



Pupil Premium Statement

The government continues to provide funding targeted at addressing underlying inequalities and aiming to tackle the disadvantages that some children experience in life. Pupil Premium funding is aimed at children who are entitled to free school meals; children who have been 'Looked After' for 6 months or more and children from families in the armed forces. This funding includes any child who has been entitled to free school meals in the last 6 years (FSM6). As a school we have allocated the money carefully to ensure that our vulnerable children have every opportunity to become an empowered learner and achieve the best results possible.

The **barriers to learning** faced by Penpol students in receipt of Pupil Premium are broad and varied. We seek to personalise our provision as far as possible to ensure greatest impact for each eligible child. Some more common themes include low self-esteem, reluctance to write, anxiety about school, less regular parental engagement and regular absences. Some children have limited access to cultural experiences out of school. Although progress measures are strong, significantly fewer eligible pupils are achieving the expected standard in reading, writing and maths combined. Last year, no disadvantaged pupils achieved the greater depth standard in this combined measure. A key aim of our pupil premium strategy this year is to develop more versatile and robust learning skills.

This year, we have been allocated £89,028 in pupil premium funding. We have set out below how we plan to spend this. In addition to this, we have written an action plan setting out further initiatives to support disadvantaged learners across Penpol during the 2019-2020 academic year.

This year, we will be **monitoring the impact** of our spending rigorously and more regularly:

- Assessment data for each class will be reviewed termly at **progress meetings**, exploring progress and attainment and any specific barriers faced by children in receipt of pupil premium.
- An **intervention map** will track the interventions and initiatives provided for disadvantaged learners and for those with other potential barriers to learning. This will be updated and reviewed termly by the Headteacher, Inclusion Lead and Pupil Premium Champion, informing ongoing provision adjustments.

Penpol School
Pupil Premium Funding 2019-2020
This year we expect to receive £89,571 to support 55 pupils.

Overall Aim

To narrow the attainment gap of disadvantaged pupils by addressing inequalities and accelerating the progress of children in low income families, service families or those who are 'Looked After'.

Key Expenditures All costings are approximate	Financial Implications	Proposed Impact	Monitoring Impact
Staffing			
<p>Teaching Assistants to lead interventions for disadvantaged learners</p> <p>Teaching Assistants will be deployed across the school to work with socially disadvantaged learners who are at risk of underachieving. Timetables will vary across the year, planned in response to identified need at a whole school level and will be coordinated by the SLT with the support of the Pupil Premium Champion. They will lead small group sessions supporting key areas such as reading, handwriting, calculation, number facts, phonics, spelling and social skills. In addition to bespoke planning, staff will use specific programmes such as Toe by Toe and Nessy.</p>	£39,389	<p>Disadvantaged learners at risk of underachieving will make accelerated progress in relevant areas, closing gaps more swiftly and maintaining learning confidence. Pre-teaching will allow children to feel more prepared to learn new concepts and subject specific language.</p>	<p>Provision map charting measurable progress data</p> <p>Termly progress reviews informing onward strategy</p>
<p>Trauma Informed Schools –</p> <p>Fully trained adults provide emotional support to children who are showing difficulties accessing learning due to external trauma or diagnosed conditions. This may be reactive to situations that arise daily or organised timetable of ongoing support for specific pupils.</p>	£14,586	<p>Children have immediate access to support if de-regulated or experiencing a difficult time to get them back into the right frame of mind to continue their learning.</p>	<p>Regular meetings with Headteacher and PPC to discuss individual children and provision being offered.</p>

<p>Speech and Language sessions</p> <p>Our Speech and Language HTLA leads 1:1 sessions with eligible pupils and their peers with identified language and communication needs.</p>	<p>£11,131</p>	<p>Children with language and communication needs make swift progress in this area, allowing them to build confidence and take part in learning across the curriculum more actively.</p>	<p>Speech and Language HTLA meeting regularly with SendCo and Class Teachers to evaluate progress and plan onward provision</p> <p>Provision map charting progress made</p>
<p>Leading Pupil Premium Champion</p> <p>PPC to monitor progress of PP children including intervention programme and whole class provision. Train support staff and be available to support growing confidence delivering intervention. PP to visit classes and work with teachers to ensure all provision suits children's needs and is aimed at raising attainment and closing gaps.</p>	<p>£8,081</p>	<p>PP have identified provision for gaps and make accelerated progress. Staff have support opportunities and quality of provision continues to grow.</p>	<p>Tracking data for PP pupils</p> <p>Discussion during inclusion meetings</p> <p>Intervention maps are a fluid document where children are shown to move rapidly out of provision when gaps close</p>
<p>Health and Wellbeing Counselling Sessions</p> <p>Personalised support in response to anxiety, low self-esteem, family crises, and matters for eligible children and their families.</p>	<p>£2,850</p>	<p>Eligible children, their peers and families feel confident in themselves as learners and as part of a supportive community.</p>	<p>Weekly feedback to PPC and Headteacher</p>
<p>Educational Welfare Officer – contribution to costs</p> <p>Direct support will be provided to eligible families where a low attendance is a recurring barrier to learning and where school-based support is falling short.</p>	<p>£1,000</p>	<p>Eligible children are supported to attend school as regularly as possible, aiding good progress and social and emotional wellbeing.</p>	<p>Monthly attendance meetings – School Secretary and Headteacher</p>
<p>Training and Development</p>			
<p>Supply Cover</p>	<p>£500</p>	<p>Staff can be covered to receive training or observe PP provision in other settings.</p>	<p>PPC to monitor impact of training. Weekly inclusion meetings.</p>
<p>Wider Opportunities</p>			

