

Pupil premium strategy statement- Nancealverne

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2025 academic period) 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	Nancealverne
Number of pupils in school	98 (rising to 116 in November 2024)
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers	2022/23 to 2024/2025
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Ruth Carpenter- Headteacher
Pupil premium lead	Ruth Carpenter
Governor / Trustee lead	Alison Bone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,100
Recovery premium funding allocation this academic year	£30,368
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	£83,468

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for all pupils irrespective of their background or the challenges they face. Disadvantaged pupils make excellent progress and achieve high attainment enhanced through rich educational experiences. This strategy is also informed by our trust disadvantage strategy. Our data currently shows that disadvantaged pupils make as good as, or better, progress than their peers.

Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we are fully committed to addressing any possible variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

Our strategy is underpinned by evidence informed research with a focus on the principles of improving outcomes. At the heart of our approach is high-quality teaching to develop cognitive, communication/physical and sensory development. We provide early intervention and multi-agency support so that all pupils are ready to learn, removing barriers to learning and providing targeted support based on robust diagnostic assessment of need. All pupils are supported pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches with the aim to further develop independent life; social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all. Strategy is driven by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we prepare our children and young people well for a life beyond school, supporting the development of the relevant skills and experience they require.

Our strategy is integral to wider school plans for education recovery, including supporting attendance and parental engagement. It also supports any requirements for remote learning in the occasion of long-term absence. In addition, we strive to ensure all young people feel supported in their mental health/well-being and work hard to remove all barriers to learning.

Our approach is research driven and we have used the Education Endowment Foundation (EFF) and Sutton Trust research led approach to inform our strategy and practice.

The pupil premium strategy will regularly review the impact of the chosen strategies, refining the implementation if the strategies are not having the desired effect and continually assessing value for money. We will ensure the national strategies such as school led tutoring, tutoring through the National programme are incorporated in our education recovery plan, specially supporting those who have been severely impacted by the pandemic. This coupled with ensuring the whole school priorities work hand in hand with the pupil premium strategy will help make the biggest difference, concentrating on the implementation as well as the chosen strategies.

At Nancealverne School, we are dedicated to providing an inclusive and nurturing environment that empowers every student to achieve their full potential. We recognize the unique challenges faced by our disadvantaged students and are committed to utilizing Pupil Premium funding effectively to bridge gaps and enhance educational outcomes.

Aims: Our overarching aims for the use of Pupil Premium funding are:

- **Closing the Attainment Gap:** We strive to narrow the attainment gap between disadvantaged students and their peers, ensuring that every student, regardless of background, reaches their academic potential.
- **Improving Well-being and Inclusion:** We aim to enhance the well-being and social inclusion of our disadvantaged students, fostering a positive and supportive school community.
- **Targeted Support:** We will provide targeted and personalized support to address the specific needs of each disadvantaged student, promoting academic progress and personal development.

Strategies:

Quality Teaching and Learning:

- Implementing evidence-based teaching strategies that cater to diverse learning needs.
- Providing ongoing professional development for staff to enhance their ability to support disadvantaged students.

Individualized Support:

- Conducting regular assessments to identify specific needs and tailoring interventions accordingly.
- Offering small-group or one-on-one support to address academic and social challenges.

Parental Engagement:

- Actively involving parents in their child's education through regular communication, workshops, and collaborative goal-setting.
- Seeking feedback from parents to continually improve our support strategies.

• **Enrichment and Extracurricular Activities:**

- Providing opportunities for disadvantaged students to participate in extracurricular activities, enhancing their social and personal development.
- Offering additional support for the cost of educational trips, ensuring equal access to enriching experiences.

• **Well-being and Mental Health Support:**

- Implementing well-being programs to address the emotional and mental health needs of disadvantaged students.
- Training staff to recognize and respond to well-being concerns promptly.

Monitoring and Evaluation: Regularly assessing the impact of our Pupil Premium strategies through:

- Data analysis of academic progress.

