupils and families gain knowledge of a range of strategies to cope with and manage their own mental health in order to improve emotional wellbeing.

[Advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Evidence Base \(traumainformedschools.co.uk\)](https://traumainformedschools.co.uk)

[The 5 Levels of Maslow's Hierarchy of Needs \(verywellmind.com\)](https://www.verywellmind.com)

Challenge number(s) addressed: 1, 3, 5, 6

- **Funding staffing for Breakfast Club (BC)**

BC runs from 7.45am to 8.45am and is free for PP children.

Challenge number(s) addressed: 6

[Breakfast clubs work their magic in disadvantaged English schools - Institute For Fiscal Studies - IFS](#)

- **Subsidy for residential visits**

A programme of residential visits enriches the Marazion School curriculum, broadening the range of opportunities available for PP children. Children develop a range of skills and build their aspirations when working outside the classroom. Children then take these skills and this knowledge into their learning.

Challenge number(s) addressed: 5

[Teaching a broad and balanced curriculum for education recovery - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

- **Contingency plans**

Based on our own experiences and that of other partnership schools, we are creating our own bank of casual staff so that we can respond more effectively when covering high levels of staff absence.

Challenge number(s) addressed: 2

Further information

Additional activity

Our PP strategy also includes additional activity that is not being funded by PP or recovery premium. This will include:

- Using DfE grant to train a **senior mental health lead** in order to further develop our existing emotional wellbeing offer

[Training launched for mental health leads in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

- **Safeguarding supervision training** course, funded by Cornwall Association of Primary Headteachers. The training will support the development of a structured approach to supervision for staff across the whole school
- **Pupil Progress Meeting (PPM); Phonics PPMs; Arithmetic PPMs.** These meetings develop a robust understanding of our children's needs and inform planning, learning and teaching

- **Progress Meetings.** These meetings facilitate children's critique of their learning and allow children to take ownership of their success and their areas for improvement
- **Testing Calendars,** including use of standardised diagnostic assessments. Standardised tests provide insights into both children's strengths and areas for development and help to inform next steps for learning, teaching and interventions
- **Enhancement of Systematic Synthetic Phonics (SSP) Programme,** working with *Dandelion Learning* to trial and evaluate SSP resources, and report our findings. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for PP children. This work includes trialling further phonics resources and materials (*Smart Kids*) and training of staff to ensure consistent teaching of high quality phonics
[Phonics | Toolkit Strand | Education Endowment Foundation | EEF](#)
- Maths Subject Leader to continue to be part of Devon and Cornwall Maths Hub, providing at least termly inset training for staff to embed mastery principles across the curriculum
[Maths guidance KS 1 and 2.pdf \(publishing.service.gov.uk\)](#)
[Improving Mathematics in Key Stages 2 and 3](#)
- Offering a wide range of **high-quality extracurricular activities** to boost wellbeing and aspiration. PP children will be encouraged and supported to attend a range of activities
[Teaching a broad and balanced curriculum for education recovery \(publishing.service.gov.uk\)](#)
- Pastoral Support through **woodland nurture sessions.** Activities will focus on revealing confidence, resilience and the ability to socialise. Sessions focus on social interaction; social skills to work appropriately or safely with others; building experience of expectations for learning behaviours.

PP strategy outcomes

The impact our PP activity had on pupils in 2020-2021:

Average Attainment, October 2020 to 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 (36 PP)	69%	69%	0%	57%	64%	-7%	54%	65%	-11%	46%	54%	-8%
All KS2	74%	76%	-2%	59%	64%	-5%	56%	66%	-10%	48%	58%	-11%
Y6 (6 PP)	83%	86%	-3%	100%	93%	+7%	67%	79%	-12%	67%	79%	-12%
Y5 (11 PP)	82%	93%	-11%	64%	86%	-22%	73%	86%	+13%	64%	86%	-22%
Y4 (4 PP)	75%	54%	+21%	50%	46%	+4%	75%	54%	+21%	50%	38%	+12%
Y3 (6 PP)	50%	72%	-22%	17%	39%	-22%	0%	50%	-50%	0%	33%	-33%

National KS1	62%	78%	-16%	55%	73%	-18%	62%	79%	-17%	N/A	N/A	N/A
All KS1	50%	52%	-2%	50%	64%	-14%	50%	64%	-58%	38%	44%	-6%
Y2 (2 PP)	50%	65%	-25%	50%	82%	-32%	0%	71%	-23%	0%	53%	-53%
Y1 (7 PP)	50%	25%	+25%	50%	25%	+25%	67%	50%	-27%	50%	25%	+25%

The 'Gap' columns in the above table show the difference between PP (Disadvantaged) and Non PP children. A positive figure indicates that results for PP children are higher than results for Non PP children. It is important to note that some of our cohorts are small in numbers and to note the small numbers of PP children in those cohorts.