<p>Subsidy Fund</p> <p>Funding available to ensure that disadvantaged children are able to participate fully in the broader range of activities on offer at Penpol. For example: breakfast club, afterschool club and trips.</p>	<p>£1000</p>	<p>Eligible children across the school are able to fully access our extended provision.</p>	<p>Termly review.</p>
<p>The Writer's Block Programme</p> <p>Forty five eligible reluctant writers will take part in this five-session programme designed to inspire creative writing skills through immersive experiences.</p> <p>All teaching staff to engage in CPD at the Writers' Block, developing skills to engage and enthuse reluctant writers in the classroom.</p>	<p>£2,750</p>	<p>Reluctant writers across the school, particularly those eligible for pupil premium, become more engaged, inspired and motivated writers.</p>	<p>Termly progress reviews</p> <p>Intervention map charting measurable progress data</p>
<p>Additional Pupil Premium Resources Budget</p> <p>A small budget has been allocated for additional resources, to be purchased in response to identified need for eligible pupils during progress reviews across 2019-2020 the academic year.</p>	<p>£1,265</p>	<p>Eligible pupils' developing needs are swiftly responded to with appropriate resources during the year.</p>	<p>Termly progress reviews</p> <p>Intervention map charting measurable progress data</p>
<p>Accelerated Reader Scheme</p> <p>Eligible pupils and their peers are each provided with a unique license to make full use of this transformative software.</p>	<p>£4,628</p>	<p>Eligible pupils and their peers receive individually tailored challenges to enthuse about and drive accelerated progress in reading.</p>	<p>Termly progress reviews</p> <p>Intervention map charting measurable progress data</p>
<p>Education City</p> <p>Eligible pupils and their peers are each given access to software that can be tailor made to support individual children in English, Maths, Science and other subjects.</p>	<p>£1,191</p>	<p>Eligible pupils and their peers receive individually tailored challenges to enthuse about and drive accelerated progress in English, Maths and Science.</p>	<p>Termly progress reviews</p> <p>Intervention map charting measurable progress data</p>
<p>Assessment</p> <p>Eligible pupils and their peers are individually tracked for their progress and attainment against end of year objectives using a tailor-made assessment program.</p>	<p>£1,200</p>	<p>Improved assessment systems will allow teachers to better identify eligible pupils and their peers at risk of underperforming, targeting these with particular interventions and any further support.</p>	<p>Termly pupil progress reviews</p> <p>Intervention map</p>
<p>Total expenditure</p>	<p>£89,571</p>		

Amount of pupil premium received			
2016-2017	2017-2018	2018-2019	2019-2020
£85,820	£75,560	£79,489	£89,571
How we used Pupil Premium during 2018-2019			
Funding Used For:	Cost	Impact	
<p>Teaching Assistants to lead interventions for disadvantaged learners</p> <p>Teaching Assistants were deployed across the school to work with socially disadvantaged learners who were at risk of underachieving. Timetables varied across the year, and were planned in response to identified need at a whole school level and was coordinated by the SLT with the support of the Pupil Premium Champion. They led small group sessions supporting key areas such as reading, handwriting, calculation, number facts, phonics, spelling and social skills. In addition to bespoke planning, staff used specific programmes such as Toe by Toe and Nessy.</p>	£52,568	Eligible pupils have been given access to high quality support and intervention sessions, supporting and improving progress across the school.	
<p>Coaching Service – contribution to costs</p> <p>Personalised support in response to anxiety, low self-esteem, family crises, and matters for eligible children and their families.</p>	£2,475	<p>Coaching sessions, provided by Rachel from Carnelian Coaching, have supported vulnerable families in receipt of pupil premium funding to tackle a wide range of challenges. Children struggling with significant barriers to learning including anxiety and low self-esteem have, through regular sessions with Rachel, developed improved relationships with the learning process. Children working through challenging home circumstances have also benefited from Rachel's work, with parent sessions offering a second layer of support.</p>	
<p>Additional teacher in Upper KS2 (0.5 days per week)</p> <p>Our additional teacher in Upper KS2 was deployed in response to careful analysis of assessment data and progress reviews. Planned in conjunction with the class teachers, sessions with the additional teacher they focused upon key skills such as number, calculation and grammar where applicable.</p>	£1,794	<p>Teacher led sessions for each class in Upper Key Stage 2 allowed children in receipt of pupil premium more time to engage with new and complex concepts. Teachers observed that the increased levels of confidence that these sessions provided allowed pupils to accelerate progress across core subjects, narrowing the gap between themselves and their peers.</p>	

