

## Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2025 academic year funding to help improve the attainment of our pupil premium.

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	104
Proportion (%) of pupil premium eligible pupils	3.8% (4 students FSM) 5.8% (6 students Service) 9.6% Total (10 students)
Academic year/years that our current pupil premium strategy plan covers	Review 2023-2024 2024-2025 planned strategy
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Katy Wood
Pupil premium lead	Rebekah Bailey
Governor / Trustee lead	Linda Seymour

### Funding overview

Detail
Pupil premium funding allocation this academic year –  <b>Amount: £9, 900</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)  <b>Amount: £0</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year  <b>Total Amount: £9, 900</b>

## 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.

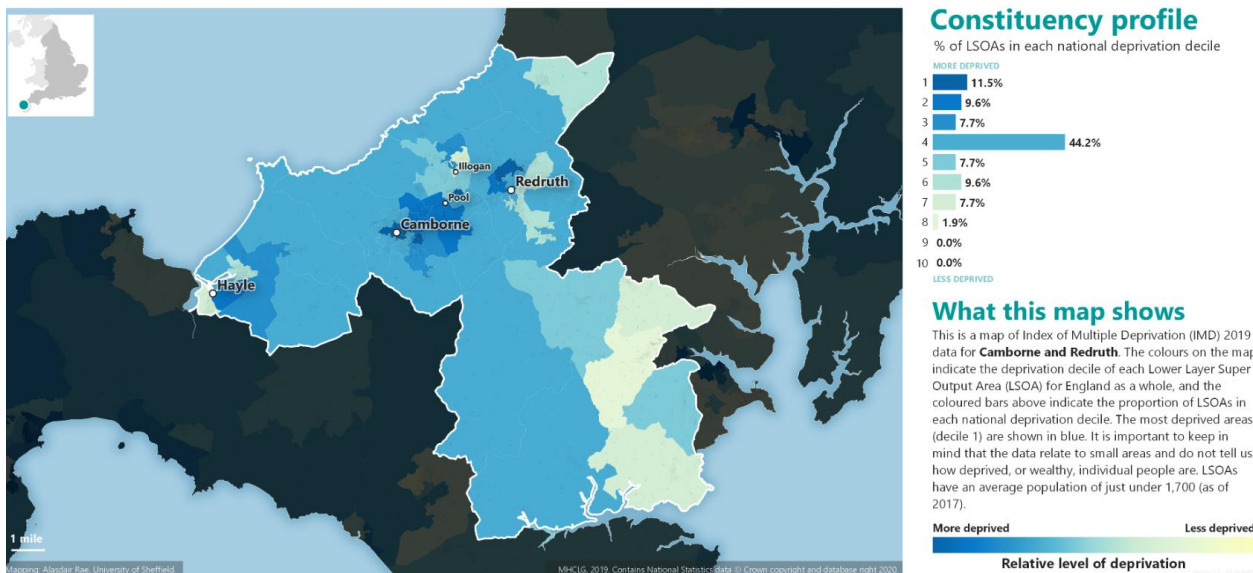
#### School Context

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

## Index of Multiple Deprivation 2019

Ministry of Housing  
Communities &  
Local Government

### CAMBORNE AND REDRUTH



#### Principles

- We ensure that teaching and learning opportunities meet the needs of **all** the pupils
- As a Rights Respecting School, we ensure that the rights of all children as detailed in the United Nations Convention on the Rights of the Child are respected, with children as Rights Holders and adults a Duty Bearers. All children have right to their rights – no matter what!

- We ensure that appropriate provision is made for **all** pupils, ensuring that needs are adequately assessed and addressed
- We 'spotlight' children at Penponds to highlight where support is needed.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
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#### Ultimate objective

- To have high expectations for **all** – no matter what - to narrow the attainment gap and accelerate progress at national standards and also within internal school data.

#### Achieving These Objectives

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

- Daily Reading, either reading to an adult or read to by an adult for all identified children
- Multiplication tables focus activities with an adult
- Spelling and vocabulary focused activities with an adult
- Provide extra-curricular clubs and ensure these are well-resourced to support well-being, mental health and social skills
- To regularly review the school curriculum and renew resources to support learning
- Embed Jigsaw – RSHE teaching resource. Jigsaw gives children and young people the tools to have the best possible life. The programme equips them for happier and healthier lives, giving them agency to make their way through the world.
- Additional teaching and learning opportunities provided through trained support staff or external agencies
- As a specialist music teacher, the headteacher delivers music teaching to KS2, to ensure all children have quality musical experiences taught through our 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 across phases – Starting school in EYFS, EYFS to KS1, KS1 to KS2, Leaving primary school and starting secondary education in KS3.
- Individualised support plans for all identified 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 identified spotlight pupils. All class based staff attended a spotlight training session. During this session, staff worked together to identify spotlight children in their class. They discussed and identified the reasons for highlighting these children, discussed children's barriers and challenges and what support would be put in place to further support them. Review of this support will take place during Pupil Progress Meetings formally, as well as daily informally in class.

