

Pennoweth Primary School. Pupil premium strategy statement – including review.

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	Pennoweth Primary
Number of pupils in school	315
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	March 2022 (Sept and March reviews each year)
Statement authorised by	Tamsin Lamb
Pupil premium lead	Cathryn Andrews / Hannah Crewdson
Governor / Trustee lead	Deborah Reeve

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,000
Recovery premium funding allocation this academic year	£18,995

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	£183,995

Part A: Pupil premium strategy plan

Statement of intent

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 of parents who are currently serving in the armed forces.

Our considerations for determining fund allocation include:

- We know the significant positive impact of quality first teaching and put this at the heart of the school's strategy. To support this we are committed to ensuring high quality, individualised continuous personal and professional development for all our staff. 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 ensure that all children have their needs met.
- We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially 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 to this group to be possibly disadvantaged.
- We recognise that not all our families are confident to engage directly with the school.
- We know that the Covid pandemic and associated lockdowns have had differing impacts on our children and their families and that our work can support recovery.

Challenges

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

Challenge number	Detail of challenge
1	Our youngest disadvantaged children typically start school with higher needs regarding their communication skills and vocabulary development.
2	A lower percentage of our disadvantaged children attain age related expectations (and greater depth) when compared to non-disadvantaged.
3	Attendance levels of those children in receipt of pupil premium are lower than the non-pupil premium children in the school.
4	Our disadvantaged children typically have had fewer experiences outside of school that would enable their cultural capital to be enriched.
5	A love of reading, and engagement with books more generally, is typically less prevalent within our children who are disadvantaged.
6	Active engagement from all our parents / families to ensure a strong home/school partnership is not fully embedded.
<p>Interim review September 2022:</p> <ul style="list-style-type: none"> • The Interim data for KS2 SATs suggest that 72.7% of disadvantaged pupils achieved combined expected in reading, writing and maths (compared with 42.6% nationally) and 77.3% of non disadvantaged achieved combined expected (compared with 65.4% nationally) • <i>In comparison, at the end of 2019, 50% of disadvantaged pupils achieved combined expected in reading, writing and maths (compared with 45% within the LA) and 66.7% of non disadvantaged achieved combined expected (compared with 67.2% within the LA)</i> • 85% of our disadvantaged children within the EYFS achieved GLD (compared with 70% for the whole cohort) • Disadvantage gap remains evident at the end of KS1 (41% of disadvantaged children achieving combined expected compared with 68% of non disadvantaged) • There is a much bigger disparity in the percentage of disadvantaged children achieving combined GDS at the end of KS2. • Progress scores for 2022 KS2 attainment are positive across the board (Reading +5.64, writing +6.64 and maths +5.34 – compared to 0 nationally) however there remains a slight disparity between the progress of disadvantaged against non disadvantaged – particularly in writing. 	

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	Review September 2022
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<p>There will be a structured and systematic approach to vocabulary development to ensure that all children's communication skills are enhanced.</p>	<ul style="list-style-type: none"> • The gap in communication skills between disadvantaged and non-disadvantaged children will be eliminated • The school's approach to vocabulary development will be systematic and progressive. • The school's engagement with the NELI programme is established and staff are trained appropriately to ensure maximum impact. 	<ul style="list-style-type: none"> • Vocabulary is still an area for development. • Early monitoring of NELI indicates this has had some impact for a small number of children – focus for 2022-2023 will be to embed this further across the curriculum. • OFSTED May 2022 recognised vocabulary acquisition in the early years as a strength' <i>Children in Nursery and in Reception Year get off to a good start. They develop a wide range of vocabulary, modelled carefully by staff. Therefore, children become confident communicators who learn and play well with their peers. Children are excited to learn and are well prepared for the next stage of their education.</i> • Initial work with MAT employed SALT is supporting this to become more focused.
<p>Differentials in attainment (age related and working at greater depth) between disadvantaged and non-disadvantaged pupil groups will be eradicated</p>	<ul style="list-style-type: none"> • Gaps in children's knowledge and understanding within the sequential curriculum will be rapidly identified and addressed. • Very high quality teaching provision will be in all classrooms for all children • A comprehensive and individualised approach to continual professional and personal development will be in place and all staff will be able to identify their own next steps to ensure quality first teaching is consistently developed and enhanced • Teaching assistants will be able to support pupils to develop independent learning skills and manage their own learning 	<ul style="list-style-type: none"> • The Interim data for KS2 SATs suggest that 72.7% of disadvantaged pupils achieved combined expected in reading, writing and maths (compared with 42.6% nationally) and 77.3% of non disadvantaged achieved combined expected (compared with 65.4% nationally) A significantly narrowed gap. • <i>EEF family of school's database has not yet been updated to reflect this but will be used as a comparison tool at a later stage.</i> • Internal assessment and monitoring through Target Tracker suggests that this is the case across all year groups.
<p>Attendance levels for all children in the school are at least 96%</p>	<ul style="list-style-type: none"> • A comprehensive and progressive approach to supporting attendance (including celebrating strong attendance) will be in place • There will be no differential between the attendance of the groups in receipt of pupil premium and those not in receipt (or the gap will have diminished significantly) 	<ul style="list-style-type: none"> • Attendance comparisons between academic year 2020-2021 (95.8%) and 2021-2022 (92.3%) are complex due to the changes in attendance coding in COVID related absences. • There has been a decrease in the differential between the attendance of those in receipt of pupil premium and those not in receipt – (3.15%

