

Pupil premium strategy statement Pennoweth Primary School

Crofty Multi-Academy Trust 2019-2021

School overview

Metric	Data
School name	Pennoweth Primary School
Pupils in school	310 (339 including Nursery)
Proportion of disadvantaged pupils	46%
Pupil premium allocation this academic year	£173,400 (2019-20)
Academic year or years covered by statement	2018-21
Publish date	Mar 2020
Review date	April & July (annually)
Statement authorised by	Tamsin Lamb
Pupil premium lead	Rebecca Tully/Cathryn Andrews
Governor lead	Enid Ghent

Disadvantaged pupil progress scores for last academic year (2018-19)

Measure	Score
Reading	0.72
Writing	1.14
Maths	1.85

Disadvantaged pupil performance overview for last academic year (2018-19)

Measure	Score
Meeting expected standard at KS2	R - 54%, W - 67%, M – 75%
Achieving high standard at KS2	R - 8%, W - 4%, M – 0%

Strategy aims for disadvantaged pupils

Pupil premium is allocated to schools for children of statutory school age from low income families who are known to be eligible for free school meals (or have been in the last 6 years), children who are looked after and to children whose parents are currently serving in the armed forces.

Our principles of fund allocation are as follows:

- Ensuring quality first teaching will be at the heart of the school's strategy. We organise teaching and learning at Pennoweth in order to meet the needs of all children in the best way. As a result we allocate some pupil premium money to make sure that all children have their needs met.
- We ensure that appropriate provision is made for children who belong to vulnerable groups and that social disadvantaged children have their needs adequately assessed and met
- We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals
- We are aware that there are a growing number of families who could be classed as 'just about managing' who are not in receipt of pupil premium. We consider this group to be possible disadvantaged.

Measure	Planned Activities (3 year plan)
Priority 1 Communication and language development (incorporating early reading skills)	<ul style="list-style-type: none"> • Provide Read Write Inc training for all staff to ensure that staff are well informed and supported • Develop a Phonics 'champion' role within the school to ensure that phonics teaching and learning is continually enhanced • Provide planned and sequential explicit teaching of vocabulary through subject teaching • Provide deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum
Priority 2 Embedding core mathematics skills for all and enabling mastery	<ul style="list-style-type: none"> • Develop a mastery approach to Mathematics across the school • Provide defined opportunities for development of rapid and accurate arithmetic skills • Provide structured framework to enable children to embed times table knowledge and rapid recall
Priority 3 Developing opportunities for children to access wider life experiences and enhance mental and physical wellbeing	<ul style="list-style-type: none"> • Provide experiential opportunities to reduce inequalities in cultural capital • Develop a clear delivery programme to support children to develop physical and mental wellbeing
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Poor communication skills on entry to the school delays development of oracy and writing; linking to poor vocabulary development and later start to reading • Low levels of aspiration that children and their families have for themselves to achieve and progress at the highest levels (generically and specifically within Mathematics) • Limited access outside of school to opportunities and experiences that enable the development of cultural capital
Projected spending	£173,000 (academic year 2019-20)

	(NB: £45,000 spent on additional staffing to enhance quality first teaching provision)
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Teaching priorities for current academic year

Aim	Target	Target date
Improve attainment in reading (KS2 outcomes) and progress measures (KS2)	At least 70% of year 6 children attain expected standard in reading in KS2 The attainment gap between disadvantaged children (Pennoweth) and non-disadvantaged (national) will be diminished The progress measure for Pennoweth will be improved on 2018/19	Sept 2020 (on publication of relevant data)
Increase the percentage of children attaining the expected level in the year 1 phonics screening check Increase the cumulative percentage of year 2 children attaining the expected level in the phonics screening check	Percentage of year 1 children attaining the expected level in the phonics screen check will be at least in line with national figures (pupil premium children attain at least in line with non-disadvantaged peers) 100% of year 2 children (cumulative) will have attained the expected level in the phonics screen check	July 2020
Improve attainment in maths (KS2 outcomes) and progress measures (KS2)	At least 80% of year 6 children attain expected standard in maths in KS2 The attainment gap between disadvantaged children (Pennoweth) and non-disadvantaged (national) will be diminished The progress measure for Pennoweth will be improved on 2018/19	Sept 2020 (on publication of relevant data)
Develop overview programme of all trips/camp experiences that children will encounter during their time at Pennoweth	A published programme of experiences will be in place. Subsidised places will be available where required to ensure all children can benefit	Sept 2020 and on-going
Build a framework for initiatives that will build children's physical wellbeing	All children will benefit from free fruit/snacks across the school. A framework will be in place to enable <u>all</u> KS2 children to represent the school in a sporting activity throughout the academic year (to be achieved by end 20/21)	March 2020 July 2021

