

# Pupil premium strategy statement



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	Trevithick Academy
Number of pupils in school	452 (Exc Nur)
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	Oct 21
Date on which it will be reviewed	Oct 22
Statement authorised by	TLA LGB on 23.11.21
Pupil premium lead	Will Johnson
Governor / Trustee lead	Tom Kennedy (Chair)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,055
Recovery premium funding allocation this academic year	£ 20,067
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£200,122

## Part A: Pupil premium strategy plan

### Statement of intent

Trevithick Learning Academy serves a community with areas of significant social and economic deprivation. The deprivation index shows our feeder ward as the most deprived area in Cornwall. This results in a high proportion of children eligible for the pupil premium and significant associated challenges to meet.

The school identifies its most significant challenges below. These challenges are seen as the often the most significant barriers to these children achieving in line with non-disadvantaged peers nationally. The spending of this fund each year is intended to remove these barriers over time. Our approaches are designed to invest in provision over a longer period of time than just one year. The past few years of pupil premium reviews have demonstrated how disadvantaged children's attainment improves over the time they are with us and often by year 6 the school has achieved in removing much of the attainment gap in core subjects (for example: last year the attainment gap was down to 5% in reading, 1% maths and 6% in writing). This recognises that attainment gaps won't close in 1 year and investment in longer term strategies overtime is required which is very much part of our strategy.

The intention of our strategy is to invest in the strategies that remove the barriers to educational achievement. Our approach involves a mixture of strategies that intend to raise the quality of teaching for all, provide targeted support for individuals through specific interventions and wider strategies that seek to broaden the life experiences and cultural capital of disadvantaged children. The intention is that many of the investments are long term, intending to tackle entrenched problems that affect childhood life experiences and access to education.

### Challenges

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

Challenge number	Detail of challenge
1	Our baseline data reveals a continued trend of speech and language concerns on entry in the Early Years. $\frac{1}{3}$ (20 children) of the current cohort of Reception aged children will require specialist intervention to ensure quick progress is made.
2	Our proportion of children with an identified SEN continues to rise year on year. Years 3 and 4 in KS2 have a very high proportion of children on

	the record of need whilst Year R-2 have a higher than average proportion of children with ECHPs.
3	Attendance data continues to demonstrate that some of our most vulnerable families are still prone to become persistent absentees or have punctuality issues.
4	Vocabulary acquisition and children's oracy skills continues to be a concern for children from disadvantaged backgrounds (often linked with speech and language concerns in their younger years). Our observations show these groups of children tend to use less subject specific vocabulary and tend to contribute less in class.
5	Attainment of disadvantaged children in writing at the end of Summer 21 was significantly lower in Years 2, 3 and 4. These year groups have had less school time over the past two years than other year groups. They are also the year groups with a higher proportion of children with identified special educational needs and disadvantaged children.
6	Pastoral and safeguarding concerns for mainly disadvantaged families have increased dramatically over the past three years. 480 concerns (74 Police Incidents) 2020-21 356 concerns (28 Police Incidents) 2019-20 235 concerns (12 Police Incidents) 2018-19

## 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
Speech and language skills will improve rapidly for those identified children - closing the gap between themselves and peers to a great extent.	Children will make rapid progress in phonics lessons evidenced by regular assessment. Children's spoken language will become easier for adults and children to interpret leading to better communication of the children's wants and needs. Drop in behaviour incidents due to children with very limited language being unable to effectively communicate their wants and needs.
Improved attainment in core subjects for those disadvantaged children with identified special educational needs.	Children undergoing Fresh Start intervention will demonstrate increased reading speed and accuracy in their regular assessments. Targeted intervention for writing in Years 3 and 4 will demonstrate children's basic spellings, sentence construction and

	grammar attainment begins to close to that of their peers.
Attendance and punctuality improves overtime for identified families of disadvantaged children.	Persistent absence remains low - below comparable national figures.
A demonstrable improvement in disadvantaged children's ability to use specific vocabulary and ability to appropriately structure their own speech according to the task in hand.	Children will use taught oracy structures to help structure speech during classroom discussions / feedback. Data from informal quizzes (often in the wider curriculum subjects) will demonstrate children's understanding of specific vocabulary.
Over time disadvantaged children's writing will improve as barriers to learning are removed. By year six the attainment gap between disadvantaged children and non, will be smaller than that of national figures (as demonstrated in past years when statutory data was available).	Measures such as spelling, handwriting, sentence structure and punctuation will improve overtime for disadvantaged children when compared to their peers. This will lead to the gap closing significantly over the time they are with us at TLA. These trends have been disrupted by the pandemic but with the return to normal school functions should see the return of these positive data trends.

