

Pupil premium strategy statement Pennoweth Primary School

Crofty Multi-Academy Trust 2019-2021

School overview (2019/20 2020/21)

Metric	Data
School name	Pennoweth Primary School
Pupils in school	310 (339 including Nursery) 314 (326 including Nursery)
Proportion of disadvantaged pupils	46% 48%
Pupil premium allocation this academic year	£173,400 (2019-20) £187,470
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 <i>Scores not available for the 2019/20 year</i>
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)

	<p>(NB: £45,000 spent on additional staffing to enhance quality first teaching provision)</p> <p>£187,000 (academic year 2020-21)</p>
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Teaching priorities for current academic year (Priorities carried forward to 2020/21)

Aim	Target	Target date
Improve attainment in reading (KS2 outcomes) and progress measures (KS2)	<p>At least 70% of year 6 children attain expected standard in reading in KS2</p> <p>The attainment gap between disadvantaged children (Pennyweth) and non-disadvantaged (national) will be diminished</p> <p>The progress measure for Pennyweth will be improved on 2018/19</p>	<p>Sept 2020 (on publication of relevant data)</p> <p>Lack of data (19/20) – ongoing target</p>
<p>Increase the percentage of children attaining the expected level in the year 1 phonics screening check</p> <p>Increase the cumulative percentage of year 2 children attaining the expected level in the phonics screening check</p>	<p>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)</p> <p>100% of year 2 children (cumulative) will have attained the expected level in the phonics screen check</p>	<p>July 2020</p> <p>Lack of data (19/20) – ongoing target.</p> <p>Screening check for current year 2 children to take place ahead of Christmas 2020</p>
Improve attainment in maths (KS2 outcomes) and progress measures (KS2)	<p>At least 80% of year 6 children attain expected standard in maths in KS2</p> <p>The attainment gap between disadvantaged children (Pennyweth) and non-disadvantaged (national) will be diminished</p> <p>The progress measure for Pennyweth will be improved on 2018/19</p>	<p>Sept 2020 (on publication of relevant data)</p> <p>Lack of data (19/20) – ongoing target</p>
Develop overview programme of all trips/camp experiences that children will encounter during their time at Pennyweth	A published programme of experiences will be in place. Subsidised places will be available where required to ensure all children can benefit	<p>Sept 2020 and on-going</p> <p>Ongoing – Covid restrictions impacting</p>
Build a framework for initiatives that will build children’s physical wellbeing	<p>All children will benefit from free fruit/snacks across the school.</p> <p>A framework will be in place to enable <u>all</u> KS2 children to represent the school in a sporting activity</p>	<p>March 2020</p> <p>Recommencing November 2020</p> <p>July 2021</p>

	throughout the academic year (to be achieved by end 20/21)	
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Targeted academic support for current academic year

Measure	Activity	Impact Jul 20 review	Impact Mar 21
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	Training undertaken. Programme of development halted by Covid pandemic. Ongoing – to be reviewed in March 2021	
	Phonics Champion to be established with effective release time dedicated to enable monitoring, modelling and support staff improvement	Role established. Working closely with the English hub to ascertain impacts (data from Nov 20 catch up screen to inform further actions)	
	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	Complete review of approach to reading has enabled the VIPERS approach to be embedded. Quantitative impacts to be considered through data reviews from Sept 2020 onwards	
	Introduce targeted and progressive approach to vocabulary development and use (generic vocabulary and that which is subject specific)	Ongoing	
	Introduce 'power of your words' approach from Sept 2020 ensuring celebration of all children's written work through ongoing display	Introduced Sept 2020	
Barriers to learning these priorities address	Limited starting vocabulary that children have prior to school Parental engagement that is limited can be enhanced with provision of information around these initiatives / engagement in development of communication Ensuring staff feel confident in the implementation of new approaches / specific schemes that will target these areas		
Projected spending	£65,000		

Targeted academic support for current academic year

Measure	Activity	Impact Jul 20 review	Impact Mar 21
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>	<p>New Maths lead in place from Sept 20.</p> <p>Clear framework for implementation of White Rose maths</p> <p>Impacts monitored closely from Sept 2020</p>	
	<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)</p> <p>Purchase of Power Maths to support with this work</p>	<p>Additional clubs were provided prior to lockdown (year 5/6 booster groups)</p> <p>Much of planned approaches not in place due to Covid lockdown.</p> <p>Review of approach following baseline Sept 2020.</p>	
	<p>Introduction of TT rockstars across the school to provide opportunities for children to embed core skills / knowledge in times table recall</p>	<p>Programme implemented pre-lockdown.</p> <p>Plan to reinvigorate approach</p> <p><i>Consideration of adding Mathletics as additional platform</i></p>	
Barriers to learning these priorities address	<p>Children's confidence and aspiration to grapple with more complex problems in maths</p> <p>Embedding of core key skills (times table knowledge and recollection) as a foundation for further maths learning</p> <p>Ability for children to have specific, targeted and focused small group / 1:1 input to tackle misconceptions or gaps in learning from prior years</p>	<p>Increased confidence in delivery of White Rose maths programme has had some impact.</p> <p>Expectation regarding maths delivery clearly outlined by new maths lead (Sept 20)</p>	
Projected spending	£35,000		

Wider strategies for current academic year – experiential opportunities and attendance

Measure	Activity	Impact Jul 20 review	Impact Mar 21
Priority 3 Developing opportunities	<p>Embed school's approach to ensuring camps for all children (3 times during the primary school years)</p>	<p>Majority of camps cancelled due to Covid lockdown</p>	

for children to access wider life experiences and enhance mental and physical wellbeing		Review potential of bookings for 2021 in light of ongoing Corona events	
	Creating and embedding experiential opportunities to develop a sense of cultural capital through regular trips (in addition to camps)	Pennoweth promises approach outlined to provide defined experiences to children. Consideration given of delivery in current times / ongoing review	
	Developing an approach to the curriculum that provides immersion within subjects for children	Foundation subjects approach defined – data collection to commence Sept 2020	
	Active participation in community traditions (local festivals, parades etc)	Participation in St Piran’s parade (Redruth) Mar 20 ahead of lockdown. Ongoing approach	
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	Ongoing – attendance levels significantly impacted by Covid. Review of approaches by end Oct 2020	
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	N/A no results
Progress & attainment in mathematics	N/A no results
Phonics	N/A no results
Other	N/A no results

Review: Aims and outcomes (2020-21)

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