

Pennoweth Primary School

Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils and is an updated version of the statement produced for academic year 2021-2022 (updates shown in red) and 2022-2023 (updates shown in blue)

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 | 341 |
| Proportion (%) of pupil premium eligible pupils | 41% |
| 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 Updated September 2022 March 2023 updates Updated September 2023 |
| Date on which it will be reviewed | September 2024 New plan to be created at September 2024 |
| Statement authorised by | Tamsin Lamb |
| Pupil premium lead | Cathryn Andrews |
| Governor / Trustee lead | Deborah Reeve |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £190,785 |
| Recovery premium funding allocation this academic year | £17,400 |
| 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 | £208,185 |

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 had differing impacts on our children and their families and that some of these impacts still require support from school.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Baseline assessments show, 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 when compared to non-disadvantaged. For 2021-2022 <ul style="list-style-type: none">- The disadvantage gap remains evident at the end of key stage 1.- There is a much bigger disparity in the percentage of disadvantaged children achieving combined GDS at the end of KS2 when compared to non-disadvantaged.-Although progress measures across KS2 are positive across the board, there is still a disparity between the progress of disadvantaged against non-disadvantaged. For 2022-2023 <ul style="list-style-type: none">- The disadvantaged gap at the end of KS1 continues to be evident. This is most prevalent in writing |

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| | <ul style="list-style-type: none"> - The disadvantaged gap in phonics (by the end of KS1) is narrower than that seen in reading and writing (10% - 81% for disadvantaged, 91% for non-disadvantaged) -The disadvantaged gap in attainment at the end of KS2 has widened in the 2022-23 cohort outcomes in comparison to those of 2021-22 |
| 3 | <p>Attendance levels of those children in receipt of pupil premium are lower than the non-pupil premium children in the school.</p> <p>For 2022-2023</p> <ul style="list-style-type: none"> - Continual work is required to narrow the differential between those in receipt of pupil premium and those not. <p>For 2023-2024</p> <ul style="list-style-type: none"> - A differential in attendance figures is still present although the gap is beginning to diminish. Ongoing work is required to continue to narrow the differential. |
| 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. |

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 |
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| There will be a structured and systematic approach to vocabulary development to ensure that all children's communication skills are enhanced. | <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. This will be embedded in our reading curriculum through development of 'Word Whizz'. • The school's engagement with the resources provided with the NELI programme will be established so that the use of the materials has maximum impact. • A sharply focused approach to progressive vocabulary development within the wider curriculum subjects will be ascertained following review of vocabulary selection documents |
| Differentials in attainment (age related and working at greater depth) between disadvantaged and non-disadvantaged pupil groups will be eradicated | <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 |

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| | <p>and all staff will be able to identify their own next steps to ensure quality first teaching is consistently developed and enhanced</p> <ul style="list-style-type: none"> • Teaching assistants will be able to support pupils to develop independent learning skills and manage their own learning • The differential in attainment between disadvantaged and non-disadvantaged children will be closed completely by the end of KS2 |
| <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) • The individual cases of persistent absenteeism will be reduced and will not be disproportionately consisting of those children who are disadvantaged. |
| <p>All children within the school will have the opportunity to take part in a wide range of experiences outside of the school curriculum</p> | <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 • Planned experiences throughout each year group will be carefully planned and interwoven within the curriculum. The range of experiences will be carefully considered • 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 and provision during unstructured time will be further developed to stimulate and support imaginative play for all children. |

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| | <ul style="list-style-type: none"> • All children will have the opportunity to participate in after school clubs and extra curricular activities. |
| <p>All children will develop a love of reading and be able to discuss their favourite books and authors</p> | <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 (or similar approach) for all children which embodies a love of reading with wellbeing and encourages parents to see the emotional advantages of sharing texts alongside improving children's reading. |
| <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 |

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: £ 51000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Introduce incremental coaching for all teachers</p> <p>2022-2023 – Appointment of additional SLT to ensure embedding and individualisation of the incremental coaching process.</p> <p>Incremental coaching process revised; framework created for Teaching and Learning policy provides outline for specified Walk thru materials used to support whole school development. Incremental coaching discussions, for individuals, linked to this.</p> <p>Incremental coaching inputs carefully aligned to Walkthru documentation. Focus Walkthrus defined for whole school shifts (alongside individual development) and shared with teaching assistants as well as teachers</p> | <p>'Developing great teaching' (Cordingley et al 2015) identifies emergent findings from an umbrella review of evidence that shows:</p> <p>-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</p> <p>Sims et al 2021 – What are the characteristics of teacher professional development that increase pupil achievement - a systematic review and meta analysis (EEF) emphasises that the more individual and focussed the target setting and development can be, the bigger the impact will be on pupil progress.</p> | 1, 4 and 5 |
| <p>Support teaching staff to undertake NPQs in line with their interests / developmental needs</p> <p>2022-2023 Extend to opportunities through Crofty offer and year 3 Trust development project</p> <p>3 teaching staff starting NPQs as part of Feb 23 cohort. Successful completion of previous 3 NPQ delegates confirmed in Feb 23.</p> | <p>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</p> | 1,4 and 5 |