There were 36 PP (Disadvantaged) children on roll in KS1 and KS2 in July 2021. Averaged across the school, the percentage of PP children working at or above the Expected standard is **above** 2019 national KS2 results for PP children in reading (+7%) and **below** the national results in writing (-11%), in maths (-13%) and in combined RWM (-5%)

Averaged across the school, the gap between school PP children and national Non PP children is 9% in reading, 26% in writing, 30% in maths and 25% in combined RWM. Averaged across the school, the percentage of Non PP children working at or above the Expected standard is **below** 2019 national KS2 results for Non PP children in reading (-9%), in writing (-19%), in maths (-19%) and in combined RWM (-17%)

Average Points Progress, October 2020 to July 2021

	Reading		Writing		Mathematics	
	PP	Non PP	PP	Non PP	PP	Non PP
All (36 PP)	5.9	5.8	6.3	5.9	5.7	6.1
Y6 (6 PP)	4.7	5.3	5.3	4.9	5.3	5.9
Y5 (11 PP)	6.8	6.1	7.0	5.9	6.6	6.1
Y4 (4 PP)	5.0	5.5	5.0	5.3	7.0	5.8
Y3 (6 PP)	5.0	4.9	5.0	5.1	3.0	5.1
Y2 (2 PP)	4.0	6.8	6.0	7.1	5.0	6.6
Y1 (7 PP)	8.0	7.4	9.0	8.2	7.0	8.6

Benchmark progress for October 2020 to July 2021 is 5 points. This is equivalent to all children remaining on the same assessment grade or 'flight path' (having the same last digit in their tracking code) as at the start of the year. 7 points progress is the equivalent to each child being one assessment grade higher in July than in October. (Eg moving from a 5 to a 6). Annual progress could not be calculated for one PP child in Year 4 and for three pupils in Year 1, as they joined the school after the start of year assessments.

Averaged across the school, progress this year for PP children is above the benchmark 5 points for all three subjects. Average progress for PP children is at or above the benchmark in every year except in Y6 and Y2 for reading and Y3 for maths.

Averaged across the school, this year PP children made slightly more progress than Non PP children in reading and writing.

Averaged across the school, progress this year for Non PP children is also above the benchmark 5 points for all three subjects. Average progress for Non PP children is at or above the benchmark in every year except in Y3 for reading and Y6 for writing.

IMPACT of the PP strategy is measured by analysis of:

- ✓ School assessment information
- ✓ Information gathered during school improvement cycle, for example feedback from learning walks, pupil conferencing, book looks
- ✓ Education Endowment Foundation information
- ✓ Devon and Cornwall Maths Hub training
- ✓ Dandelion Learning training/expertise
- ✓ Child, staff, parent and governor voice
- ✓ Comments from Year 6 pupil Exit Survey
- ✓ Comments from Ofsted
- ✓ Child participation in extra-curricular activities
- ✓ Children accessing 'exit routes'
- ✓ Pupil participation in sporting events, festivals and fixtures
- ✓ Attendance at Breakfast Club
- ✓ Case Studies

Ofsted's Views:

*Pupil Premium pupils do well at this school
The progress of disadvantaged pupils is good
The additional funding for disadvantaged pupils is very well spent. Leaders have a sound rationale for the allocation of funds and have accurately identified the barriers for learning for these pupils
The feedback pupils receive about their work helps them to improve
Pupils' spiritual, moral, social and cultural development is at the heart of the school's work*

Parents' Views:

*My child really wanted to come to one-to-one sessions as he knew that it was helping in his maths lessons
My child has loved her 'FFT' sessions and her reading has really come on
'BRP' did an amazing job for my child*

Pupils' Views:

*Residential visits taught me that I can be independent and that I love noodles!
I now know how to stay safe and take risks
London gave me a big insight on what the rest of the country was like
Progress Meetings help you keep track of ALL your work and show that you know how to do things on your own
When is it Thursday? Because I want to do one-to-one maths*

Staff Views:

*A focused and robust approach to teaching phonics as an established early intervention programme has contributed to consistent effective outcomes in reading
Progress Meetings allow quality time for reflection and an opportunity to teach children how to use feedback well*

Governors' Views:

*The pupil premium allocation is used efficiently to provide learning support that targets focus pupils effectively
Although early intervention accounts for over half of the allocation, the rest of the allocation supports mental health, healthy active child and our broad, creative curriculum so that there is support for the whole child*