

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Penponds Primary School
Number of pupils in school	108
Proportion (%) of pupil premium eligible pupils	10.3%
Academic year/years that our current pupil premium strategy plan covers	Review 2021/22 2022/2023 Planned Strategy
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Katy Wood
Pupil premium lead	Rebekah Bailey
Governor / Trustee lead	Linda Seymour

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13, 850
Recovery premium funding allocation this academic year	£2000
National Tutoring Programme funding allocation (NTP)	£1944
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£15, 850 £17, 794 (inc. NTP)

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff and SENCO are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and areas for development across the school.

School Context

Penponds is an oversubscribed small school, with four classes (EYFS, Y1/2, Y3/4, Y5/6). We are below the national average for disadvantaged pupils, however the indices of multiple deprivation indicate that this school is in the most deprived 30-40% of schools in Cornwall.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Ultimate objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Achieving These Objectives

The range of provision for this group include and would not be limited to:

- To allocate a 'Catch Up' Teacher to ensure Maths is taught in discrete year groups across the school in the mornings.
- The same teacher to provide 1:1 and small group work focussed on overcoming gaps in learning and pre-teaching in the afternoons.
- 1:1 phonics tutoring
- Provide extra-curricular clubs and ensure these are well-resourced to support well-being, mental health and social skills
- To review the school curriculum and renew resources to support learning
- Purchase new reading books based around children's interest and ensure children are involved in the texts chosen.
- Continue Nessler subscription to support lower attaining readers in KS2
- Additional teaching and learning opportunities provided through trained support staff or external agencies
- Employ a specialist music teacher, through Cornwall Music Service Trust, to ensure all children have the opportunity to learn an instrument and have quality musical experiences through a newly devised curriculum based around the non-statutory Model Music Curriculum
- Ensure all children have access to a qualified TIS practitioner to support mental well-being and time is allocated for continued professional development and TIS supervision.
- Behaviour and nurture support during break and lunchtimes by providing activities to engage and promote Penponds values and thus enhance learning
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Transition from primary to secondary and transition internally and into EYFS.
- Individualised support plans for all disadvantaged children
- This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. All children who qualify for PP/FSM(Ever 6) were surveyed in September to find out what challenges they face. We used this to allocate our PP spend.

Challenge number	Detail of challenge
1	Low attainment and/or slower progress in Reading, Writing and Maths.
2	Mental Health support needed through Trauma Informed Schools practitioners
3	Support needed for motivation, concentration and independence
4	Limited wider curriculum knowledge and experiences to draw upon
5	Attendance

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
Progress in Reading	Achieve national average progress scores in KS2 Reading (0) Achieve national average or higher in attainment Yearly progress on internal tracking system – 6 points
Progress in Writing	Achieve national average progress scores in KS2 Reading (0) Achieve national average or higher in attainment Yearly progress on internal tracking system – 6 points
Progress in Mathematics	Achieve national average progress scores in KS2 Reading (0) Achieve national average or higher in attainment Yearly progress on internal tracking system – 6 points
Phonics	Achieve national average expected standard in PSC
Multiplication Tables	Achieve national average expected standard in MTC
Other	Improve Emotional Health and Well-Being and Learning Behaviours of disadvantaged pupils

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: £8434 + £1045 + £212 = £9691

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Teacher – Maths VM - £8, 945 until Dec *supply costs) VM – Dec- Jul Rainbow employee - £21, 265</p> <p>Full cost to school Total: £30, 210</p> <p>- contribution from PP/RP/NTP £8434 made to support this</p> <p>TIS: MO release time for one afternoon a week Full cost to school: £1045</p> <p>- contribution from PP/RP/NTP £1045 made to support this</p>	<p>Maths attainment and progress was low in KS2. New updated Maths scheme purchased, Power Maths aligned in 2022 with White Rose to support teaching and learning of Maths. Challenges were identified with the teaching of Power Maths in a small school with mixed age classes and intended impact was not evidenced. With the additional teacher, Maths is now being taught across the school in single year groups, thus reducing the class sizes for Maths teaching.</p> <p>TIS – children with identified adverse childhood experiences require time to support their mental health and well-being with a qualified TIS practitioner, The additional teacher enables the TIS to support identified children.</p>	1, 2, 3
<p>CMST Music Teacher One afternoon a week</p> <p>Full cost to school (PP children specific cost) £212</p>	<p>Every child has the right to play a musical instrument. Children receive music lessons by a music specialist teacher. This also includes instrumental lessons - ukulele and glockenspiel as part of their music curriculum.</p>	2, 3, 4
Staff CPD	High quality staff CPD is essential to follow EEF principles. This is	1, 2, 3, 4,

