Pupil premium strategy statement – Pennoweth Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	326
Proportion (%) of pupil premium eligible pupils	137 (42%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Nic Furnish
Pupil premium lead	Cathryn Andrews / Daryl Riches
Governor / Trustee lead	Deb Reeve

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,005
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
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*	£200,005

Part A: Pupil premium strategy plan

Statement of intent

At Pennoweth Primary School, we have the highest expectations for all of our children, including our vulnerable cohorts. Our focus on the whole child ensures that we promote and develop self-esteem and self-worth as priorities, knowing that these are the building-blocks to positive relationships in school, and with education. We, as teachers, hold ourselves accountable for the progress and outcomes of our pupils, understanding that when our expectations are high, children will rise to them in a self-fulling cycle of high expectations leading to high levels of self-efficacy and sense of agency, and therefore high achievement. We fully believe that when we unlock learning, we enable life-long life choices.

Challenges

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

Challenge number	Detail of challenge
1	Pupils live in a predominantly monocultural and geographically isolated part of Britain which limits their exposure to, and knowledge of, the diverse range of cultural backgrounds beyond their own community
2	The word-gap between children living in disadvantage and their peers is large.
3	High numbers of children living in disadvantage have speech and language needs.
4	Significant numbers of pupils lack appropriate access to the internet or devices at home, this can lead to a lack of understanding of purposeful technology use, low confidence in school with use of technology or risky behaviours online.
5	Increasing numbers of children show the signs and symptoms of low self-efficacy: avoidance of challenge, low motivation, self-doubt, anxiety and stress.

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
To enrich and broaden our children's understanding of cultural diversity within Britain and around the world	Children have a knowledge of the cultural diversity within their own community, the UK and beyond. They are inquisitive and talk positively about a range of cultures different to their own.
To decrease the word-gap between children living with disadvantage and their peers.	Teachers deliver quality first teaching for oracy. Children have a wide experience of, and increased access to a wide variety of books and read more frequently at home.
To ensure children with speech and language needs have timely, targeted interventions to address their individual needs.	Children with speech and language needs make accelerated progress and/or catch-up with developmental speech and language norms.
To develop a digital strategy which builds on skills developed within the computing across the curriculum to enable pupils to learn and stay safe online.	Children are able to think critically, understanding when and how to use technology appropriately, understanding risks and advantages.
To raise children's self-efficacy: their belief in their actions make a difference and therefore able to succeed.	Children's have increased confidence in their ability to learn and succeed. Staff have the skills to promote self-efficacy through quality first teaching. School Culture promotes self-efficacy for all stakeholders.

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: £29,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular use of the 'Lyfta' resource is achieved within school through: -planning Lyfta into school assembly plans -introducing 'Lyfta time' to enable	*hundrED recommended resource "helps teachers to nurture empathy, active citizenship and 21st Century skills."*	1

classes to 'explore' on a regular basis -articles being utilised to support non-fiction reading lessons (as appropriate)		
Through the Trust RE network group, Lyfta resources will be mapped against the curriculum	*Teacher Toolkit recommended resource to develop cultural capital and enrichment, providing valuable and cost-effective experiences.*	1
Short writing activities based on a Lyfta stimulus will take place as part of a Trust wide competition (500 words)	*EEF Improving Literacy studies (giving pupils a reason to write).*	1
CPD for teachers and TAs to support quality first teaching in relation to oracy.	*"Professional development can support whole school approaches to close the word gap for disadvantaged pupils."* ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS	2
CPD for teachers and TAs to support quality adaptive teaching and delivery of interventions for speech and language needs.	*"Professional development in speech, language and communication",* publication from The Communication Trust	3
CPD for teachers to strengthen pedagogy and curriculum implementation in computing inc online safety including the delivery of an AI module (upper KS2) and ensuring esafety learning is integrated throughout the year	*Unicef – Closing the digital divide for good.*	4
CPD for teachers and TAs to support quality first teaching in relation to developing and promoting self-efficacy: praising for effort and use of strategies; finding pivotal moments including through the development of a shared 'legacy' statement for the school; recognising the importance of challenge; creating	*Gutman and Schoon (2013) "Non-cognitive skills are vital for educational success.* *Schunk (1981): Self-efficacy as a predicator of academic performance* *Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.*	5

opportunities for roles of responsibility.		