- Feedback from students, parents, and staff.
- Adjustment of strategies based on continuous improvement.

Review and Reporting: An annual review of the Pupil Premium Statement of Intent will take place to ensure its effectiveness. A detailed report will be published on our school website, outlining the impact of Pupil Premium funding and any adjustments to our strategies.

Conclusion: At Nancealverne School we are committed to using Pupil Premium funding strategically to make a positive and lasting impact on the lives of our disadvantaged students. Through collaboration, targeted interventions, and continuous improvement, we aim to create an inclusive and supportive environment where every student can thrive.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments show that disadvantaged pupils generally make as good as, or better progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be as good as, or better than, their peers compared to non-disadvantaged pupils.</p> <p>We look to identify further challenges in all areas of the curriculum. Early intervention quickly identifies pupils who require additional support. Bespoke interventions support the holistic approach embedded throughout the curriculum offer. A total communication approach, high quality systematic phonics teaching and targeted tuition gives all pupils a solid base upon which to build as they learn and make progress.</p> <p>We recognise that positive outcomes are due to positive early intervention and support for pupils and their families. Our challenge is to continue this support during a challenging period post Covid when other external services are limited.</p>
2	<p>Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. We are also based in a geographically isolated region, which presents challenges to develop cultural capital. Our disadvantaged pupils are less likely to travel on trips and exposed to cultural experiences when there is a cost implication.</p> <p>We recognise that some children's only opportunities to travel or go on trips is with school and therefore we look to provide residential/educationally relevant trips when we can.</p>
3	<p>Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to access physical activities outside of school.</p> <p>Promoting health and wellbeing through a range of activities, therapies and focused outcomes, linked to EHCP/ IEP targets is a priority. A high proportion of pupils have complex health care needs; it is fundamental we address their</p>

	physical/health and well-being needs to enable all pupils to engage in the teaching and learning process.
4	<p>Research finds that low attendance can have a significant impact on academic progress/attainment. Our pupils are at greater risk of low attendance due to the increased health needs and transport issues. Low attendance is a major barrier to achievement.</p> <p>We have regular attendance meetings and have an attendance lead who keeps track of all attendance concerns whilst we, as a school, work closely with the Educational Welfare Officer to ensure any barriers to attendance are worked through quickly and efficiently.</p>
5	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of the development of many of our disadvantaged pupils have been impacted post Covid.

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
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills. Staff have greater confidence and skill to support pupils with communication needs and access a strategic CPD programme with a focus on communication development.	<p>Through achievement of EHC plan, PLGs and termly outcomes:</p> <p>Progress EFL and Bsquared data</p> <p>Learning walks/observations</p> <p>Communication learning walks</p> <p>Intervention trackers (SITT team)</p> <p>Intervention reports (SITT) team</p>
Disadvantaged pupils have greater access to physical activities in school and in the wider community to support Health and Well-being outcomes.	<p>Through achievement of EHC plan, PLGs and termly outcomes.</p> <p>Through data analysis of Physical Education and Physical Development Schemes such as the MOVE programme and Real PE. Also the introduction of Rebound Therapy.</p> <p>Therapy plans</p> <p>Intervention trackers/impact reports (SITT team)</p> <p>Extra-curricular activities impact reports</p> <p>MOVE Programme Home Enham Trust</p> <p>Primary PE Schemes of Work - real PE Jasmine (jasmineactive.com)</p> <p>Rebound Therapy - Founded 1972 in the UK</p> <p>Zumba</p>
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	<p>Through observations and discussions with pupils and their families.</p> <p>Motional data</p> <p>Universal snapshot data</p>

