



Pennoweth Primary School's Pupil premium strategy statement

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	346
Proportion (%) of pupil premium eligible pupils	144 (41.4%)
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)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Cassie Pamplin
Pupil premium lead	Cassie Pamplin
Governor / Trustee lead	Ellie McQuerie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220,305
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£220,305

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Pennoweth Primary School, we have the highest expectations for all 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-fulfilling 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. As a school we have our 'DNA' and these are principles that guide us as a school in all we do. There are 5 strands to the DNA. These are as follows:

We are safe. We feel loved. We take responsibility. We are always learning. We are ready.

The strands are in the order for a reason. We firmly believe that children, including our most vulnerable, and adults, need to feel safe and loved before they are in position to take responsibility and progress well in their learning. Therefore our DNA guides our pupil premium strategy.

We recognise the power of reading to unlock learning and opportunities for pupils. This is particularly important for disadvantaged pupils, opening the door to new worlds, ideas and people. The teaching of reading and application of these skills are core to our curriculum. Our key priority is to ensure every child learns to read fluently and with good understanding to enable them to access the breadth of the curriculum. The key way we work towards this is by providing all teachers and support staff with high quality CPPD to ensure that pupils receive quality first teaching. Alongside, this we provide targeted intervention to quickly close gaps in learning.

We want to ensure that the highest possible standard of teaching is on offer to all children across the curriculum. We believe that by improving teaching and learning further and by providing a high-quality curriculum to all everyone gains, including pupil premium children. As a school we also believe in the principle of equity and that in order for everyone to have an equal opportunity some children need something different or extra. Research shows that developing cultural capital is something that can change children's lives and open up more opportunities for their future, it can act as a key to unlocking a more advantageous life. 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.

If everyone in the places we serve are to thrive, we need to effectively work with, and for, our communities building strong local relationships. Our hope is that through our work, we can develop meaningful connections with the families and community organisations within our localities.

What are our ultimate objectives for our disadvantaged pupils?

- Develop their language and vocabulary and help them to develop a love for reading
- Enable them to become confident and effective writers, who also use writing to express themselves
- Raise their levels of numeracy
- Raise the aspirations of the parents and children
- Offer ambitious learning for those from lower starting points or with SEND
- Create successful, ambitious and confident young people
- Give them access to powerful knowledge and cultural capital
- Increase their retrieval and retention of knowledge
- Positively challenge any of their or their families' views regarding education and school experience if need be
- Develop their resilience, well-being and mental health
- Increase their future employability, positive community engagement and help them to become globally responsible citizens
- Prepare them well for secondary education, a life in modern Britain and, for an exciting future and changing world

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils sometimes have less developed cultural capital than their non-pupil premium peers. 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. Disadvantaged pupils typically take longer to progress through the phonics programme. This negatively impacts their development as readers. Many children do not yet view themselves as readers. This is further challenging as much of our community have limited exposure or opportunity to enable reading skills to be practiced and developed outside of the usual school day, further restricting our children's opportunity to truly immerse themselves in rich literature.
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. (AI)
5	Increasing numbers of children show the signs and symptoms of low self-efficacy: avoidance of challenge, low motivation, self-doubt, anxiety and stress.
6	Attainment in writing is lower for some of our pupil premium children, this is partly linked to the language difficulties but for some is linked to difficulties with transcription and lack of life experiences.
7	Attainment in maths can be lower for some of our disadvantaged children, particularly linked to automaticity with number facts.
8	Retention of knowledge is key barrier to some children
9	Although attendance is improving for our pupil premium children compared to pupil premium nationally, it is still below our non-disadvantaged. Our attendance data over the last few years indicate that attendance among disadvantaged pupils has been lower than non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
10	Many of our children and families face multiple impacts of disadvantage. In order to narrow or eliminate the disadvantage gap, the work required is greater than that within the scope of the school working alone.