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

Budgeted cost: £49,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for speech and language, directed by a Speech and Language Therapist.	*EEF Guide to the Pupil Premium 'Menu of approaches'.*	3
Delivery of targeted interventions to support identified gaps in the school's defined core learning with particular focus on reading (phonics, speedy reading)	*Evidence within David Didau's 'Making Kids Cleverer'*	2

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

Budgeted cost: £114,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent workshops for children in EYFS, to raise the importance of reading with young children.	*Reference list from the Book Trust's "Getting Children Reading" strategy*	2
Development of 'POP' information events for parents focused on specific areas of learning / strategies being utilised by school to	*John Hattie (2008) estimates that the effect of parental engagement is equivalent to two to three additional years learning over a pupil's school career.*	2,3

support children's learning and development		
Use of Forest School provision (including staffing) to support learning in an outdoor environment providing a different environment in which children recognise they can succeed	*Forest Research: the impact of outdoor learning on young children.*	5
Employment of a full time Learning Mentor to support children's pastoral and wellbeing development alongside positive attendance strategies through targeted support and intervention to build self-efficacy	*Gutman and Schoon (2013) "Non-cognitive skills are vital for educational success.* *Schunk (1981): Self-efficacy as a predicator of academic performance* *Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.*	5
Continued development and use of a sensory space, and staffing to support use by all children to support emotional regulation and help de-escalation	*Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.*	5
Development and delivery of the school's promises of experiences to all children	*Sullivan (1981): UCL discovery: Cultural capital and academic attainment*	1
Financial support for residential camps to enable all children to attend	*Gutman and Schoon (2013) "Non-cognitive skills are vital for educational success.*	5

Total budgeted cost: £ 193,250

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of KS2 outcomes for 2024 (year 6) were indicative that the work carried out within the last Pupil Premium Strategy has had impact in terms of diminishing the difference in academic outcomes between disadvantaged and non-disadvantaged children. With reference to Maths, the percentage of children in receipt of pupil premium who attained at the expected standard was greater than that of those not in receipt of pupil premium.

Reading

86.7% of children in receipt of pupil premium attained at the expected standard compared to 84.4% of those not in receipt of pupil premium

Writing

66.7% of children in receipt of pupil premium attained at the expected standard compared to 65.6% of those not in receipt of pupil premium

Maths

86.7% of children in receipt of pupil premium attained at the expected standard compared to 68.8% of those not in receipt of pupil premium

GPS

80% of children in receipt of pupil premium attained at the expected standard compared to 75% of those not in receipt of pupil premium

EYFS

69.2% of children in receipt of pupil premium in the Early Years attained a good level of development compared to 66.7% of children not in receipt of Early Years Pupil Premium (EYPP).

This pattern of differential in attainment between the two groups is replicated across the majority ofthe Early Learning Goals. Areas for further focus (where the percentage of those in receipt of EYPP attaining the Early Learning Goal was lower than those not in receipt of the EYPP) were managing self, building relationships, gross and fine motor skills, comprehension and number.

Phonics

By the end of KS1, 100% of children in receipt of pupil premium at Pennoweth and 83.3% of those not in receipt of pupil premium attained the expected standard in

phonics. Work continues to ensure that both groups attain at the highest levels possible.

Attendance

Specific work to improve attendance levels of disadvantaged children compared to non-disadvantaged children also had impact with the difference narrowing. End of year attendance levels for children in receipt of pupil premium was 93.05% compared to 94.4% for those children not in receipt of pupil premium. The need to continue focus within this area is recognised.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
TT Rockstars	
Classroom Secrets	
Marvellous Me	
Lyfta	
Cornerstones	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
Non received
The impact of that spending on service pupil premium eligible pupils