	<p>Gatsby benchmark data</p> <p>Destination data</p> <p>EFL data</p> <p>Accreditation/qualification data</p>
<p>Parental engagement is improved and there is an increased attendance for parental workshop/ family learning events. There is increased parental engagement with learning at home.</p>	<p>Parental surveys/parental voice</p> <p>Increased attendance figures for parental workshops in school.</p> <p>Strong home/school liaison team offer</p> <p>Increase in percentage of pupils reading/learning at home.</p>
<p>Disadvantaged pupils feel better prepared for career opportunities through mentoring, work experience and opportunity.</p>	<p>All disadvantaged pupils able to access high quality work experience and careers mentoring. By the end of 2024/25, disadvantaged pupils are continuing to progress to higher or further education at the end of KS5 in the same numbers as their peers.</p> <p>Destination data</p> <p>Accreditation data</p> <p>Work experience feedback and impact reports</p>
<p>Although the attendance of disadvantaged pupils is marginally higher than pupils who are not disadvantaged, it is recognised that pupil attendance can be negatively impacted by medical conditions; hospital appointments; operations and post-operative recovery time.</p> <p>We would aim to provide a robust educational offer for all pupils who are unable to access school, providing a bespoke personalised learning plan to address any gaps in learning.</p>	<p>Attendance data continues to improve- current attendance data is well above national and SPT benchmarks.</p> <p>Pupil progress data for pupils with long term absences is expected/exceeding</p> <p>EHCP termly outcomes</p> <p>EFL data</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: £35,080.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Quality of teaching for all: Disadvantaged pupils to make expected or exceeding progress in all areas of the School Curriculum.</p> <p>Investment in professional development, training and mentoring including for ECT teachers and induction training programme.</p>	<p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p> <p>Disadvantaged pupils make significant progress across the National Curriculum subjects.</p> <p>'High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom.'</p> <p>Staffing support enables a more bespoke approach to pupils learning, with targeted approaches. Key targets for pupils evident in each core subject.</p> <p>As a school we have a robust induction offer which includes safeguarding, statutory training, bespoke training based on needs in staff members classroom and AET training for all new staff.</p>	<p>1</p>
<p>All staff have access to Autism Education Trust Training and strategic CPD programme to address additional needs. An overview of training includes:</p> <ul style="list-style-type: none"> Sensory processing training Interoception – training Communication Sensory integration Makaton Rebound therapy Vision impaired 	<p>Effective professional development - EEF (educationendowmentfoundation.org.uk)</p> <p>Autism Education Trust- research based practice</p> <p>'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.'</p>	<p>1,3</p>
<p>Early interventions and small group interventions to support all learning and address any gaps and inequalities.</p> <p>Staff deployed to support individual pupils providing:</p> <ul style="list-style-type: none"> 1-1 Targeted support Small intervention groups Mixed phonics groups. 	<p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>'Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation, based more around teamwork between teacher and TA'.</p>	<p>1,3</p>

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

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accessible technology available to support teaching and learning.	For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum: Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3,4
Occupational Therapist External provider to provide targeted support and OT input to meet the individual needs of learners.	Improving behaviour in schools: 6 recommendations (educationendowmentfoundation.org.uk) Supporting social and emotional well-being and behaviour needs including physical and sensory needs.	1, 2, 3,4
Mixed phonics groups	Phonics EEF (educationendowmentfoundation.org.uk) High quality phonics teaching gives all children a solid base upon which to build as they progress and helps children to develop the habit of reading widely and often for both pleasure and information.	

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

Budgeted cost: **£33,387.20**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Programme working with parents and carers to develop effective home learning environments and increased self-expression. Resources and staffing for home learning and workshops	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC Working with parents to support children's learning – EEF	3, 4, 5

