

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Penpol Primary School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	23.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	C Chislett
Pupil premium lead	Tiffany Pope Deputy Headteacher
Governor / Trustee lead	Mike Dale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,635
Recovery premium funding allocation this academic year £12,905 Tutor led finding, £10, 530	£23,435
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4693
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	£151,763

Part A: Pupil premium strategy plan

Statement of intent

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. A key aim of our pupil premium strategy this year is to develop more versatile and robust learning skills to remove the barriers over time and invest in provisions

We need to ensure that long term sustainable strategies are in place to support children over their time at Penpol and narrow the attainment gap by the end of Year 6.

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.
- Provision map software will provide a robust system that monitors the intervention and impact on all pupils. This also records children who have had wellbeing support and provides teachers with a context around need and therefore what will be the most effective intervention.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate that many children enter in EYFS with speech and language concerns and a low level of vocabulary to support their continued learning opportunities. This can lead to poor acquisition of language as they move through the school.
2	Confident engagement of lower income families to support their children's learning and understand the ways they can support at home as they move through the school.

3	Data trends reflect that Pupil Premium children are not attaining at the same level as their non-pupil premium peers in reading and writing at the end of KS2.
4	Partial school closures have affected many children's mental health, ability to socialise with others and opportunities to access wider curriculum opportunities. This in turn has made them less likely to take risks in their learning and challenge themselves to reach their potential.
5	Data showed, in the last published data, that no Pupil Premium children attained Greater Depth in reading, writing or maths. Challenge needs to be appropriate and Quality First teaching is essential for all children to access the curriculum and reach their potential
6	Historically persistent absence has been an issue.

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
Speech and language skills will improve especially in EYFS. The gap between disadvantaged children and their peers will close.	Children will make rapid progress in phonics lesson evidenced by regular assessments and Year 2 phonics screening 2021 and subsequent Year 1 phonic screening. Children acquisition of spoken language will be evident in classroom discussion, social interaction and transition to use in written work. Children's confident use of language will also show in the ability to voice their emotional needs and therefore lead to less frustration and behaviour incidents.
Increased attendance to parent workshops, Home Learning activities and support for reading at home.	Penpol is piloting the Parent/Carer Engagement framework working with the Local Authority.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than X% of disadvantaged pupils met the expected standard.
Children will perform the same as their non-disadvantaged peers in reading and writing at the end of KS2.	Data will reflect a closing of the gap between disadvantaged children and their peers. Early reading shows success for all children with a systematic and robust approach to the teaching of phonics.

	<p>Continued support and intervention given to children who did not achieve in the phonics screening and these children so accelerated progress.</p> <p>All staff have training in phonic approaches to reading and writing.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance for 2021/22</p> <ul style="list-style-type: none"> - tracked by attendance monitor in school office - Minimal use EWO services

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: £15,633

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training of a Dyslexia Champion, Autism Champion IDFS accreditation</p>	<p>Having specifically trained adults to support provision for particular individual needs of children, increases their chances of making progress alongside their peers. Ensuring that lesson structure, resources and style of delivery mean all children have equal access to the curriculum, is imperative for equality in the classroom. Have champions for individual need is an important part of each child reaching their potential and having an advocate for their needs.</p> <p>https://autismact.com/training-an-autism-champion-for-your-school/</p>	<p>1,5</p>
<p>All staff receive up to date training and input to deliver effective wave 1 teaching. These include Metacognitive 3 day training for PP Lead and dissemination to staff. To drive strategies in professional development for independent learning.</p>	<p>Research carried out by EFF highlights that Quality First teaching is the main vehicle for progress in children's learning. Using Metacognitive strategies provide the opportunity for children to use correct language, thinking skills and choose the correct learning opportunities to challenge them.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>1,3,5</p>
<p>Purchase of Accelerated Reading Scheme to ensure children are challenged within a ZPD range. It also gives children immediate positive feedback on their progress.</p>	<p>Accelerated Reader has been proven to boost reading progress by using tailor made reading programmes for each child. It guides them with personal goals, engages them with individual recommendations and provides plenty of practise reading high quality texts. Helps to create a reading culture.</p>	<p>1,3,5</p>