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	<p>Children can talk about a range of experiences, including things such as visits to museums, galleries and the theatre. They have had and are able to use and transfer the knowledge and insight gained from these experiences to their academic work. e.g. able to answer reading comprehension questions that require background knowledge.</p> <p>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.</p> <p>Children have furthered their understanding of a range of cultures and contexts through Lyfta which has broaden and widen our children's perspectives on the world.</p>
<p>To ensure we help to close the word-gap between children living in disadvantage and their peers</p> <p>To help them to successfully complete our phonics programme so that they can confidently decode.</p> <p>To offer an effective reading curriculum and wider curriculum that enables the children to be confident, fluent readers who comprehend what they read.</p>	<p>Teachers deliver quality first teaching for oracy with a focus on developing a rich vocabulary. Children can articulate their learning by accurately using key vocabulary as identified by staff. Children use a range of higher-level vocabulary in their written work. Children's reading comprehension skills are enhanced as a result of their acquisition and understanding of new words.</p> <p>The school provides a high-quality phonics programme which leads to the vast majority of children completing at the appropriate age so that they can decode effectively and read with fluency. This is built upon with high quality reading lessons which help children to read with fluency, prosody and understanding.</p> <p>Children have a wide experience of, and increased access to a wide variety of books and read more frequently at home.</p> <p>Reading spine reflects a rich diverse range of novels and non-fiction.</p>
To ensure children with speech and language needs have timely, targeted interventions to address their individual needs.	<p>All reception children have been screened in terms of speech and language and relevant intervention put in place. Children with speech and language needs (across the school) make accelerated progress and/or catch-up with developmental speech and language norms. The specialist programme 'Speech Bubbles' is used effectively so our less confident speakers have become more confident.</p>
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.	<p>Children are able to think critically, understanding when and how to use technology appropriately, understanding risks and advantages including specifically relating to Artificial intelligence. This will include guidance around the safe use of AI and risky behaviour linked to this developing technology.</p>
To raise children's self-efficacy: their belief in their actions make a difference and therefore able to succeed.	<p>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.</p>

<p>To ensure a high-quality writing curriculum, that supports transcription development is delivered.</p> <p>To identify barriers for individuals, and address these through appropriate provision and support.</p>	<p>The progressive writing curriculum and high-quality teaching of writing across the school ensures all children make good progress.</p> <p>There is a diminishing gap between PP children and non-pp children in terms of writing attainment by the end of Year 6.</p> <p>Y6 PP pupils achieve in line with national</p>
<p>To ensure that children are supported to develop automaticity with mathematical facts to lessen cognitive load when dealing with calculations and mathematical problems.</p>	<p>The progressive maths curriculum, with a focus on developing automaticity and high-quality teaching of maths across the school ensures all children make good progress.</p> <p>There is a diminishing gap between PP children and non-pp children in terms of maths attainment by the end of Year 6.</p> <p>Y6 PP pupils achieve in line with national</p>
<p>To ensure that knowledge is retained through regular reactivation opportunities and links between learning being made explicit.</p>	<p>Children can talk about present learning and learning from previous topics and projects. They use their current knowledge to make sense of new knowledge and make connections across their learning</p>
<p>To improve pupil premium attendance, and this impacts positively on whole school attendance.</p>	<p>Pupils attend school regularly with the school average attendance exceeding 96%.</p> <p>There is no difference between the attendance of disadvantaged pupils and their peers.</p>
<p>To improve links and shared working between the school and wider community organisations and parents.</p>	<p>Families are supported in a wider capacity than can be achieved within the school individually which in turn has impacted positively on outcomes.</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: £72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Regular use of the 'Lyfta' resource is achieved within school through:</i></p> <ul style="list-style-type: none"> -planning Lyfta into school assembly plans -introducing 'Lyfta time' to enable classes to 'explore' on a regular basis -articles being utilised to support non-fiction reading lessons (as appropriate) 	<p><i>hundrED recommended resource "helps teachers to nurture empathy, active citizenship and 21st Century skills."</i></p>	1
Through the Trust RE network group, Lyfta resources will be mapped against the curriculum	<p><i>Teacher Toolkit recommended resource to develop cultural capital and enrichment, providing valuable and cost-effective experiences.</i></p>	1
Short writing activities based on a Lyfta stimulus will take place as part of a Trust wide competition (500 words)	<p><i>EEF Improving Literacy studies (giving pupils a reason to write).</i></p>	1, 6
CPD for teachers and TAs to support quality first teaching in relation to oracy and vocabulary.	<p><i>"Professional development can support whole school approaches to close the word gap for disadvantaged pupils."</i></p> <p>ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS</p>	2
Exploring vocabulary remains a key part of lessons with a focus on tier 3 vocabulary in the wider curriculum. Dual coding is used to support all children where appropriate.	<p><i>"Professional development can support whole school approaches to close the word gap for disadvantaged pupils."</i></p> <p>ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS</p>	2
CPD for teachers and TAs to support quality adaptive teaching and delivery of interventions for speech and language needs.	<p><i>"Professional development in speech, language and communication", publication from The Communication Trust</i></p>	3
Teacher CPD in teaching of phonics.	<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Additional set of RWI phonics programme ditty books and Book Bag Books purchased. RMT Portal and Leadership Development</p>	2

Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Additional set of RWI phonics programme ditty books and Book Bag Books purchased. RMT Portal and Leadership Development	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Teacher CPD in teaching of reading (post phonics)	<i>EEF research found that using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium Clear programme of support and development to ensure all staff deliver quality first teaching in every lesson.</i>	2
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	<u>Unicef – Closing the digital divide for good.</u>	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 opportunities for roles of responsibility.	<i>Gutman and Schoon (2013) "Non-cognitive skills are vital for educational success. Schunk (1981): Self-efficacy as a predictor of academic performance Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.</i>	5
Dedicated release time given in order for teachers to undertake CPD activities including observations of other staff. Effective use of staff meetings and TA meetings to develop practice.	Research, including things such as the EPI review 2020, shows that helping teachers to become better teachers is one of the things that will make the biggest difference to children's learning. The Charter College of Teaching promotes the importance CPD and having time to read research. Having a good work life balance is important, as recognised by the government, therefore time needs to be given to staff to do some of their CPD within work time.	1-8
The curriculum for writing has been updated to ensure it is being taught consistently across the school but in a way adapted to suit each age group and adjusted to reflect best practice considering the Writing Framework.	English Education Review: 'Telling the Story' Alex Quigley's work, 'The Writing Gap' The Writing Framework Ofsted-Strong Foundations in the First Years of School English Education Review: 'Telling the Story'	6

Use of 'Drawing Club' and 'writing in the moment' in EYFS to support early writing and language development.		
Embed the use of modelling as a key feature in writing lessons. More use of visualiser rather than flip chart to model.	Rosenshine's Principles Range of evidence to support this, including EEF	6
Introduce a handwriting scheme to ensure a consistent approach across the school. Staff and TAs to have high expectations for handwriting in work across the curriculum. There is a focus on handwriting and presentation every day including pencil grip and staff talk to the children about why it is important. There is a focus on ascenders and descenders, and the children have regular handwriting sessions. Ensure letter formation and fine motor skills are the focus in EYFS and KS1.	English Education Review: 'Telling the Story' Ofsted-Strong Foundations in the First Years of School The Writing Framework	6
Use of coaching for teachers and implementation of a new continuous professional and personal development programme.	Tom Sherrington's work on incremental coaching shows that this is a powerful way to improve teaching and learning.	1-8
Training on Mastering Number completed and being delivered. Teachers across the school are working with the Maths Hub and collaboratively with other schools to develop practice.	An EEF recommendation and also the work of NCTEM	7
Use of sticky quizzes for wider curriculum, sticky PAG for writing and sticky maths for maths facts in order to regularly reactivate knowledge.	There is evidence from Brown, Roediger and Mc Daniel that reactivation of knowledge helps to transfer information to long term memory.	8

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

Budgeted cost: £56,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for speech and language, directed by a Speech and Language Therapist.	<i>EEF Guide to the Pupil Premium 'Menu of approaches'.</i>	3

Delivery of targeted interventions to support identified gaps in the school's defined core learning with particular focus on reading (phonics, speedy reading)	<i>Evidence within David Didau's 'Making Kids Cleverer'</i> RWI is a DfE approved programme with a proven record of ensuring all children make good progress in phonics and have a strong start to early reading. The 1 to 1 intervention is part of the RWI programme.	2,6,7
Support within class through scaffolding and prompting.	Evidence shows that it is not always best to take children out of class but instead every interaction can be seen as an intervention, the TA can scaffold learning and help make it accessible for all so all children are exposed to the challenging work.	2,3,6,7
Purchase licences for Nessy to be purchased so targeted individuals complete reading and spelling interventions on the ipads.	Recognised effective programmes that use precision teaching as recommended by our school's educational psychologist.	2
Gross Motor Skills (Funfit), fine motor skills intervention and handwriting interventions to support those children who are not forming letters correctly take place. Use of 'Write from the Start' and 'Letter Join' to support these interventions.	Ofsted-Strong Foundations in the First Years of School All established programmes based on research.	6
Take part in 'Speech Bubbles' training and deliver the programme in school alongside a specialist.	<i>"Professional development in speech, language and communication"</i> , publication from The Communication Trust	2, 3

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

Budgeted cost: £92,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging parents: Regular communication through the weekly newsletter and half termly learning letters from class teachers. Parent workshops for children in EYFS, to raise the importance of reading with young children. Parental workshops on things such as sleep run by the Early Help Hub. Parental engagement sessions with a focus on families whose children have SEND.	Reference list from the Book Trust's "Getting Children Reading" strategy 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, 5, 8, 9