## 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: £34,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Investing in the Voice 21 program:</b> to drive teachers professional development in oracy.	Research carried out by Ofsted and EEF highlights the vocabulary gap between disadvantaged children and others as being a significant factor in driving the attainment gap in core subjects. This aims to develop the speaking skills and associated vocabulary for all children.  <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	4
<b>Staff training in the effective teaching of vocabulary across the curriculum.</b>	<a href="#">EEF research</a> demonstrates the effectiveness of oral language interventions. We recognise that vocabulary size and the ability to use it correctly is a driving force behind underachievement in disadvantaged children. This training aims to upskill all staff in their ability to specifically teach oracy skills and specific vocabulary.	4
<b>Continued staff training on teaching strategies that support memory acquisition.</b>	The development of teachers' understanding of what strategies help children commit knowledge to their long term memory is well researched.	4
<b>TA support for the classroom in the afternoons in Y3-Y6</b>	Provide full time TA support every afternoon in Years 3-6 to support the structures and systems that we believe are essential to quality teaching and carry out the selected interventions for core subject areas. Well trained adults to deliver targeted interventions in reading fluency, vocab recall and number recall has demonstrated it has a positive impact on reading speed and developing long term memory of wider curriculum facts and vocabulary.	5
<b>Staff training in leading the embedding of Restorative Approaches to managing behaviour and relationships</b>	Prior to the pandemic this program had an impact on developing (predominantly disadvantaged) children's emotional literacy by increasing specific vocabulary associated with describing feelings, wants and needs. Post pandemic, many children	3 & 4
<b>Subsidised residentials and significant trips</b>	These wider curriculum experiences form a key part in our curriculum that seeks to broaden children's cultural capital. By providing financial support to all disadvantaged families we have increased the % of	5

	children attending residential to an average of 97% of each year group attending. This has increased from 72% 6 years ago.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £75,267

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Intervention teacher Year 3 and 4 (0.4)</b>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	5
<b>Intervention Coordinator and SENCO work</b>	0.2 FTE SENCO. This role has ensured that we have been able to plan and monitor interventions with staff at pupil progress meetings and been able to demonstrate more quantifiable progress in chosen interventions.	1, 2, 5
<b>Speech and language intervention specialist</b>	Using a well trained S&L therapist to deliver daily SALT to individuals and small groups has ensured that children have rapidly progressed off S and L plans often before Year 1. This provision is an important part of tackling the rise in speech and language issues we have on entry to reception.	1
<p><b>Engaging with the National Tutoring Programme:</b></p> <p>provides school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	5

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

Budgeted cost: £90,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Attendance Officer</b> Monitor and promote good attendance and punctuality leading to working with our poor attending families.	Despite the increase in pastoral and safeguarding issues for our families (as outlined in the row below), the attendance of children remains above national figures consistently as does the measures for persistent absence. Improved attendance of key families can be attributed to this key role we have invested in for the past 5 years through the pupil premium fund.	3
<b>Pastoral Leader</b> (Co-ordinating the support for families and individuals, liaising with professionals and outside agencies to develop provision).	Our safeguarding data shows a significant rise in concerns for children and families in the post lockdown periods (peaking at 80 concerns a month). The impact of the pastoral lead, co-ordinating response through the pastoral team meeting process (SENCO, ARB, SLT, EWO and pastoral lead) has ensured a more efficient and effective response over the past 3 years that we have invested in this role. Relationships with our most vulnerable families are very good as a result of this role.	6
<b>Forest and beach school leader</b> Increase children's experience of the outdoors and the time spent being physically active.	The 'nature deficit' is very obvious in most of our children but particularly in our disadvantaged children. Forest school over the past 3 years has had a demonstrable impact on developing natural history knowledge, increasing specific vocabulary size, teaching life skills and valuing time outdoors. It is a key part of our curriculum designed to buck trends in disadvantaged children's narrow, mostly sedentary life experiences at home.	6
<b>Access to Surfing lessons</b>	Full surfing curriculum for Year 5 over the past 3 years has ensured 2 extra hours of physical activity, specific life saving skills have been learnt, a new sport has been introduced to and healthy, active lifestyles has been promoted to all children including our disadvantaged. Growing up next to the coast, these are recognised	
<b>Daily fruit for all children in KS2</b>	Supporting our healthy, active lifestyles agenda. This has meant we have been able to stop snacks being brought into school and promote / broaden children's food choices.	6
<b>SENCO support for Pastoral lead (NG)</b> Ensure pastoral and SENCO work is coordinated.	Last year this role helped support the increased role of the Pastoral leader when tackling the rise in Safeguarding concerns. Our latest Safeguarding audit was evidence that this was	6