	<p>followed up during Staff meetings, Curriculum planning sessions and INSET. NCETM training for Maths for KS1 and EYFS. SEN Specific training for children with EHCPs and update training for SENDCO. All staff to lead effectively, have release time to focus on curriculum subjects, pupil progress and moderation.</p> <p>MAT Subject Lead Network meetings – cover required to attend and share good practice across the Trust.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6700 + £139 + £330 = £7169

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Teacher – - pm targeted interventions to catch up on identified gaps in learning or missed learning. 1:1 or small group work. In class 1:1 support identified for some children to support concentration, motivation and independence. Maths interventions. Precision Teaching</p> <p>Full cost to the school – VM - £7, 667 until Dec *supply costs) VM – Dec- Jul Rainbow employee - £18,228</p> <p>- contribution from PP/RP/NTP £6700 made to support this</p>	<p>Lower attainment and progress in Reading, Writing and Maths in KS2. High expectations set in EYFS for current Year 6 cohort. Many children previously working at GDs standard, now working at EXS and those at EXS now working at WTS. Targeted interventions to challenge previously GDS children to recover. Precision teaching delivered by Recovery Teacher to target specifics in learning such as spelling.</p> <p>All PP children have planned specific intervention time weekly with Recovery Teacher, specific to their needs as identified in Pupil Progress Meetings.</p>	1, 2, 3, 4
Times Table Rockstars	Maths fluency has improved since the introduction of TimesTable Rockstars. As part of interventions some children	1

Full cost to school – £139	have been identified to use the programme daily to support their fluency in mathematics. MAT wide TimesTable Rockstar competitions have proven effective with Penponds ranking highly.	
Nessy – Reading, Writing, Spelling Programme Full cost to school £330	Support programme designed to support children with difficulties in phonics retention. Designed to support children diagnosed with dyslexia or those assessed as ‘at risk’.	1

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

Budgeted cost: £426 + £375 + £133 = £934

Activity	Evidence that supports this approach	Challenge number(s) addressed
TIS Practitioner Costed above White Gold Full cost to school £426	Children with identified adverse childhood experiences (increased following school interruptions due to pandemic) require time to support their mental health and well-being with a qualified TIS practitioner. Release time and additional cover required for CPD and TIS supervision training for practitioner. Weekly emotional intervention to support child with historical trauma. Building trusting relationships and learning to extend trust to a new person. Sessions initially on school grounds while trust builds.	5, 3
Attendance - Educational Welfare Officer (EWO) Full cost to school £375 Estimated cost for Assisted Wraparound dependent on need – Full cost to school £133	Termly visits from EWO supports school in challenging absence with parents/carers. Benchmarking data across MAT and share good practice Daily calling and messaging for non-attendance recorded to share with EWO. Assisted places for Wraparound Care – Before and After school club for PP children.	5

<p>Additional Teacher</p> <ul style="list-style-type: none"> - Pm 'check-ins' and in class short support. <p>Part of funding already assigned above.</p>	<p>A number of PP children identified as needing more support following school interruptions due to the pandemic, in concentration, motivation and independence in learning. 1:1 support planned with additional teacher and TIS practitioner dropping in to pm lessons to support, challenge and encourage children as a supportive, trusted and available adult. Children feeling supported, happier and safer in school with improve their attainment in learning, desire to want to learn and desire to want to attend school.</p>	<p>1, 2, 3, 5</p>
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Total budgeted cost: £9691 + £7169 + £934 = £17, 794

Pupil Premium, Recovery Premium and National Tutoring Programme funding have been compiled.