<p>Speech and Language sessions</p> <p>Our Speech and Language HTLA led 1:1 sessions with eligible pupils and their peers with identified language and communication needs.</p>	<p>£12,800</p>	<p>Speech and Language Support allowed designated members of staff to lead 1:1 sessions with those in receipt of pupil premium and with identified language related barriers to learning. Teachers' observations noted improved engagement in classroom activities, leading to accelerated progress in English in particular.</p>
<p>Educational Welfare Officer and Educational psychologist – contribution to costs</p> <p>Direct support was provided to eligible families where a low attendance was a recurring barrier to learning and where school-based support was falling short.</p>	<p>£1408</p>	<p>Eligible children have been supported to attend school as regularly as possible, aiding good progress and social and emotional wellbeing.</p>
<p>Metacognition Training – School Wide Approach</p> <p>Teachers were provided with a series of Professional Development Meetings supporting the implementation of a school-wide focus upon metacognition.</p>	<p>£2000</p>	<p>Teachers have confidently lead learning which supports children to learn how to learn. Consequently, disadvantaged learners, are better prepared to plan, lead and evaluate their own learning. This continues to be a core priority for the school.</p>
<p>Supply cover to release Pupil Premium Champion</p> <p>Our Pupil Premium Champion visited other schools locally and further afield which have demonstrated significant impact and excellent value for money with pupil premium spending and initiatives.</p>	<p>£502</p>	<p>Penpol's pupil premium strategy is continuing to evolve and is well-informed by best practice in other settings. Disadvantaged learners at Penpol are making progress across core subjects and beyond.</p>
<p>Subsidy Fund</p> <p>Funding was available to ensure that disadvantaged children were able to participate fully in the broader range of activities on offer at Penpol.</p>	<p>£1000</p>	<p>Eligible children across the school have been able to fully access our extended provision.</p>
<p>The Writer's Block Programme</p> <p>Fifteen eligible reluctant writers took part in a five-session programme designed to inspire creative writing skills through immersive experiences.</p> <p>All teaching staff attended CPD at the Writers' Block, developing skills to engage and enthuse reluctant writers in the classroom.</p>	<p>£1,100</p>	<p>Reluctant writers across the school, particularly those eligible for pupil premium, have become more engaged, inspired and motivated writers. This has been particularly effective and is continuing next year.</p>

<p>Additional Pupil Premium Resources Budget</p> <p>A small budget was allocated for additional resources, which were purchased in response to identified need for eligible pupils during progress reviews across 2018-2019 the academic year.</p>	<p>£1475</p>	<p>Eligible pupils' developing needs have been swiftly responded to with appropriate resources during the year.</p>
<p>Accelerated Reader Scheme</p> <p>Eligible pupils and their peers were provided with a unique license to make full use of this transformative software.</p>	<p>£2,756</p>	<p>Eligible pupils and their peers receive individually tailored challenges to enthuse about and drive accelerated progress in reading.</p>
<p>My Concern software</p> <p>This software provided contextual information in order to support each PP child correctly. It can also link any outside situations with current dips in achievement.</p>	<p>£211</p>	<p>It has given leaders valuable detail about any outside situations that may coincide with current dips in attainment.</p>
<p>Education City</p> <p>This resource has allowed children to further their learning in a fun way to ensure concepts are practised and embedded</p>	<p>£1400</p>	<p>The software holds many different levels of activities to match individual pupils needs and helps them to re-enforce learning.</p>

