



Pupil premium strategy statement: Pennoweth 2018-19

1. Summary information					
School	Pennoweth School				
Academic Year	2018/19	Total PP budget	£170,000	Date of most recent PP Review	July 2018
Total number of pupils	330	Number of pupils eligible for PP	119	Date for next internal review of this strategy	July 2019

2. Current attainment 2017/18 Cohort		
The figures for 2016 include all children and includes the children who joined our school very late in Year 5 and during Year 6 (8 children)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) V PP Nat./LA</i>
% achieving expected standard or above in reading, writing and maths	(40% 2017) (53% 2018) (52% 2019)	67% V 43%
% making expected attainment in reading	(60% 2017) (74% 2018) (54.2% 2019)	78% V 77%
% making expected attainment in writing	(65% 2017) (84% 2018) (66.7% 2019)	83% V 82%
% making expected attainment in maths	(65% 2017) (75% 2018) (75% 2019)	84% V 81%

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Overall, children enter our Reception Classes well below National Expectations in all areas of learning - as recognised by Ofsted 2014.
B.	Communication skills in Reception and KS1 are lower for pupils eligible for PP than for other pupils.
C.	Pupils deemed to be disadvantaged in Reading, Writing and Maths are not ALL achieving age related expectations of attainment in ALL year groups.
D.	A high proportion of children are deemed to be 'vulnerable' and this can often be additional to SEN and PPG need and invariably has an impact on consistent progress.
E.	Children's confidence, self-esteem and resilience is often very fragile.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Parental expectations, school engagement and commitment to engaging with their child's education.
G.	Attendance and lateness of some children.
H.	There is limited provision available within the LA externally for children with significant SEN including behaviour needs.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	From their low starting points, children leave EYFS having made at least expected progress.	<p>A rich and varied indoor and outdoor environment that provides opportunities to develop key skills</p> <p>Early identification of need and required support put in place.</p> <p>Good+ teaching</p> <p>Children are immersed in a language rich environment and their thinking and understanding is questioned and challenged.</p> <p>Involving parents in their child's learning and developing parental understanding of how they can support their child.</p> <p>Regular and rigorous tracking of pupil progress.</p>

B.	Improve language skills of pupils eligible for PP in Reception and Key Stage 1 and ensure pupils make good progress according to their starting points.	<p>Further develop the RWI approach through Reception and Key Stage 1</p> <p>Ensure Nursery teach basic phonics in line with RWI</p> <p>Ensure good quality teaching exposes children to new language.</p> <p>Develop partnerships with other schools and review and enhance current practice.</p> <p>Children are immersed in a language rich environment and their thinking and understanding is questioned and challenged.</p> <p>Involving parents in their child's learning and developing parental understanding of how they can support their child.</p> <p>Regular and rigorous tracking of pupil progress.</p>
C.	Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths.	<p>Half termly pupil progress meetings to review progress and next steps for PPG children.</p> <p>Appropriate interventions in place and targeted children make at least expected progress.</p> <p>Increase children's understanding of learning and the areas where they need to improve.</p> <p>Children are immersed in a language rich environment and their thinking and understanding is questioned and challenged.</p> <p>Involving parents in their child's learning and developing parental understanding of how they can support their child.</p> <p>Parents attend Class Assemblies.</p> <p>Regular and rigorous tracking of pupil progress.</p> <p>Effective moderation with partner schools.</p> <p>Training in using iPad Apps such as Reading Doctor.</p>
D.	Create a system where children's needs are identified early, support is provided (either in school or using external agencies) and the impact of the work can be easily tracked.	<p>Rigorous Induction procedure introduced and reviewed.</p> <p>Use on line system to track all aspects of a child's experience and monitor the impact of the support.</p> <p>Regular weekly meetings of the Pastoral Team to review progress and next steps</p> <p>Improve the communication between all key staff in school.</p> <p>Further develop the role of Learning Mentor and Parent Support Advisor.</p> <p>Introduce and develop the role of Community Outreach and Child Safety. Involving parents in their child's learning and developing parental understanding of how they can support their child.</p> <p>Develop the FOREST SCHOOL. Staff were trained in 2015/16 and tiered programme introduced. Parental involvement and Graduation embedded.</p> <p>Closely tracking and monitoring of attendance and lates. Further develop Attendance Clinics by involving Community Outreach and CS role.</p>

E.	Improve children's confidence, self-esteem and emotional resilience.	<p>Further develop a curriculum that engages children's interest and desire to learn. Develop the creative arts (art, music and creative dance). Greater access of Cornwall Music Hub Parents attend Class Assemblies.</p> <p>Increase the number of children taking part in music lessons provided by the Music Service. Further develop the opportunities for children to take part in sport and in so doing develop patience, cooperation, teamwork, empathy, resilience etc.</p> <p>Identify specific PP children who would benefit from CHICKS residential experience and financially support some children to attend school residential.</p> <p>Introduce PENNOWETH LEARNING BEHAVIOURS.</p> <p>Developing role of Learning Mentor.</p> <p>Further develop the ethos of the school and the relationship and partnership with the Child of Mercy Orphanage in Mombasa. Kenya.</p>
F.	Parents engage with school more regularly and more with their children more effectively.	<p>School continue to develop the effectiveness of communication and the structure of Target Setting Meetings, Curriculum Meetings, Meet the Teacher Meetings.</p> <p>Transition Phases to organise parents information sessions (held at different times of the day) and focused on Reading, writing and aspects of maths.</p> <p>Arrange Class Assemblies to show what the children are learning and school approaches to learning.</p> <p>Introduce a new website where children can immediately create web pages to show what they are learning. Including emailing system and texting service to remind parents of events and meetings. Create BLOG pages for different activity groups.</p> <p>FOREST SCHOOL further developed and involves parents working with their children and developing a greater understanding of the skills their children need to develop in order to become more successful learners.</p>
G.	Improve attendance and reduce number of children being late for school.	<p>Further develop Attendance Clinics and the system, for rewarding parents for improved attendance and warning where attendance is becoming an issue.</p> <p>Embed CPOMS online system to record all significant issues/behaviours. More rigorous system of monitoring attendance and lates and communicating that to key people so patterns can be spotted and additional support put in place.</p> <p>Operate the Morning Bus to pick up children who are late.</p> <p>Increase provision and access to the Before School Club (to include Library activities).</p>