	https://www.renaissance.com/products/accelerated-reader/	
Assessment materials for children to have practise questions used in daily quality first teaching and then a more comprehensive benchmark to understand gaps in learning.	Children play an active part in assessing their own understanding and identifying gaps they need to focus on. Used to pin-point these for pre-teach sessions.	1,3,5
Online assessment tool, Mappix, to track pupils progress against specific objective used consistently across whole school.	Having a robust assessment system in place which is regularly used and monitored means children who are not making the correct rate of progress can be highlighted immediately and these gaps addressed.	3,5
Staff training delivers for Restorative Approach. Part of the Steering group committee to achieve Quality Mark. To ensure RA strategies are used throughout the school to embed managing behaviour and relationships in a positive way.	Restorative Approach allows children to use emotional literacy and self regulating strategies to manage their behaviour. Many children, post pandemic, found this difficult and it often resulted in behavioural episodes which came from the frustration of not being able to express their feeling. This often affected a large proportion of disadvantaged children. https://restorativejustice.org.uk/restorative-practice-education-0	1,4
Purchase of Provision Map to ensure the progress of children specifically identified for intervention work is monitored for impact.	To ensure quality of intervention and suitability of provision matches individual need, each child needs to be closely monitored. Provision Map is a well researched programme which allows all important information about the child's individual needs to be stored in one place for all staff to access safely. https://www.provisionmap.co.uk	1,3,5

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

Budgeted cost: £119,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide highly trained teaching assistants to deliver 1:1 and small group sessions to disadvantaged children who need a pre-teach to access learning in a lesson or work on specific skills – spelling, phonics, calculation skills.</p>	<p>Disadvantaged learners at risk of underachieving will make accelerated progress in relevant areas, closing gaps more swiftly and maintaining learning confidence. Small group tuition has been proven by the EEF as an effective way of children accessing learning and therefore making progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>1,5</p>
<p>Nurture Provision to provide emotional support to children who are having difficulties accessing learning due to external trauma or diagnosed conditions.</p>	<p>It is well evidenced that children who are regulated, feel safe and can manage their own behaviour are more likely to make progress with their learning in the classroom and throughout their lives. Some children have many factors in their environment that make this difficult. They need regular support from highly trained adults to provide them with this framework.</p>	<p>1,3,4,5</p>
<p>Children who have been identified with specific Speech and Language needs have 1:1 sessions with our HLTA.</p>	<p>Children may need very specific speech and language support to be able to form words and articulate their ideas. This will obviously impact on their ability to access the curriculum and needs to be addressed swiftly.</p>	<p>1,3</p>
<p>Tutoring teacher for 2 days a week delivering 1:1 and small group session from Yr3 – Yr6</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>
<p>Writers Block - 6 week intensive literacy intervention for PP children</p>	<p>Expanding children’s language and creative experiences has a direct impact on engagement and forming written ideas.</p>	<p>1,3,5</p>

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

Budgeted cost: £16,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained Well Being Champions delivering support to children who have experienced trauma, anxiety, low self-esteem or family crisis.	Many children have experienced, and do experience, events that have a direct impact on their ability to come into school and fully engage in the learning. This may mean for periods of time they make less progress or sometimes find coming to school extremely challenging.	1, 4, 6
Forest School sessions in school run by a Level 3 trained member of staff and also behaviour focused sessions run by Shifting Horizons.	Many of our disadvantaged children do not get regular opportunities to experience outdoor activities or exposure to vocabulary linked to nature exploration. Lots of their life experiences can be narrowed and often based on individual indoor pursuits.	1,4,6
Subsidy fund for trips to ensure all children get equal access to all opportunities.	Ensuring that all children get equal access to all trips and visits.	1,4,6
Education Welfare Officer	EWOs can work alongside families to ensure parents, and children, understand the implications of not attending school. They can also support any legal steps for persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £128,140

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was good in EYFS and Year 1. Writing from Yr 2 to Yr 6 still shows a considerable gap between disadvantaged children and their peers. There was a positive picture in reading throughout the school with Yr 4, 5 and 6 showing that 68%, 71% and 66% respectively, of disadvantaged children achieved expected at the end of the year. In year 6, 4 children achieved Greater Depth in Reading and maths which reflect the support that has been targeted through intervention in this area was successful.

The missed periods of school due to COVID 19 has definitely had an impact on children confidence and learning gaps, especially in Year 2 and 3 where we found online participation was at a lower rate during lockdown.

Attendance.....

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium	

allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.