Progress and Attainment – 2019

Group	School Disadvantaged Pupils	School Non Disadvantaged	School All Pupils	National Other Pupils
Progress in Reading	-1.61	1.37	0.66 (0.7)	-0.2 (LA)
Progress in Writing	-4.86	0.40	0.86 (-0.9)	-0.1 (LA)
Progress in Maths	-1.91	0.43	-0.13 (-0.1)	-0.8 (LA)
Attainment at expected Reading	54%	80%	73%	73%
Attainment at expected Writing	39%	87%	77%	78%
Attainment at expected Maths	69%	87%	82%	79%
Combined R,W,M	31%	76%	65%	65%

Pupil Premium Action Plan		Priority Lead:			
Target: To ensure that specific challenges faced by individual learners are identified and responded to through a more personalised approach to Pupil Premium spending.					
Success Criteria:					
<ul style="list-style-type: none"> • Children in receipt of Pupil Premium make good or outstanding progress. • The school nurtures positive relationships with all families. • School leaders rigorously monitor provision for socially disadvantaged learners, swiftly adapting to identified need with the strategic use of resources, interventions and initiatives. 					
Tasks	Personnel	Resources	Timescale	Impact	Review

<ul style="list-style-type: none"> Pupil premium champion to collate data for current PP children and progress from last year 	<p>Jono Peck Tiffany Pope</p>	<p>Use of Mappix</p>	<p>By Aut half term</p>	<p>PPC with have in depth knowledge of individual children and their current progress. This will mean targeted support.</p>	<p>All teachers were aware and able to provide intervention for specific children.</p>
<ul style="list-style-type: none"> Pupil premium champion to meet with assessment lead and discuss current systems in place enhancing current level of detail provided. 	<p>Jono Peck Tiffany Pope</p>	<p>Use of Mappix</p>	<p>By Aut half term</p>	<p>PP children can be easily monitored with useful and relevant data. This means correct support can be proactive and have direct impact on achievement.</p>	<p>Needs a bit more work next year to ensure data used in relevant and gives a complete picture.</p>
<ul style="list-style-type: none"> Pupil premium champion to audit TA training opportunities and map in house training to ensure all learning opportunities continue to be high level for PP children 	<p>Tiffany Pope</p>	<p>Check any training offered by LA or maybe work in conjunction with other local schools.</p> <p>Check literacy hub, maths hub etc</p>	<p>July 2020</p>	<p>All TA's to receive training which enables them to better deliver the curriculum and be accountable for the learning of PP children.</p>	<p>Comprehensive program delivered across the year. All Tas felt they had been upskilled and better equipped to support children confidently with a variety of strategies.</p>
<ul style="list-style-type: none"> PP children that attended Writers Block to be pupil conferenced after event to see impact. Teachers also to be consulted. 	<p>Jess Riches (cover Literacy lead from Sept 2019) Tiffany Pope TA support</p>	<p>Cost impact: cost of sessions.</p>	<p>Nov 2019</p>	<p>PP children have opportunity to be inspired as writers and take this back into the classroom. Pupil conferencing will allow children chance to articulate learning and see the value of these sessions.</p>	<p>The programme had an impact on engagement with writing and also inspired a book club . Entries also made to 500 word competition.</p>

<ul style="list-style-type: none"> Pupil premium champion to monitor children in classes, use of resources and support in learning episodes 	Tiffany Pope Chris Chislett		Dec 2019	PP children need to have first class teaching, quick response to any learning gaps and intervention if needed. These monitoring visits will allow teachers talk about any issues and any missed opportunities can be challenged. Including greater depth PP children.	Help throughout the year and led to specific training for staff through PDM meetings led by SLT and outside experts.
<ul style="list-style-type: none"> Pupil premium champion to help collate the provision maps and measure impact of these opportunities for PP children in terms of progress. 	Tiffany Pope Beck Thomas Input from all class teachers		By Aut half term	All children PP children will have individually matched provision to ensure accelerated progress, if needed. Those who are on track but need challenging will also be provided with these opportunities.	Successfully achieved Spring Term.
<ul style="list-style-type: none"> Weekly inclusion meetings to discuss individual children and opportunity to discuss issues and successes. 	Chris Chislett Beck Thomas Tiffany Pope		weekly meetings	Sharing knowledge and expertise will allow for all PP children to be catered for at an extremely high level and therefore close any gaps for disadvantaged children.	A high level of communication led to individual children receiving well tailored and individual support in order to achieve.

Evaluation processes:

All PP children received extra support through intervention over the year enabling them to achieve better and make confident learning choices. Due to the pandemic the final assessment opportunities were not there to make a judgement based on data but all trends throughout the year were showing a rising number of PP children working at expected. There were also examples of children making accelerated progress from July 2019 data.