Challenge number	Detail of challenge
1	Lower attainment and/or slower progress in Reading, Writing and Maths.
2	Mental Health, Emotional well-being support needed through Trauma Informed Schools practitioners
3	Attendance and Punctuality of some pupils
4	Vocabulary and language gaps
5	Opportunities for personal development and curriculum enhancement

## 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 and Attainment 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 and Attainment 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 and Attainment 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
Attainment for Combined Reading, Writing and Mathematics	Achieve national average or higher in attainment for Reading, Writing and Mathematics combined.

Phonics	Achieve national average expected standard in PSC
Multiplication Tables	Achieve national average expected standard in MTC
Other	<p>Improve Emotional Health and Well-Being and Learning Behaviours of <b>all</b> pupils</p> <p>Attendance at the expected 96% or higher</p> <p>More ambitious vocabulary used in speech and in written work</p> <p>Greater accuracy in spelling and achieve national average or higher in attainment for GPS</p>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1100 + £386 + £1500 + £1400 + £895 = £5281

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily high quality reading time either child reading to an adult 1:1 or an adult reading to a child, sharing stories and high quality talk time.</p> <p>Full cost to school: £3780</p> <p><b>- contribution from PP - £1100 made to support this</b></p>	<p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p> <p>Exposing children to rich language daily and through environments that are language rich will work towards closing the gap.</p> <p>Hart &amp; Risley research shows the gap on story-time hours and the impact this has on known vocabulary.</p> <p>‘There is a proven positive relationship between reading frequency, reading enjoyment and attainment’ (Clark, 2011; Clark and Rumbold, 2011; Twist et al, 2007)</p>	<p><b>1, 4, 5</b></p>
<p>Trauma Informed Schools sessions where required.</p> <p>TIS sessions 1:1, small groups and whole class activities.</p> <p>MO release time where needed.</p> <p>Full cost to school: £386</p>	<p><a href="#">PHE - Introduction to Adverse Childhood Experiences</a></p> <p>The Adverse Childhood Experiences study (ACE study) has found that adverse childhood experiences are a leading determinant of mental illness. A mass of research studies on social buffering show that ‘protective factors’, namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill health. Therefore, in order for children to achieve well, we know they must feel safe, supported and ready to learn.</p> <p><a href="https://www.researchinpractice.org.uk/media/4xuhl4lh/developing-trauma-informed-practices-in-inner-london-schools-the-itips-pilot_final.pdf">https://www.researchinpractice.org.uk/media/4xuhl4lh/developing-trauma-informed-practices-in-inner-london-schools-the-itips-pilot_final.pdf</a></p>	<p><b>2</b></p> <p>However impacts all – 1, 2, 3, 4, 5</p>
<p>Music Teacher</p> <p>One afternoon a week teaching in KS2.</p>	<p><a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">What the national plan for music education means for children and young people - GOV.UK (www.gov.uk)</a></p> <p>Every child should receive a great music education. Learning about music and having the opportunity to play</p>	<p>2, 5</p>

<p>Full cost to school: £5500</p> <p><b>- contribution from PP - £1500</b> made to support this</p>	<p>musical instruments and make music together is a vital part of a rich and rounded education. Music plays a key role in brain development. It helps to develop language, motor skills, emotional intelligence and collaboration skills.</p>	
<p>Play, Learning and Emotional Support TA</p> <p>Full cost to school: £3300</p> <p><b>- contribution from PP - £1400</b> made to support this</p>	<p>Play aides academic success which is explained by the facilitation of an environment in which a child will feel safer, able to build positive school relationships, and freer to learn with less internal distractions.</p> <p><a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="http://educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 4, 5,</p>
<p>Jigsaw Programme</p> <p>Full cost to school - £895</p>	<p><a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF</a></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	
<p>Staff CPD</p>	<p><a href="http://educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> <p>High quality staff CPD is essential to follow EEF principles. This is 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>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £250 + £182.50 + £1900 = £2332.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>IDL Literacy Programme to support children with dyslexic traits</p> <p>Full cost to school - £250</p>	<p><a href="#">IDL Literacy in Focus: An Extensive Summary of Research Outcomes UK (idlsgroup.com)</a></p> <p>Egidio Zindato from Lancaster University, conducted a large study and analysed 96,978 performance records on the IDL programme from 2011 to 2018. This study looked at factors including learner demographics, lesson frequency and improvements gained from the programme. The results show that on average 1 session of IDL improves reading ability by 1.9 days and spelling ability by 1.8 days. The research also showed that Key Stage 2 learners showed the greatest improvement in spelling.</p>	<p>1, 4, 5</p>
<p>Times Table Rockstars</p> <p>Full cost to school – £182.50</p>	<p>Homework has a positive impact on average (+ 5 months). Homework that is linked to classroom work tends to be more effective.</p> <p><a href="#">case studies – Times Tables Rock Stars (trockstars.com)</a></p> <p><a href="#">Homework   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>
<p>TIS Practitioner</p> <p>Costed above</p>	<p><a href="#">PHE - Introduction to Adverse Childhood Experiences</a></p>	<p>Primarily 2. However all – 1, 2, 3, 4, 5</p>
<p>RWI Targeted Support</p> <p>Full cost to school – £1900</p>	<p><a href="#">Phonics   EEF</a></p> <p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Exposing children to rich language daily and through environments that are language rich will work towards closing the gap.</p> <p>Hart &amp; Risley research shows the gap on story-time hours and the impact this has on known vocabulary. 'There is a proven positive relationship between reading frequency, reading enjoyment and attainment' (Clark, 2011; Clark and Rumbold, 2011; Twist et al, 2007).</p>	<p>1, 4</p>