Targeted academic support for current academic year

Measure	Activity	Impact July review
Priority 1 Communication and language development (incorporating early reading skills)	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively	
	Phonics Champion to be established with effective release time dedicated to enable monitoring, modelling and support staff improvement	
	Embed school's approach to the teaching of reading comprehension across KS2 and ensure additional input and support for children who need to make accelerated progress	
	Introduce targeted and progressive approach to vocabulary development and use (generic vocabulary and that which is subject specific)	
Barriers to learning these priorities address	<p>Limited starting vocabulary that children have prior to school</p> <p>Parental engagement that is limited can be enhanced with provision of information around these initiatives / engagement in development of communication</p> <p>Ensuring staff feel confident in the implementation of new approaches / specific schemes that will target these areas</p>	
Projected spending	£65,000	

Targeted academic support for current academic year

Measure	Activity	Impact July review
Priority 2 Embedding core mathematics skills for all and enabling mastery	<p>Introduce and embed the use of 'White Rose' maths and 'Third Space Learning' resources to delivery mastery approach to the teaching of maths.</p> <p>Work with the maths hub to provide training, monitoring and follow up support</p>	
	Establish small group and 1:1 maths interventions for pupils falling behind age-related expectations (with focus upon disadvantaged children) including additional 'clubs' and Easter school for year 6 children as required (additional staffing)	
	Purchase of Power Maths to support with this work	
	Introduction of TT rockstars across the school to provide opportunities for children to embed core skills / knowledge in times table recall	
Barriers to learning these priorities address	Children's confidence and aspiration to grapple with more complex problems in maths	

	Embedding of core key skills (times table knowledge and recollection) as a foundation for further maths learning Ability for children to have specific, targeted and focused small group / 1:1 input to tackle misconceptions or gaps in learning from prior years	
Projected spending	£35,000	

Wider strategies for current academic year – experiential opportunities and attendance

Measure	Activity	Impact July review
Priority 3 Developing opportunities for children to access wider life experiences and enhance mental and physical wellbeing	Embed school's approach to ensuring camps for all children (3 times during the primary school years)	
	Creating and embedding experiential opportunities to develop a sense of cultural capital through regular trips (in addition to camps)	
	Developing an approach to the curriculum that provides immersion within subjects for children	
	Active participation in community traditions (local festivals, parades etc)	
Additional focus: Ensuring that attendance for disadvantaged children is in line with that of national figures	Continued focused tracking of attendance levels to ensure rapid response to lower attending children. Provision of attendance review meetings for children with flagged low attendance Consideration of 'reward' programme for attendance levels	
Barriers to learning these priorities address	Improving readiness to learn for the most disadvantaged pupils Structured and targeted approach to building cultural capital for all pupils and particularly those that are the most disadvantaged Ensuring a sense of belonging to the local area and community and pride in their heritage	
Projected spending	£25,000	

Implementation: key challenges and mitigating actions

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders & HLTA
Targeted support	Ensuring enough time for school phonics, English & maths leaders to support small groups and monitor T&L	Leaders have planned protected time to model, monitor and review impact
Wider strategies	Engaging the families facing most challenges	Working closely with the EWO & other local MAT schools on common strategies

Review: Aims and outcomes (2019-20)

Aim	Outcome
Progress & attainment in reading and writing	
Progress & attainment in mathematics	
Phonics	
Other	

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Progress & attainment in reading and writing	
Progress & attainment in mathematics	
Phonics	
Other	