	<p>'There is an established link between the home learning environment at all ages and children's performance at school.'</p> <p>'School communications may be particularly important for engaging some parents who could play an important role but may have less contact with school.'</p>	
<p>Training Year 9–11 pupils to use public transport.</p> <p>This will involve CPD and release time for two staff members.</p>	<p>Independent Travel Training is likely to enhance pupils' social and employment opportunities:</p> <p>Dfe guidance - publishing.service.gov.uk</p>	4,5
<p>Additional outdoor learning and Physical Development opportunities.</p>	<p>Zumba, Horse-Riding, Hydro pool, Leisure Centre swimming, Rebound Therapy, School Gym, external Gymnastics Club sessions. Sailing, water sports, Botcha, Mencap</p> <p>Rebound Therapy - Founded 1972 in the UK</p>	3
<p>Pupils continue to be monitored through TIS motional system criteria. Class TIS sessions support the most vulnerable pupils.</p> <p>Regular PSHE/ SMSC lessons to ensure pupils are aware of how they can feel safe and secure in school, at home and in the local community. Time and resources for PSHE/ SEMH sessions for all children.</p> <p>Family support worker to work closely with families to ensure strategies are in place to improve attendance.</p>	<p>Well-being support following an evidence based approach:</p> <p>Improving social and emotional learning in primary schools- EEF</p> <p>Sutton Trust- mental health and well-being</p> <p>Metacognition and self-regulated learning-EEF</p> <p>Trauma Informed Schools UK</p> <p>'Half of young people said that they are now less motivated to study and learn as a result of the pandemic, with those who reported high psychological distress 31% more likely to say so (68% compared to 37% of other participants).' Sutton Trust</p> <p>'A record number of children and young people were referred to mental health services in 2021, with referrals increasing by 134% between April and June compared to the same period in 2020 and a 96% increase from 2019.'</p>	5
<p>Funding for trips and extra curricula experiences to promote</p>	<p>The opportunity to participate in enriching activities and experiences is essential for our students providing access to cultural capital and curriculum enrichment opportunities and experiences.</p>	5

inclusion and participation.	Enriching the curriculum- EEF	
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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.

Our internal assessments during 2023-24 indicated that disadvantaged pupils academic and wider development outcomes were in general in line or above that our their peers. The progress of students receiving Pupil Premium is comparable to those students who are not in receipt.

Due to the high percentage of students receiving Pupil Premium, creative approaches to supporting equality are offered and personalised learning programmes support good progress made throughout the year. TIS wellbeing IEPs have recently been introduced including bespoke resources for individual pupils. Pupil Premium pupils also access horse riding, BF adventure, Zumba dance sessions and therapies when required. Bsqaured and Evidence for Learning assessment systems are used for reporting, evidencing and assessing pupil progress.

We have also been successful in securing additional funding for new school adaptive bikes and soft play equipment to support student receiving Pupil Premium.

Our assessment of the reasons for these outcomes points primarily to positive support throughout the Covid-19 pandemic. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence. However, the school maintained close contact with all pupils and offered an in-school and remote learning offer.

We mitigated the impact on academic outcomes by our resolution to maintain a high-quality curriculum, even when pupils were not in school, via a number of different published resources. However, it was challenging to provide differentiated support to our pupils online.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

Please see PP impact report published on our website.

Externally provided programmes

Programme	Provider
Zumba activity and dance class	Ignite dance company
Horse riding	Old Mill stables

Occupational Therapy	Vegere OT services
Penzance gymnastics programme	Penzance gymnastics club
Penzance swimming programme	Penzance leisure centre
Sailing and water sports programme	Trevassack outdoor learning centre Children's sailing Trust

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have a small number 1.12% of children that receive service pupil premium funding. This money has been spent by purchasing sensory resources to enable individual progress towards EHCP outcomes.
What was the impact of that spending on service pupil premium eligible pupils?	Assessment of Personal Learning Goals (PLGs) has showed that progress had moved from emerging to established.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study. Our students have taken part in learning days at Cornwall College and Penwith college.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships. We have careers days at school to ensure that all students can access the information that they may not be able to get at home. These days have educational settings such as local colleges, but we also have local employers, apprenticeships and the local council with their offer.

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We used the EEF's families of schools database to look at the performance of disadvantaged pupils in school like ours. We researched 'best practice' examples.

We looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result. We have a strong parent offer through our home/school liaison team who organise monthly parent/carer coffee mornings as well as events throughout the academic year

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.