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| <p>Engagement with Crofty CPPD offer. 2 members of SLT on 'Unleashing greatness' programme</p> <p>Further engagement with NPQs with one further member of staff commencing a programme from September 2023</p> | | |
| <p>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</p> <p>2022-2023 – Introduction of PITA assessments for foundation subjects.</p> <p>PITA assessment approach in place. Results utilised by subject leads for overview of progression and attainment</p> <p>Reviewed approach for foundation subjects with focus on formative assessment through vocabulary development and retention of 'sticky bits' (core knowledge)</p> | <p>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.</p> <p>Powell 2021 Juniper Education Blog outlines the importance of PITA assessments and emphasises the need for staff to have a robust understanding of what is expected at that point in time.</p> | 5 |
| <p>Create a defined and progressive vocabulary programme through training and the release of the phonics lead for modelling / jump in sessions</p> <p>2022-2023 Further develop vocabulary focus during RWU sessions and through word whizz for years 2-6. Additional release time for the assistant head to further develop this.</p> <p>Word Whizz in place.</p> <p>'Word Gap' initiative introduced Feb 23 to increase exposure to ambitious vocabulary</p> <p>Review of vocabulary progression for foundation</p> | <p>The need to address closing the vocabulary gap and key strategies from Christ and Wang (2011) 'Closing the Vocabulary gap'.</p> <p>Information incorporated within Alex Quigley's text, 'Closing the vocabulary gap' (2018)</p> | 1 |

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| <p>subjects to ensure fidelity to an agreed sequential approach</p> <p>Thorough book rationales to support text choices across the school to ensure appropriate vocabulary focus – release time for the reading lead to implement this.</p> <p>Ongoing. Review of reading spine in line with change to single year group curriculum – opportunity to ensure best choice of texts and include new authors</p> <p>Review of non-fiction texts to ensure new texts are added to support learning</p> | | |
| <p>Ensure continued investment and upskilling of staff to deliver quality synthetic phonics programmes</p> <p>Ongoing</p> <p>Ensure a progressive approach to punctuation and grammar supports the phonics programme</p> <p>Ongoing</p> <p>Develop reading approach for those children who complete phonics programme to ensure that fluency is deliberately developed</p> <p>Fluency focus throughout the school in place. Reading throughout KS2 includes a specific fluency development session. Strategies being integrated into main reading lesson</p> <p>Ongoing</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>Ongoing. Ordering of additional texts.</p> <p>Development of library team to ensure AR books categorised accordingly</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 |

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| <p>Teaching and learning developments to ensure knowledge retention</p> <p>Ongoing approach. Current consideration of wider schema that sits above the entire curriculum ('big ideas') to enable greater frameworks to enable children to know more, remember more and make more links in their learning and its application</p> <p>Introduction of Thinking Threads as overarching framework for consideration of core learning within wider schema</p> | <p>EEF report on cognitive science and EEF blog Pearce 2021 emphasise the importance of retrieval practice in order to ensure knowledge sticks but emphasise the need for this to be done purposefully and with careful thought – hence the need for the development of a specific and deliberate process for undertaking this.</p> | <p>2</p> |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 123500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Targeted use of Teaching Assistants for pre and post teach sessions to enable children to access and consolidate learning</p> <p>Ongoing (as needed)</p> <p>Ongoing.</p> <p>Review of adaptive teaching practices to ensure that children are effectively supported to access the curriculum at age related levels</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> | <p>1, 4, 5</p> |
| <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>Ongoing (as needed)</p> <p>Recognition that gaps in knowledge from Covid are now limited due to effective catch up approaches. Ongoing approach to identification of gaps in knowledge and</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> | <p>1, 4, 5</p> |

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| effective support to address these | | |
| Additional teacher support for children who are identified as potentially being able to attain greater depth Ongoing – provision within quality first teaching wherever possible. Ongoing | 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 | 5 |
| Targeted phonics and speech interventions (through RWI) to enable children to make accelerated progress towards age related expectations MAT appointment of SALT to focus and target these speech interventions for the needs of our children. Screening of all children in year R for speech and language at start of academic year. Associated actions and support in place Ongoing. | ‘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.’ EEF (Evidence strength 5/5) ‘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) | 1, 4, 5 |