Good use of Arbor to improve communication between home and school.		
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	<i>Forest Research: the impact of outdoor learning on young children.</i>	5
Employment of a full time Learning Mentors to support children's pastoral and wellbeing development through targeted support and intervention to build self-efficacy	<i>Gutman and Schoon (2013) "Non-cognitive skills are vital for educational success.</i> <i>Schunk (1981): Self-efficacy as a predictor of academic performance</i> <i>Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.</i>	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	<i>Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.</i>	5
Development and delivery of the school's promises of experiences to all children	<i>Sullivan (1981): UCL discovery: Cultural capital and academic attainment</i>	1
Financial support for residential camps to enable all children to attend	<i>Gutman and Schoon (2013) "Non-cognitive skills are vital for educational success.</i>	5
Improve attendance by improved communication with parents that is targeted and personalised. Work on helping everyone to feel like they belong and want to be in school. Rigorous monitoring and analysis of attendance data takes place.	Work of Mark Rowland <u>Todd Rogers and Avi Feller</u> Government document ;'Working together to improve school attendance'	9
Become a partner school to the Hall for Cornwall and be involved in a variety of theatrical experiences and working with a variety of professionals, including dance, music. Provide opportunities for the children to take part in performances. Opportunities to experience live theatre regularly	This will develop cultural capital, an area of high importance supported by the work of people such as Marc Rowland and David Didau. It will give the children an opportunity to be creative and the arts can be an effective educational tool and this is supported by the research and work of people such as Ken Robinson.	1, 5, 2, 3
Assemblies are used to exposure children to a range of art, musicians and as a way to broaden children's thinking and ideas and for them to meet a variety of people and presenters.	The work of Bourdieu, David Didau, Lee Elliott Major, Emily Briant and other sociologists on the impact of developing cultural capital	1

Ensuring good transition activities take place in preparation to start school, each year and then on to secondary school.	Evidence shows the importance of a smooth transition to ensure progress	5
Working within the Trust's Community Strategy, the school will identify a current link held with a local organisation that can be further developed. Through active listening to the organisation, the school will identify an objective that can be worked on together to strengthen the community offer.	Reach Foundation Insights; CST work on School Trusts as New Civic Structures; Truly Civic: Strengthening the connection between universities and their places.	10

Total budgeted cost: £ 220,305

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2024, results for pupil premium children were particularly strong, however, the gap between pupil premium and non-pupil premium widen in 2025. The end of KS2 outcomes for 2025 (Year 6) showed a decline in outcomes relating to their Reading and Writing. However, there was a slight increase with Maths outcomes, where a gap has emerged between our PP & Non-PP children.

Reading-63.2% of children in receipt of pupil premium attained at the expected standard compared to 84.6% of those not in receipt of pupil premium

Writing-63.2% of children in receipt of pupil premium attained at the expected standard compared to 88.5% of those not in receipt of pupil premium

Maths-57.9% of children in receipt of pupil premium attained at the expected standard compared to 88.5% of those not in receipt of pupil premium

GPS-47.4% of children in receipt of pupil premium attained at the expected standard compared to 73.1% of those not in receipt of pupil premium

EYFS-61.9% of children in receipt of pupil premium in the Early Years attained a good level of development compared to 77.8% 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 of the 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, 68.2% of children in receipt of pupil premium at Pennoweth and 85.7% 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 92.1% compared to 95.8% for those children not in receipt of pupil premium.

We recognise that we must prioritise closing the gap for our pupil premium pupils. We are aware of the work needed and it is a long term commitment.

Success criteria 2024-25	Review
Children have a knowledge of the cultural diversity within their own community, the UK and beyond. They are inquisitive and talk positively	External visitors have commented on the wealth of curriculum enrichment that happens both within our school and wider. Through our project-based learning and 'love to investigate' experiences, pupils are able to experience unique opportunities that enrich and inspire our pupils learning. This often reflects current climates and deepens our children's understanding of