		in 2020-2021 and 2.56% in 2021-2022) and we will work to continue to narrow this differential.
All children within the school will have the opportunity to take part in a wide range of experiences outside of the school curriculum	<ul style="list-style-type: none"> • A series of events ('Pennoweth Promises') will be in place ensuring that all children will have the opportunity to take part in a wider curriculum visit outside of the normal school curriculum during each academic year • The Pennoweth Promises events will be fully subsidised through fundraising events and contribution through the pupil premium • There are planned visits aligned to the children's learning throughout the school year (at least 3 per academic year) with places subsidised where required to ensure there are no financial constraints on all children attending • All year groups from year 2-6 have the opportunity to attend an overnight 'camping' event. Subsidies for those children in receipt of pupil premium will be provided to ensure there are no financial constraints on all children attending • The school's outdoor areas will be further developed to stimulate and support imaginative play for all children 	<ul style="list-style-type: none"> • Parent calendar developed in Summer term 2022 detailing all opportunities available across the term. • Further development of Pennoweth Promises planned for 2022-2023. • 2022 – 2023 camps planned for all year groups 2-6 with costs being kept to a minimum and PP discounts available. • Trips for all years across 2022-2023 planned (see SLT minutes) • Development of outside are now included Maps and graphics. • 2022-2023 to include introduction of OPAL to further develop the offer.
All children will develop a love of reading and be able to discuss their favourite books and authors	<ul style="list-style-type: none"> • All children will pass the phonics screen by the end of year 2 (with over 90% passing in year 1) ensuring children are fluent readers as early as possible • The school's 111b411 initiative will be embedded enabling children to experience a wide range of texts and develop a love of reading for pleasure • A 'recommended reads' scheme will be in place that enables staff and children to share their favourite texts and for the school to purchase these to enable other children to experience them • The school will provide 'Culture of the Heart' reading journals for all children which embodies a love of reading with wellbeing and encourages 	<ul style="list-style-type: none"> • 2022 – 89% year 1 children (40/45) passed the phonics screening. 5 year 2 children sat the screening and 4/5 of these children passed in year 2 – focussed intervention in place for the 1 remaining child. Phonics continues to be embedded and developed in line with RWI developments. The school has a designated member of staff who coordinates this. • Once final data has been received for 2021-2022 Phonics screening a comparison between disadvantaged and non will need to be made. • 111b411 has been established and all children have a 111b411 journal (staff to ensure this continues to be championed within the school.

	<p>parents to see the emotional advantages of sharing texts alongside improving children's reading</p>	<ul style="list-style-type: none"> • Reading journals have been provided in line with appropriateness for each phase. • A love of reading had been identified as a strength by OFSTED May 2022 <p><i>Pupils love to read and use their reading knowledge to learn effectively in other subjects.</i></p>
<p>There will be an extended range of opportunities for parents / families to engage positively with the school</p>	<ul style="list-style-type: none"> • School communication systems will be readily accessible and utilised by 100% of parents (eg Marvellous Me, Tapestry for Early Years, School Cloud and Parent Pay) • Parent meeting opportunities will be widened including virtual meetings offered alongside physical face to face meetings (when Covid allows) to enable an increased percentage of parents to attend. Half termly 'Marvellous Me' reports will be sent out to ensure regular overview updates are communicated • The school's wellbeing package will be developed and 'phase 2' will specifically include parental opportunities for engagement • Home reading journals will be specifically designed to align with the school's commitment to Culture of the Heart. The focus will incorporate the wellbeing impact of sharing books at home 	<ul style="list-style-type: none"> • Marvellous Me and Parent Pay have been embedded across the school. • At the end of academic year 2021-2022 there were 12 parents still to activate their Parent Pay accounts. • Parent meetings were held virtually and are now held Face to Face in the school hall – all parents are offered the opportunity to meet with the class teacher and with the SENCO if required. • The wellbeing package continues to be developed and this is now incorporated in a wider personal development package. • Culture of the heart reading journals used widely across the school, each phase now responding to the need within their phase. • Pupils' wider development is well supported and this has been identified by OFSTED as a strength. <p><i>Leaders provide a personal, social, health and economic education curriculum that supports pupils' wider development effectively. Pupils know how to keep physically and mentally well.</i></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: £ 33,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce incremental coaching for all teachers	'Developing great teaching' (Cordingley et al 2015) identifies emergent findings from an umbrella review of evidence that shows: -Extended programmes of CPD, approximately 2 terms or longer, with iterative follow ups following the initial input create a 'rhythm' of activities that are most likely to have the greatest input for ongoing teacher development	1, 4 and 5
Support teaching staff to undertake NPQs in line with their interests / developmental needs	Worth and van Den Brande (2019) findings (amongst others) indicate that where teachers are meaningfully involved in creating their own bespoke programmes, the most effective professional development opportunities are created	1,4 and 5
Increase focus on individual subject knowledge and development to ensure a broad and balanced curriculum with experts in all subjects within the school with a focused understanding of what constitutes working at greater depth including all staff subject leads being a member of a professional body	Cordingley et al's 'Developing great teaching' study (2015) Pedagogical strategies for teacher development are important but should be contextualised within subject specific content if they are to be most effective.	5
Create a defined and progressive vocabulary programme through training and the release of the phonics lead for modelling / jump in sessions	The need to address closing the vocabulary gap and key strategies from Christ and Wang (2011) 'Closing the Vocabulary gap'. Information incorporated within Alex Quigley's text, 'Closing the vocabulary gap' (2018)	1

