



Pennoweth Primary School's Pupil Premium Strategy Summary

Number of pupils in school	347
Proportion (%) of pupil premium eligible pupils	144 (41%)
Pupil premium lead/ Governor lead	Cassie Pamplin/ Ellie McQuerie
Pupil premium funding allocation this academic year	£220,305

Key Points from our statement of intent:

- We believe that when we unlock learning, we enable life-long life choices
- We have high expectations for all our children, including our vulnerable cohorts.
- Our focus is on the whole child
- Our DNA guides our pupil premium strategy. These are as follows:
We are safe. We feel loved. We take responsibility. We are always learning. We are ready.
- We recognise the power of reading to unlock learning and opportunities for pupils so is the key priority.
- We achieve the above through high quality CPD to staff, quality first teaching and targeted intervention
- We promote equity- in order for everyone to have an equal opportunity some children need something different or extra.
- We develop cultural capital because 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.
- We need to effectively work with, and for, our communities building strong local relationships so we can develop meaningful connections with the families and community organisations within our localities.

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 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

	Summary of challenge that affects some of our children	Intended outcome by 2028	Success criteria Children:
1	Less developed cultural and limited exposure to the diverse range of cultural backgrounds	To enrich and broaden our children's understanding of cultural diversity within Britain and around the world	<ul style="list-style-type: none"> • Can talk about a range of experiences • Are able to use and transfer the knowledge and insight gained from these experiences to their work • Have a knowledge of the cultural diversity within their own community and furthered their understanding of a range of cultures
2	Difficulties linked to vocabulary and reading	To close the word-gap To offer an effective phonic, reading and wider curriculum that enables them to be confident, fluent readers who comprehend what they read	<ul style="list-style-type: none"> • Can articulate their learning by accurately using key vocabulary and use a range of higher-level vocabulary in their work • Can decode effectively and read with fluency, prosody and understanding • Have an increased access to a wide variety of books and read frequently • Y6 PP pupils achieve in line with national
3	Speech and language needs.	To ensure children with speech and language needs have timely, targeted interventions	<ul style="list-style-type: none"> • Have been screened and relevant intervention put in place • Make good progress/catch up with speech and language norms where possible
4	Lack of understanding of purposeful and safe technology use	To develop a digital strategy to enable pupils to learn and stay safe online	<ul style="list-style-type: none"> • Are able to think critically, understanding when and how to use technology, including AI, safely
5	Low self-efficacy: avoid challenge, self-doubt, low motivation, anxiety/stress	To raise children's self-efficacy: believe their actions make a difference & they can succeed	<ul style="list-style-type: none"> • Have increased confidence in their ability to learn and succeed.
6	Writing attainment linked to language difficulties, transcription and lack of life experiences	To deliver a high-quality writing curriculum To identify barriers for individuals, and address these	<ul style="list-style-type: none"> • Make good progress in writing, demonstrate strong transcription skills and write with creativity and understanding • Y6 PP pupils achieve in line with national
7	Maths attainment, particularly linked to automaticity with number facts.	To ensure that children develop automaticity with mathematical facts to lessen cognitive load	<ul style="list-style-type: none"> • Make good progress in maths • Y6 PP pupils achieve in line with national
8	Retention of knowledge	To ensure that knowledge is retained	<ul style="list-style-type: none"> • Can talk about present and previous learning • Use their current knowledge to make sense of new knowledge and make connections across their learning
9	Attendance	To ensure pupil premium attendance is improved and impacts positively on whole school attendance.	<ul style="list-style-type: none"> • Attend school regularly with the school average exceeding 96%, with little difference between disadvantaged pupils and their peers.
10	Many face multiple impacts of disadvantage, which require more than what school alone can offer.	To improve links and shared working between the school and wider community organisations and parents.	<ul style="list-style-type: none"> • Families are supported in a wider capacity than can be achieved within the school individually which in turn has impacted positively on outcomes.

Activity for 2025-26 – green building and sustaining from last year, blue new/key focus	Challenge addressed
Teaching	
Regular use of the 'Lyfta' resource	1
CPD for teachers and TAs to support quality first teaching in relation to oracy and vocabulary	2
Ensuring vocabulary is a key part of lessons and use of dual coding is used where appropriate	2
CPD for teachers and TAs to support quality adaptive teaching and delivery of interventions for speech and language needs	3
Purchase RWI resources and CPD in teaching of phonics and reading (post phonics)	2
Consolidate CPD for teachers in computing inc online safety including the delivery of an AI module (upper KS2) and ensuring e-safety learning is integrated throughout the year	4
CPD for teachers and TAs to support quality first teaching in relation to developing and promoting self-efficacy	5
Dedicated release time given in order for teachers to undertake CPD activities and effective use of staff meetings and TA meetings to develop practice	1-8
Refine the writing curriculum to reflect best practice considering the Writing Framework. Use of 'Drawing Club' and 'writing in the moment' in EYFS to support early writing and language development in addition to writing linked to topic	6
Embed the use of modelling as a key feature in writing lessons	6
Ensure handwriting is taught consistently across the school and all staff have high expectations Ensure letter formation and fine motor skills are the focus in EYFS and KS1	6
Use of coaching for teachers and implementation of a new continuous professional and personal development programme.	1-8
Training on Mastering Number with staff working with the Maths Hub and collaboratively with other schools to develop practice. Introducing Mastering Number in Y3/4.	7
Use sticky quizzes for wider curriculum, sticky PAG for writing and sticky maths for maths facts in order to regularly reactivate knowledge.	8
Targeted	
Targeted interventions for speech and language, directed by a Speech and Language Therapist.	3
Delivery of targeted interventions to support identified gaps in the school's defined core learning with particular focus on reading (phonics, speedy reading)	2,6,7
Support within class through scaffolding and prompting.	2,3,6,7
Purchase licences for Nessy to be purchased so targeted individuals complete reading and spelling interventions on the ipads.	2
Gross Motor Skills (Funfit), fine motor skills intervention and handwriting interventions to support those children who are not forming letters correctly take place.	6
Take part in 'Speech Bubbles' training and deliver the programme in school alongside a specialist.	2, 3
Wider strategies	
Engaging parents: Regular communication through updated style weekly newsletter and half termly learning letters 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	2, 5, 8, 9

Parental engagement sessions with a focus on families whose children have SEND 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	5
Employment of new Learning Mentors to support children's pastoral and wellbeing development	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	5
Development and delivery of the school's promises of experiences to all children	1
Financial support for residential camps to enable all children to attend	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	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 and drama Provide opportunities for the children to take part in performances Opportunities to experience live theatre regularly	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.	1
Ensuring good transition activities take place in preparation to start school, each year and then on to secondary school.	5
Work 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.	10