

Pupil premium strategy statement

School overview

Metric	Data
School	Penponds School
Pupils in school	117
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£25,485
Academic year or years covered by statement	2019/20 Review 2020/21 Planned Strategy
Publish date	September 2020
Review date	September 2021
Statement authorised by	Treve Harvey
Pupil premium lead	Julie Lamb
Governor lead	Justin Floyd

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Reading – 75% Writing – 75% Maths – 75%
Achieving high standard at KS2	Reading – 25% Writing – 25% Maths – 25%
Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training to deliver the RWI phonics scheme effectively Year 2 teacher continues to work as a literacy hub specialist supporting our school and other schools in the delivery of high quality phonic teaching.
Priority 2	Work with the maths hub to continue to embed Teaching for Mastery across all year groups. Purchase recommended Power Maths practice books for all year groups and Progress tests. Employ two HLTAs to support the teaching of maths in KS1 and KS2.

Priority 3	Review English curriculum and ensure: genres are covered consistently and progressively; high quality texts are used; wider opportunities are provided for cross curricular writing; high expectations of spelling, grammar and presentation
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions Children receive high quality teaching in phonics and maths in smaller groups where possible. Children receive feedback on learning quickly and effectively. Consistent use of mathematical vocabulary and manipulatives across the school starting in Reception. Progression within writing genres
Projected spending	£10,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0) Yearly progress on internal tracking system - 6 points	July 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0) Yearly progress on internal tracking system - 6 points	July 21
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics Yearly progress on internal tracking system - 6 points	July 21
Phonics	Achieve national average expected standard in PSC	July 21
Other	Improve EHWP of disadvantaged pupils	July 21

Targeted academic support for current academic year

Measure	Activity
Priority 1	All staff to receive online RWI phonics training Reading lead to have a development day with a lead RWI adviser. Make more effective use of Accelerated Reader across KS2 to make accurate assessments of children's reading ability, ensure children are reading the correct level of text and increase reading for pleasure. Weekly reading comprehensions to further develop comprehension skills 1:1 interventions for the lowest 20% in each class

	<p>Daily reading with an adult</p> <p>Nessy Reading Programme – 4 x a week</p> <p>Speech and Language support</p>
Priority 2	<p>Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations</p> <p>Purchase Power Maths online resources and use the strengthening activities to support disadvantaged children with learning key concepts</p> <p>Pre-teaching for children working towards ARE and use of strengthening activities from Power Maths resources</p> <p>Extension/ Challenges for More able learners – use of challenges and Power Ups from Power Maths resources</p> <p>Interventions recorded in blue maths books linked to distance marking sheet.</p>
Priority 3	<p>Literacy lead to review English curriculum and make cross curricular links with new topics.</p> <p>New staff to be trained in Talk for Writing approach</p> <p>Staff to use the Focus Education progression in genres document when planning writing units.</p> <p>Nessy Spelling Programme 4 x a week</p> <p>Independent writing tasks – PP children to be given thorough feedback on how writing can be improved.</p>
Barriers to learning these priorities address	<p>Encouraging wider reading and teaching comprehension skills explicitly.</p> <p>Providing catch-up in mathematics – typically an area for development</p> <p>Progression in genres – avoiding unnecessary repetition while building on prior learning.</p> <p>Spelling support for those children who have difficulty retaining their phonic knowledge.</p>
Projected spending	£12,000

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Two members of staff to receive TIS training and then provide TIS interventions</p> <p>Set up rainbow room to host interventions</p> <p>Use Mindfulness activities to support children back in to school after Covid19</p> <p>Lego Therapy intervention</p> <p>Introduce new PSHE curriculum</p>
Priority 2	<p>Termly visits from EWO</p> <p>Benchmarking data across the MAT and sharing good practice</p> <p>Daily calling/ messaging for non attendance</p> <p>Assisted places at breakfast and After school club</p>

Barriers to learning these priorities address	Improving EHWB of disadvantaged children Improving attendance Increasing resilience and readiness to learn
Projected spending	£3,500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development Due to Covid 19 external staff not being able to visit the school	Use of INSET days, staff meeting time and additional cover being provided by senior leaders Online RWI training has been arranged.
Targeted support	Ensuring enough time for maths and phonics interventions Space to provide interventions Time for monitoring teaching groups and provision of mentoring / coaching Maths Lead and Curriculum leads both on maternity leave.	Interventions timetabled for each class Rainbow room set up for interventions every afternoon Headteacher to cover in KS1 every Friday morning Two HLTAs to provide cover for teaching staff
Wider strategies	Engaging the families facing most challenges EHWB of children and staff returning to school and managing changes related to Covid 19	Working closely with the EWO, Early help Hub and our partner schools to provide support and share good practice. Clear communication with staff, parents and children regarding changes and risk assessments. Classrooms to be calm, well organised learning environments.

Review: last year's aims and outcomes

Aim	Outcome
Reading To further improve Teaching and Learning in reading to ensure all PP pupils make strong progress and meet or exceed national expectations in reading	67% of PP children working at or above ARE compared to 85% of Non PP. Due to high quality interventions there is an improving picture as the children progress through the school. In KS2 71% of PP children are at ARE+. 11% of PP children are working at GD across the school – 14% in KS2. Progress: 6.1 (Expected progress is 6 pts)
Mathematics To continue to raise standards in Mathematics and to ensure all PP pupils make strong progress and meet	56% of PP children working at or above ARE compared to 79% of Non PP. 11% of PP children are working at GD across the school – 14% in KS2.

or exceed national expectations in maths.	Average Progress: 6.4 (Expected progress is 6 pts) New maths policy is in place and staff are clear on Power Maths expectations.
Writing To continue to further improve levels of attainment and rates of progress for PP children in writing and SPAG so that all children meet or exceed ARE.	67% of PP children working at or above ARE compared to 79% of Non PP. Due to high quality interventions there is an improving picture as the children progress through the school. In KS2 71% of PP children are at ARE+. 11% of PP children are working at GD across the school – 14% in KS2. Average Progress: 6.1 (Expected progress is 6 pts)
Curriculum effectiveness To improve teaching and learning across the wider curriculum so that pupil's skills and knowledge in subjects other than in reading, writing and mathematics are strong	Curriculum has been reviewed New long term plans have been created to ensure memory progression and retention Progression ladders are in place for each curriculum subject Links are clearly identified with prior learning and prior knowledge is built upon by a carefully constructed curriculum
Attendance To increase rates of attendance to be in line with NA for PP children	Due to Covid 19 children did not attend school from the end of March so attendance data is unreliable – we will continue to monitor this over the next year. PP children were prioritised to return to school in three phased reopening during the summer term.
Behaviour Implement an agreed set of principles across the trust including TIS.	Two members of staff who were TIS trained left the school and we were unable to secure a place on the 19/20 cohort 10 day training for staff. However this is in place for the new academic year. All staff received online TIS return to school training in light of the Covid 19 pandemic. Behaviour in the school is of a very good standard and the behaviour policy will be reviewed in September 2020. There is a consistent nurturing approach to behaviour across the Trust and there are shared high expectations.