Child	Planned support provided by funding specific to child
Child 1	<p>Weekly TIS sessions</p> <p>Weekly White Gold sessions</p> <p>Weekly music lessons delivered by music specialist</p> <p>Maths Fluency NCETM support</p>
Child 2	<p>Weekly music lessons delivered by music specialist</p> <p>Maths Keep Up not Catch Up sessions</p> <p>Maths Lessons taught by additional Maths teacher</p> <p>Precision Teaching for spelling</p>
Child 3	<p>Weekly music lessons delivered by music specialist</p> <p>Maths Keep Up not Catch Up sessions</p> <p>Maths Lessons taught by additional Maths teacher</p> <p>Precision Teaching for spelling</p>
Child 4	<p>Weekly music lessons delivered by music specialist</p> <p>Maths Lessons taught by additional Maths teacher</p> <p>Maths Keep Up not Catch Up sessions</p> <p>Maths pre-teach for new topics</p> <p>Maths Fluency NCETM support</p> <p>Nessy</p> <p>Phonics group intervention</p>

Child 5	<p>Regular check in TIS sessions</p> <p>Weekly music lessons delivered by music specialist</p> <p>Maths Lessons taught by additional Maths teacher</p> <p>Maths Keep Up not Catch Up sessions</p> <p>Maths Fluency NCETM support</p> <p>Nessy</p> <p>Phonics group intervention</p> <p>Funfit</p>
Child 6	<p>Weekly music lessons delivered by music specialist</p> <p>Extension support with Recovery Teacher</p> <p>Maths GDS extension – reasoning and problem solving</p> <p>Reading and Writing GDS extension</p>
Child 7	<p>Weekly music lessons delivered by music specialist</p> <p>Regular check in TIS sessions</p> <p>Maths Keep Up not Catch Up sessions</p> <p>Maths Fluency NCETM support</p> <p>Differentiated and individualised Maths planning</p>
Child 8	<p>Weekly music lessons delivered by music specialist</p> <p>Maths Lessons taught by additional Maths teacher</p> <p>Maths Keep Up not Catch Up sessions</p> <p>Regular check in TIS sessions</p> <p>Handwriting and fine motor support</p>
Child 9	<p>Weekly music lessons delivered by music specialist</p> <p>Extension support with Recovery Teacher</p> <p>Maths GDS extension – reasoning and problem solving</p> <p>Reading and Writing GDS extension</p>
Child 10	<p>TIS Practitioner available within the classroom</p> <p>Maths Lessons taught by additional Maths teacher</p> <p>Maths extension challenges</p> <p>Teacher accessing CPD with NCETM</p> <p>Daily NCETM sessions</p> <p>Phonics 1:1</p> <p>Sentence building support</p> <p>FunFit</p>
Child 11	<p>TIS Practitioner available within the classroom</p> <p>Maths Lessons taught by additional Maths teacher</p> <p>Keep Up not Catch Up sessions</p> <p>Teacher accessing CPD with NCETM</p> <p>Daily NCETM sessions</p> <p>Sentence building support</p> <p>Phonics 1:1</p> <p>Funfit</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Disadvantaged pupil progress scores for last academic year (6.0 expected progress)

Measure	Score
Reading	EYFS – No PP children KS1 (Y2) – 8.0 (1PP child) KS2 (Y6) – 4.4 (5 PP children)
Writing	EYFS - No PP children KS1 (Y2) – 8.0 (1PP child) KS2 (Y6) – 8.0 (5 PP children)
Maths	EYFS - No PP children KS1 (Y2) – 6.0 (1PP child) KS2 (Y6) – 7.2 (5 PP children)

Externally provided programmes

Programme	Provider
Nessy	Nessy Learning
XTable Rock Stars	TT Rockstars