



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 £123,635 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 2021-2022
This year we expect to receive £123,635 to support 97 pupils+ £4693 C/F

Overall Aim	
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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'.

[illegible]

Leading Pupil Premium Champion 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.	£8,364	PP have identified provision for gaps and make accelerated progress. Staff have support opportunities and quality of provision continues to grow.	Tracking data for PP pupils Discussion during inclusion meetings Intervention maps are a fluid document where children are shown to move rapidly out of provision when gaps close
Health and Wellbeing counselling sessions Personalised support in response to anxiety, low self-esteem, family crises, and matters for eligible children and their families.	£2,700	Eligible children, their peers and families feel confident in themselves as learners and as part of a supportive community.	Weekly feedback to PPC and Headteacher
Educational Welfare Officer 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.	£350	Eligible children are supported to attend school as regularly as possible, aiding good progress and social and emotional wellbeing.	Monthly attendance meetings – School Secretary and Headteacher
Training and Development			
All staff receive up to date training and input to deliver effective wave 1 teaching.	£2,620	Children are supported as part of wave 1 teaching and staff have access to new proven approaches in practice.	
Wider Opportunities			
IDL – literacy programme	£199	Identified children to access a multi sensory system that supports learners with Dyslexia, and other learning difficulties, to increase their reading and spelling age.	SendCo monitors the results through online system and talks through with parents/teachers during PDR cycle.
Dyslexia champion Autism champion IDFS accreditation	£160 (x2) £300 £250	Specially trained adults support individual children identified by the SendCo and also supporting teachers to ensure work can be accessed confidently in the classroom.	SendCo to have weekly meetings with trained staff and PPC to liaise with SendCo.
Forest School (Shifting Horizons)	£7000	Weekly sessions with a targeted group of children who need to work on self esteem and teamwork in order to fully engage with school and make the most progress with their learning.	Forest school staff keep weekly notes on progress and provide feedback to school based on specific targets for each child.

Cross curricular orienteering course	£1220		
Subsidy fund – trips and training 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, cooking club and trips.	£2815	Eligible children across the school are able to fully access our extended provision.	Termly review.
Accelerated Reader Scheme Eligible pupils and their peers are each provided with a unique license to make full use of this transformative software.	£2153	Eligible pupils and their peers receive individually tailored challenges to enthuse about and drive accelerated progress in reading.	Termly progress reviews Intervention map charting measurable progress data
Mappix Assessment materials linked to STA assessment	£1270	All children can access the material needed to correctly assess their understanding and allow them to access national benchmarks.	
Assessment Eligible pupils and their peers are individually tracked for their progress and attainment against end of year objectives using a tailor-made assessment program.	£1277	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.	Termly pupil progress reviews Intervention map
Writers Block Maths	£2750 £1250		
Total expenditure	£128, 328		

Amount of pupil premium received					
2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
£85,820	£75,560	£79,489	£89,571	£96,780 + £3614 CF	£123,635 + £4693 CF

How we used Pupil Premium during 2020-2021

Funding Used For:	Cost	Impact
<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 Nesso.</p>	£50,489	<p>Eligible pupils have been given access to high quality support and intervention sessions, supporting and improving progress across the school. The progress of these children has improved due to tailored made program for specific needs as well as providing small group support on key areas. Support has been proactive and immediate linked to whole class marking and a knowledge of the children as learners. This means gaps can be swiftly identified and extra support given on a daily basis where needed. This is fluid intervention which allows children to get support exactly when it is needed in order to access the whole class sessions.</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>	£14,165	<p>Children have access to immediate support to help regulate behaviour and get back into the learning zone. This means that children feel ready to learn and make progress. Children have responded well to being able to identify their emotions and feel the issues are sorted. The time spent out of learning has been reduced therefore progress is more sustained. Due to the pandemic children have experienced anxiety when returning to school and this support has been extremely valuable to support individual children.</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>	£2,700	<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>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>	£10,472	<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>Leading Pupil Premium Champion</p>	£7, 531	<p>Weekly inclusion meetings have identified pupil progress each term. Pupil progress reviews track children and identify any barriers to learning and</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.		support that needs offering. Regular data allows PPC to see the impact of interventions and make changes that provide the best level of support. Pupil conferencing means children get an opportunity to talk about their own difficulties and suggest strategies that would help them make progress.
Educational Welfare Officer – contribution to costs 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.	£360	Eligible children have been supported to attend school as regularly as possible, aiding good progress and social and emotional wellbeing.
Forest schools – Shifting Horizons Session with behaviour experts working with highlight groups of six children over six weeks on tailor made programme to match their specific needs.	££3400	Successful re-integration into class for two particular students and also support giving during lock down on site.
Subsidy Fund 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.	£48	Eligible children across the school have been able to fully access our extended provision. Cooking club was set up which invited Pupil Premium children from Yr 3.
Wild Tribe Forest school training for 2 members of staff to facilitate small group learning outside for identified groups of children. To work on self esteem, team work and friendship issues which enable more focus in the classroom.	£2675	Year 5 cohort had 6 weeks of intensive forest workshops – identified as a year group with particular emotional needs in PP pupils.
Additional Pupil Premium Resources Budget A small budget has been allocated for additional resources, to be purchased in response to identified need for eligible pupils during progress reviews across 2020-2021 the academic year.	£1,201	Eligible pupils' developing needs are swiftly responded to with appropriate resources during the year.

Accelerated Reader Scheme Eligible pupils and their peers are each provided with a unique license to make full use of this transformative software.	£4,628	Eligible pupils' needs have been identified and an appropriate level of challenge put in place. This includes reading at the appropriate level and promoting the love of reading. Also regular data tracking highlights specific children who are not on track and TA training has been delivered to support in class.
Education City 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.	£1,191	Eligible pupils and their peers receive individually tailored challenges to enthuse about and drive accelerated progress in reading.
Assessment Eligible pupils and their peers are individually tracked for their progress and attainment against end of year objectives using a tailor-made assessment program.	£1,270	It has given leaders valuable detail about dips and trends across each term and plan targeted support using intervention maps.
IDL – literacy programme to support individual students,	£199	Children made significant progress in literacy skills and also accessed during period of lockdown.

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 – how to collate this due to Covid -19 closures?	Jono Peck Tiffany Pope	Use of Mappix	By Aut half term	PPC with have in depth knowledge of individual children and their current progress. This will mean targeted support will be more effective.	
<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.	Jono Peck Tiffany Pope	Use of Mappix	By Aut half term	PP children can be easily monitored with useful and relevant data. This means correct support can be proactive and have direct impact on achievement.	
<ul style="list-style-type: none">• Pupil premium champion to continue to provide TA training opportunities	Tiffany Pope	Check any training offered by LA or maybe work in conjunction with other local schools.	July 2022	All TA's to receive training which enables them to better deliver the curriculum and be accountable for the learning of PP children.	

throughout the year linked to new initiatives and specific needs of PP pupils.		Check literacy hub, maths hub etc			
<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 2021	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.	
<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.	
<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.	
Evaluation processes:					