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

Budgeted cost: £240 + £1750 + £300 = £2290

Activity	Evidence that supports this approach	Challenge number(s) addressed
TIS Practitioner Costed above	<a href="#">PHE - Introduction to Adverse Childhood Experiences</a>	Primarily 2. However all – 1, 2, 3, 4, 5
Attendance - Educational Welfare Officer (EWO) Peninsula Education  Full cost to school £240	<a href="#">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a> 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.	3
Assisted Wraparound Care to include healthy breakfast/after school snack (dependent on need) £1750	Association between breakfast consumption and educational outcomes in 9–11-year-old children from Cardiff university study <a href="#">Association between breakfast consumption and educational outcomes in 9–11-year-old children   Public Health Nutrition   Cambridge Core</a>	1, 2, 3, 4, 5
Access to curriculum linked educational visits and residential trips 50% price reduction on Residential trips  £300	<a href="#">Outdoor adventure learning   EEF</a> Learning Away evaluation report (Kendall & Rodger, 2015)  The impact of residential experiences on pupil progress and attainment in year six (10 – 11 year olds) in England - A Learning Away Comparative Research Study by Dr Jane Dudman, Carrie Hedges & Dr Chris Loynes, in partnership with University of Cumbria	5

**Total budgeted cost: £5281 + £2332.50 + £2290 = £9913.50**

## Part B: Review of outcomes in the previous academic year

At the end of the 2023/2024 academic year, on internal data and national data, PP children across all year groups achieved 67% expected standard or above in Reading, Writing and Maths combined at Penponds.

### Data

#### KS2 Year 6

Reading: 87% EXS+; 40% GDS

Writing: 73% EXS+; 13% GDS

GPS: 93% EXS+; 73% GDS

Maths: 87% EXS+; 7% GDS

RWM Combined: 73%

#### KS1 Year 2

Reading: 73% EXS+; 27% GDS

Writing: 67% EXS+; 27% GDS

Maths: 80% EXS+; 27% GDS

RWM Combined: 60%

Year 1 PSC – 100%

GLD – 73%

### Daily Reading

All children identified to received daily reading, either reading to an adult or being read to has clearly had impact based on the data. 66% of PP children are working at EXS+ and 17% of PP children are working at GDS level.

### CMST Music Teacher

Music teaching continues to be positive and children speak highly about music. During pupil conferencing children can talk about music and can name elements of music. This year the music teacher has contributed whole class performances to the school winter concert, with children from Year 5/6 accompanying children performing in Year 3/4. All children in KS2 have had the opportunity to play a musical instrument. Next year the music specialist Headteacher will be teaching music at KS2.

### TIS Practitioner

TIS Practitioner work with children is ongoing. We have used the Motional programme to enable us to assess and review progress made with emotional support interventions. All children across the school are assessed on a Whole Class assessment using Motional and whole class strategies are identified to benefit the majority, small group strategies to directly support some and individual strategies are identified for more specific 1:1 TIS intervention time. Children receiving TIS support is positive and is having impact on

school attendance and attitude to learning. Use of Motional may not continue next year due to funding and staffing. School may not have the capacity to dedicate the time to using Motional.

Times Table Rockstars and IDL

Children are achieving more than 20 in the MTC has improved. The use of TimesTable Rockstars has helped improved Times Table knowledge and has encouraged the desire to want to learn multiplication tables in a fun and engaging way. Children prefer IDL to Nessy (previous programme). IDL has supported children with literacy skills and spelling particularly children with dyslexic traits.

Attendance – Educational Welfare Officer

Attendance at Penponds improved last year from 94.71% in 2022/2023 to 95.69 % in 2023/2024. Good support was received from EWO with advice given on specific cases. Penponds has begun fining as per county guidance.

Assisted Wraparound

Two children regularly used Wraparound breakfast club. This ensured the children were fed and on time ready to start school daily.

Pupil premium strategy outcomes

**PP pupil progress scores for last academic year (6.0 expected progress)**

Measure	Score
Reading	EYFS – Did not meet GLD (1 PP child) KS1 (Y2) – No PP Children KS2 (Y6) – 8.0 (3 PP children)
Writing	EYFS – Did not meet GLD (1 PP child) KS1 (Y2) – No PP Children KS2 (Y6) – 7.3 (3 PP children)
Maths	EYFS – Did not meet GLD (1 PP child) KS1 (Y2) – No PP Children KS2 (Y6) – 7.3 (3 PP children)

## Externally provided programmes

Programme	Provider
XTable Rock Stars	Maths Circle – TT Rockstars
Jigsaw	Jigsaw PHSE Ltd – Jan Lever Group
IDL	IDL – International Dyslexia Learning