<p>about a range of cultures different to their own.</p> <p>Establish further understanding of a range of cultures and contexts through Lyfta to broaden and widen our children's perspectives on the world.</p>	<p>their lives in Cornwall and their impacts once they leave Pennoweth.</p> <p>Work is ongoing to secure a further legacy within the school so that pupils understand that they are custodians during their time at Pennoweth and will make a contribution to their wider community during their time at Pennoweth through the curriculum or through our personal development programme.</p> <p>These enrichment opportunities are crucial in providing our pupils with a sense of belonging and were an integral part of our curriculum and contributed to the children's deeper understanding and knowledge.</p> <p>Reading is a strength across the school and children's comprehension is enhanced by these rich experiences.</p> <p>Our curriculum considers our pupils starting points upon joining Pennoweth and deliberately provides pupils with essential experiences and exposure to first and foremost Cornish culture but during their time exposure to a wide range of cultures including British and international cultures. Much of this is woven through the humanities, personal development offer and arts. Staff are mindful of the images and resources they use to ensure a positive representation is given and are cautious about reinforcing stereotypes.</p> <p>With our rapidly diversifying population, deliberate thinking and promotion of our school community continues to be an area of focus to ensure all members of our community feel the sense of belonging.</p>
<p>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.</p> <p>Reading spine reflects a rich diverse range of novels, non-fiction.</p>	<p>Grant received from the MAT to establish deliberate reading for pleasure opportunities at the end of each day. This included a book club, picture book spine and class text.</p> <p>Alongside this investment, regular deliveries of new or targeted books to support reading from home and to ensure a well stocked library has been made throughout the last academic year.</p> <p>Additionally, a poetry spine has been introduced and embedded within the curriculum to expose pupils to a range of genres alongside non-fiction Friday's – once again to ensure a breadth of coverage that includes non-fiction.</p> <p>Through our rolling curriculum in several year groups, high quality texts have been introduced and embedded to support project learning and inform writing stimulus for pupils to write at length. This has further supported other areas including speech and language.</p>
<p>Children with speech and language needs make accelerated progress and/or catch-up with developmental speech and language norms.</p>	<p>The SALT screening picked up on children who needed early intervention and this led to rapid progress for these individuals. This included deliberate CPPD development which focussed on phonological awareness for pupils who require an adapted approach to language acquisition.</p> <p>In addition, through appointing a learning mentor who leads on speech and language has further enabled accelerated progress for key groups of children.</p>

	<p>Vocabulary is a key feature in all lessons. Teachers model its use and have high expectations. Children are becoming much more confident at articulating their learning using a range of vocabulary. It is also becoming a more common feature in their writing.</p> <p>Key vocabulary and progression of terms within subjects are embedded and documented within each subject which is reviewed through medium term plans.</p> <p>Further use of dual coding to support pupils with visual prompts has further supported vocabulary acquisition.</p>
<p>Children are able to think critically, understanding when and how to use technology appropriately, understanding risks and advantages including specifically relating to Artificial intelligence. This will include guidance around the safe use of AI and risky behaviour linked to this developing technology.</p>	<p>A computing curriculum was introduced during the 24-25 academic year which enabled high quality teaching of computing to take place. This included a focus on developing digital citizens alongside a deliberate focus on understanding programming and physical applications of this.</p> <p>During this academic year, further guidance and adjustments of online safety rules have been introduced to further support pupils with identifying and understanding risky behaviour which also includes the use of AI.</p> <p>A traffic light system to support pupils and staff identify risky behaviours and programmes which can potentially impact stakeholders or put pupils at further 'risk' whilst engaging with technology has been shared.</p> <p>Further deliberate discussion points have been developed for pupils to apply their knowledge of use of AI has been introduced within the online safety elements of computing lessons has been developed to support teachers and learners with their understanding.</p>
<p>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.</p>	<p>External visitors have commented on the confidence of our children when discussing different elements of their learning alongside the curriculum approach that is embedded at Pennoweth.</p> <p>Alongside this, pupils are enthusiastic about their learning and are able to retrieve prior knowledge linked to their project led learning – particularly within Keystage one classes. This is not consistent within Keystage one and the approach for this has been adapted during the Autumn term to reflect this. Through our curriculum review, it was decided that an alternative approach was needed to support learners within Keystage one to develop strong foundational learning within each curricular discipline. This will then result in pupils being able to think thematically and make clear links across different subjects upon reaching Keystage Two therefore allowing pupils to make deliberate links with their learning therefore allowing for learning to be deepened and broadened through our Keystage Two curriculum.</p> <p>A new curriculum narrative has been developed to support subject leaders narrate and understand their subjects' roots within our Nursery and EYFS through to KS2.</p>

	Children talk positively about learning and are able to discuss elements of learning. Further links to careers and opportunities to visit places of interest are key next steps.
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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	Maths Circle
Maths Whizz	Third Space Learning
Classroom Secrets	
Arbor	
Lyfta	
Cornerstones	