

Pupil premium strategy statement 2023-2024

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	Probus School
Number of pupils in school	195 (includes Nursery)
Proportion (%) of pupil premium eligible pupils	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 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Angela Praed Head of School
Pupil premium lead	Angela Praed
Governor / Trustee lead	Aspire Academy Trust

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,350
Recovery premium funding allocation this academic year	£4,785
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	£53,135

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	Reduced vocabulary of pupil premium students
4	Reading skills (phonics)
5	Access to enrichment activities

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>Reading skills development and parental engagement for reading.</p>	<p>Increased uptake of home reading offer. Parents feel empowered to her children read.</p>
<p>Decrease the vocabulary gap for all pupil premium pupils using high quality teaching, Wellcom scheme and curriculum focus.</p> <p>Pre-teaching vocabulary for target groups across the whole setting</p> <p>Language rich environment for all pupils but with particular focus on Nursery and EYFS.</p>	<p>Pupils have increased skills by the end of reception year through the well comm programme.</p> <p>Staff are regularly pre-teaching tier two vocabulary and pupils have access to support for speaking and listening skills.</p> <p>Strong results in reading for participation and learning. Phonics catch up delivered well and results are strong with accelerated progress for pupils.</p>

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: £42.260

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 evidence's 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
Development of language rich environments and curriculum. Pre-teaching of vocabulary for PP students	Research shows a clear correlation between economic situation and vocabulary exposure. This needs to be addressed from Nursery to year six.	

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

Budgeted cost: £4,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
In school tutoring for small groups and individuals	EEF research supports the use of tutoring to raise attainment.	3,5

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

Budgeted cost: £6090

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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. 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.	1.2
Enhanced transition for PP students	Support to access and move into new settings has proven to be highly effective using PSA	

Milk for pupils	Free milk daily for pupils	
Engagement with Aspire Academy services for Inclusion and well-being	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.	1-5

Total budgeted cost: £ 53, 135

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 2022-2023 academic year.

PSA Provision 2022-2023

Uptake from families was regular and strong. The service was oversubscribed and a waiting list in place. Families reported being supported well for finance issues, parenting and linking to other services. In school counselling increased for students requiring emotional support. The uptake for this was significant for year five and six pupils and they reported feeling supported.

Enhanced transition was in place for pupils moving to secondary settings and this was successful and well received. On transition visit to the Roseland in October 2023 all pupils reported feeling safe and having made a good transition. The secondary school reported that pupils were coping well with the year seven curriculum.

Tutoring outcomes

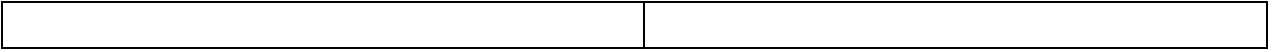
Intensive small group and one to one provision for phonics was offered for key stage one pupils. This helped raise year one phonic results to 79 % (excluding very high needs pupils) and increased pupils fluency and confidence in reading.

Intensive support for KS2 pupils was offered for reading, mathematics and grammar. This contributed to 80 per cent of year six pupil premium pupils reaching expected grade in mathematics, 80 per cent in reading. Teacher assessment in reading also showed significant progress for pupil premium pupils in reading and pupil conferencing showed all pupils felt supported, listened to and engaged in reading. This was further enhanced with reading for pleasure initiatives.

All pupils achieved their targets at each key stage and one pupil exceeded in writing at key stage two.

Externally provided programmes

Programme	Provider
Wellcom	Nuffield
Little Wandle catch up programme	Little Wandle



Further information (optional)

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