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

Budgeted cost: £31500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| 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 Ongoing. Re-start of attendance clinics from January 2023 Ongoing. Attendance clinics and attendance action plan agreements (between school and home) introduced | 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 (Dept for Education: Improving school attendance guidance, Sept 2021) | 2 |
| Develop the Pennoweth Promises programme | Tramonte and Willms (2010) highlight research that illustrates dynamic cultural | 3 |

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| <p>(review approach and possible activities) and identify at least half of the activities that can take place this year</p> <p>A full 'experiences' programme is being developed in line with the amended curriculum (linked to single year group teaching). A framework for the experiences (formed through the DNA) is being utilised</p> <p>Full experiences programme in place in line with school's curriculum offer</p> | <p>capital (that enabling cultural interactions) had positive impact on children's reading literacy, sense of belonging at school and occupational aspirations.</p> | |
| <p>Enhance the school's outdoor areas to provide additional opportunity and support for imaginative play</p> <p>2022-2023 – Introduction of OPAL to develop the outside areas in unstructured times.</p> <p>OPAL project commenced in February 2023. Initial observations are highly positive. Plans to develop provision over the next year are in place</p> <p>Ongoing development of OPAL provision</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>UNICEF with Zaman (BRAC institute of educational research) 2022 outline the importance of play as being at the core development of the child and include the need for choice within this development.</p> | 3 |
| <p>Ensure active participation in community traditions (local festivals, parades etc)</p> <p>Recommended from September 2023</p> <p>Ongoing</p> | <p>See Tramonte and Willms research above.</p> | 3 |
| <p>Build the school's wellbeing programme including ensuring links for parental involvement</p> <p>Ongoing – linked to school's personal development programme</p> <p>Continuing. Programme of events for parents being developed</p> | <p>'Parental engagement has a positive impact on average of 4 months additional progress.' EEF (Evidence strength 4/5)</p> | 2 |
| <p>Add to the school's programme of communication by purchasing 'virtual parent</p> | <p>As above</p> | 2 |

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| meeting' app (to be utilised as appropriate if face to face meetings are not viable / alternative is requested) alongside continued (and promoted) use of current communication tools eg Marvellous Me | | |
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Total budgeted cost: £ 206,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Early Years

GLD National: tbc

70% of EYPP children attained a good level of development compared to 78.4% of non-EYPP children. While this shows a negative attainment gap, there are areas in which EYPP have out performed non-EYPP (Listening, attention and understanding, speaking, gross motor skills, word reading, number, past and present, people, culture and communities, the natural world, creating with materials and being imaginative and expressive). Self-regulation, managing self and building relationships are areas in which EYPP children attained at lower levels than non-EYPP.

Phonics

By the end of KS1, 93% of disadvantaged children at Pennoweth and 93% of non-disadvantaged children at Pennoweth had attained the expected standard in phonics. This is in comparison to 81% and 91% respectively nationally.

KS1

Reading National:tbc

Overall 75% of children attained at expected levels. 79.3% of non-disadvantaged attained the expected level compared to 66.7% of disadvantaged

Writing National: tbc

Overall 75% of children attained at expected levels. 82.8% of non-disadvantaged attained the expected level compared to 60% of disadvantaged

Maths National: tbc

Overall 70.5% of children attained at expected levels. 75.9% of non-disadvantaged attained the expected level compared to 60% of disadvantaged

KS2

Reading National: 73%

Overall 75.6% of children attained at expected levels. 86.4% of non-disadvantaged attained the expected level compared to 65.2% of disadvantaged.

Writing National: 71%

Overall 77.8% of children attained at expected levels. 95.5% of non-disadvantaged attained the expected level compared to 60.9% of disadvantaged.

Maths National: 73%

Overall 71.1% of children attained at expected levels. 86.4% of non-disadvantaged attained the expected level compared to 56.5% of disadvantaged

GPS National: 72%

Overall 66.7% of children attained at expected levels. 81.8% of non-disadvantaged attained the expected level compared to 52.5% disadvantaged

Combined National: 59%

Overall 60% of children attained at expected levels. 72.7% of non-disadvantaged attained the expected level compared to 47.8% disadvantaged

Progress against objectives within the school's pupil premium programme are indicated in the notes provided within the strategy document.

While the actions defined are on track and there are qualitative impacts, the desired impact on narrowing the attainment gap is not having consistent impact. Differentials in the attainment gap vary significantly between year groups. Continued, sustained work in all areas will be undertaken to ensure the maximum impact of the outlined initiatives.

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 |
| TT Rockstars | |
| <i>Classroom secrets</i> | |
| <i>Read Write Inc</i> | |
| <i>Marvellous Me</i> | |
| <i>Parent Pay</i> | |
| <i>Life Wise</i> | |
| <i>Real PE</i> | |
| <i>White Rose</i> | |
| <i>Cornerstones</i> | |
| <i>Gooseberry planet</i> | |