<p>Ensure continued investment and upskilling of staff to deliver quality synthetic phonics programmes</p> <p>Ensure a progressive approach to punctuation and grammar supports the phonics programme</p>	<p>EEF impact report of explicit and systematic teaching of phonics shows high impact for very low cost based on very extensive evidence.</p> <p>Skilled implementation can result in an average impact of the adoption of phonics approaches of approximately 5 months progress over the course of a year.</p>	5
<p>Utilisation of Accelerated Reader and other reading scheme approaches to increase children's access to a wide range of texts</p>	<p>EEF summary regarding the efficacy of Accelerated Reader indicates that children offered AR made 3 months additional progress in reading compared to other similar pupils. For pupils eligible for free school meals, the figure was 5 months additional progress (NB EEF research was carried out on year 7 pupils hence ongoing analysis of impact is required for younger year groups)</p>	4, 5

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

Budgeted cost: £ 91,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted use of Teaching Assistants for pre and post teach sessions to enable children to access and consolidate learning</p>	<p>'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact than deployment in everyday classroom environments.' EEF Teaching Assistant Interventions</p>	1, 4, 5
<p>Additional teacher support for children who are identified as having gaps in knowledge due to Covid related absence and/or previous non-sequential curriculum</p>	<p>EEF indicates that small group tuition covering identified areas for development for individuals or small groups has moderate impact for low cost.</p>	1, 4, 5
<p>Additional teacher support for children who are identified as potentially being able to attain greater depth</p>	<p>From Outstanding Leaders Partnership: use of enquiry based projects / skills to enable children to attain at greater depth. Provision of qualified teachers to scope provision to support children in the development of these skills</p>	5

<p>Targeted phonics and speech interventions (through RWI and NELI) to enable children to make accelerated progress towards age related expectations</p>	<p>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</p> <p>EEF (Evidence strength 5/5)</p> <p>'The average impact of oral language interventions is approximately an additional six months progress over the course of a year.' EEF (Evidence strength 4/5)</p>	<p>1, 4, 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance the approach to attendance (including approaches to tackle low attendance as well as celebrate strong or improving attendance) for all children who are not at 96% or higher</p>	<p>Clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences (systems that are inclusive and appropriate for all pupils) are key elements of improving attendance</p> <p>(Dept for Education: Improving school attendance guidance, Sept 2021)</p>	<p>2</p>
<p>Develop the Pennoweth Promises programme and identify at least half of the activities that can take place this year</p>	<p>Tramonte and Willms (2010) highlight research that illustrates dynamic cultural capital (that enabling cultural interactions) had positive impact on children's reading literacy, sense of belonging at school and occupational aspirations.</p>	<p>3</p>
<p>Enhance the school's outdoor areas to provide additional opportunity and support for imaginative play</p>	<p>Bento and Dias (2017) summarise a body of research that illustrates that play, particularly outdoors, promotes cognitive, physical, social and emotional well being offering the necessary conditions for children to thrive and learn. The outdoor environment in particular can contribute significantly to children's needs for free play.</p>	<p>3</p>
<p>Ensure active participation in community traditions (local festivals, parades etc)</p>	<p>See Tramonte and Willms research above.</p>	<p>3</p>
<p>Build the school's wellbeing programme including ensuring links for parental involvement</p>	<p>'Parental engagement has a positive impact on average of 4 months additional progress.' EEF (Evidence strength 4/5)</p>	<p>2</p>

<p>Add to the school's programme of communication by purchasing 'virtual parent meeting' app alongside continued (and promoted) use of current communication tools eg Marvellous Me</p>	<p>As above</p>	<p>2</p>
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Total budgeted cost: £ 176,500

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.

July 2021 marked the end of the school's previously defined pupil premium strategy. Analysis of the impact of previous actions and initiatives are detailed in the review document (see separate document on website).

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance Learning
Mathletics	3P Learning
TT Rockstars	