	working well as our safeguarding culture and response was regarded as very effective.	
<b>TIS Worker (Mainstream)</b>	Provide targeted TIS therapy to identified children in the mainstream school has ensured very vulnerable children have been able to access more learning time. In 2 cases this has ensured that reduced timetables and exclusions have been avoided.	6
<b>TIS Worker (SEN Specific)</b> 1 x day a week JA	Providing targeted TIS therapy to identified children in our ARB has been an effective provision for ensuring emotional regulation in the short and longer term for very vulnerable children. This has ensured successful transitions to secondary provisions and successful education of children whilst moving into the care system.	6
<b>Specific in year responsive spend</b>	This fund has ensured that we are able to respond to disadvantaged children's changing needs throughout the year. In past years it has supported children attending before and after school provision, purchased specific resources, paid for therapies and much more. This fund has shown impact by being able to respond quickly to children's needs meaning their education is not negatively impacted.	1-6

**Total budgeted cost: £200,122**

## 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.

#### Attainment

Our intent is always to close the academic attainment gap throughout the time the children are taught at TLA. The attainment gap upon arrival in the early years is already very significant for most disadvantaged children (evidenced by poor vocabulary, delayed speech and language and high numbers of children who struggle to communicate their basic wants and needs effectively). We have good trends of data that demonstrate the impact of our PP spend in significantly closing the gap by Year 6. This is replicated to some extent in last year's end of summer assessments despite the detrimental effects of the pandemic (SATs past paper). See the below table:

Post lockdown Summer SATs attainment Year 6 2021						
	% EXS PP	% EXS Non-PP	Diff % points	% GDS PP	% GDS Non-PP	Diff % points
Reading	70	75	5	7	25	18
Writing	70	76	6	7	22	15
Maths	65	66	1	2	11	9
Gram	66	76	10	2	18	16

Although Year 5 and 6 children could demonstrate good disadvantaged data, the lower down the school, when children were less independent during lockdowns the picture was one of lost learning and underachievement. Particularly in Year 2 and 3 cohorts where a particularly high number of children are classed as disadvantaged and have a diagnosed SEN. These cohorts present many of our biggest challenges for the coming year (challenge 5).

Data measures suggest catch up was quick in some areas. Phonics data demonstrates that Year 1 children attained in line with our normal high standards (93% passed phonics screening) after a return to rigorous teaching. Internal maths assessments demonstrated week on week improvements towards age related number work with between 70-80% of children returning to that age related standard within 8 weeks. National comparisons (comparative judgements) showed writing standards held more firmly the older the children. Our most vulnerable children however, required fundamental curriculum changes to help them restore the basics (spelling, sentence structure, handwriting) to their best (back to my best assessment data).

Forest school, surfing lessons, beach school and the boys bushcraft award all played a crucial part in the successful return to education last year post lockdown. Productive time in the outdoors learning to work and play together again had an impact on children's health and mental wellbeing. Ensuring children wanted to be back involved with our rich curriculum meant attendance was high (98% post lockdown summer term) and behaviour was good.

**Attendance**

Although attendance was severely disrupted by COVID isolations, removing this shows that attendance remained very high during the Autumn (97.6%) and Summer term (98%). The work of the pastoral team and EWO meant families were able to return to school with confidence. Attendance issues outside of lockdown were almost solely with our most vulnerable families.

**Wellbeing and behaviour / relationships**

Disadvantaged children returned to school demonstrating the effects of lockdown within more challenging family settings. Social isolation, food poverty, lack of stimulation at home led to higher levels of dysregulation at school upon return and an increased number of children requiring immediate pastoral support.

**Resourcing the pandemic response**

Lessons learnt in the first lockdown allowed us to plan for potential further disruption ahead. Disadvantaged children's lack of access to IT equipment and WIFI meant they were at a disadvantage during the first closure. We were able to invest 30K into 120 devices to support all children in Years 5 and 6. This dramatically changed what we could expect from the children during the lockdown. This provision has remained in place as the impact was demonstrably high in many areas across the curriculum.

Consistently high standards of remote learning ensured a wide curriculum was taught during the school closures. Effective use of IT allowed daily lessons to be delivered to children from their teaching staff. In turn, this meant the engagement and output was tracked to effectively identify vulnerable children. The pastoral team (a key PP strategy each year) was able to broker targeted support to primarily keep children safe during this period.

**Going forward**

Our pupil premium strategy is predominantly long term objectives as we recognise changing the outcomes for disadvantaged children takes year on year investment.

**Externally provided programmes**

Programme	Provider
Voice 21 Oracy Project	School 21