H.	Support is available for children with additional learning needs and those children with significant behavioural challenges are supported effectively and therefore do not impact upon the learning of others.	<p>Recruitment of staff to support the children with the most significant needs is effective. Sufficient training is in place to support the knowledge and skills of staff. Increase hours available to the Learning Mentor and Parent Support Advisor.</p> <p>Create a new role of Community Outreach and Child Safety to work with the Pastoral Team. Meet regularly with the parents of children with the most challenging needs to ensure we are working in partnership.</p> <p>Maintain the current levels of TA support in class so children's academic and emotional needs are met. Children are supervised at breaks and lunchtimes by TA's who know the children and know school systems.</p>
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Academic year	2018-19			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Outcomes/impact
<p>From their low starting points, children leave EYFS having made at least good progress.</p>	<p>A rich and varied indoor and outdoor environment that provides opportunities to develop key skills Early identification of need and required support put in place. Good quality teaching Children are immersed in a language rich environment and their thinking and understanding is questioned and challenged. Introduce Tapestry Assessment system</p>	<p>The previous outdoor learning environment was tired and lacked challenge and opportunity to develop self help skills.</p> <p>Previous Ofsted inspections have seen the EYFS as good with outstanding elements. We have a chance for this to be an outstanding setting.</p> <p>Some children enter school very 'low' and therefore skilled intervention is essential and this includes Sp+L/ECAT training Through observations and data tracking we wish to ensure consistent progress across both classes. We need to train all staff in sustained, shared thinking and questioning, the desired outcomes for the EYFS and ensure all staff are confident in their assessments and that this is communicated quickly to parents so they can support at home.</p>	<p>Outdoor environment open, resources and being used well by Nursery and Reception children. Staff are confident in assessing children and contributing to Learning Journeys. Observations of teaching and learning show that there is good and outstanding teaching.</p> <p>Observations show that TA's are confident in asking searching and challenging questions to enhance learning.</p> <p>Parents are engaged in the TAPESTRY approach of learning journey</p>	<p>Pupil Premium 2018-19, 25% achieved GLD v 68% non. Children enter Pennoweth well-below expectations. They leave EYFS having made some good progress but not enough to close essential gaps from entry to exit.</p> <p>Next steps: Effectively target funding to enable the most disadvantage pupils to achieve well.</p>

<p>Improve language skills of pupils eligible for PP in Reception and Key Stage 1 and ensure pupils make good progress according to their starting points.</p>	<p>Further develop the RWI approach through Reception and Key Stage 1 Ensure Nursery teach basic phonics - RWI Ensure good quality teaching exposes children to new language. Develop partnerships with other schools and review and enhance current practice. Regular and rigorous tracking of pupil progress.</p>	<p>We need to expose our Nursery children and parents to the correct phonic sounds.</p> <p>We need to develop further training in questioning and ensuring language and vocabulary is rich and explicit in all forms. We need to learn from other schools to develop our practice.</p> <p>We need to be able to see the small steps some of our children are making and ensure they cover all the areas they need to. Currently, the interventions are delivered by TA's. The quality is mixed and absence has affected the potential progress they have made.</p>	<p>Staff in Nursery are delivering RWI phonics confidently. Children are immersed in a language rich environment</p> <p>Staff use questioning well to help move children's learning forward</p> <p>SALT trained HLTA to train other TA'S.</p> <p>Collective responsibility for the progress of PP children is essential to ensure consistent and rapid progress.</p>	<p>50% of children achieved expected+ in Reading. In writing, 57% achieved 'exp'.</p> <p>This shows that less children are achieving the national average. This is due to their challengingly low starting points. Some children make very good progress.</p> <p>In KS1 Reading, 53% achieved 'exp' v 58% non. Writing, 53% achieved 'exp' v 50% non. Maths, 47% achieved 'exp' v 54% non.</p> <p>Next steps: Effectively target funding to enable the most disadvantage pupils to achieve well.</p>
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<p>Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths. Yr6.</p>	<p>Appropriate interventions. Increase children's understanding of learning and the areas where they need to improve. Children are immersed in a language rich environment and their thinking and understanding is questioned + challenged. Regular and rigorous tracking of pupil progress. Effective moderation with other schools. Training in using IPad Apps such as Reading Doctor. Purchase of numbers of IPads.</p>	<p>We need to develop further training in questioning and ensuring language and vocabulary is rich and explicit in all forms. We need to learn from other schools to develop our practice.</p> <p>We need to be able to see the small steps some of our children are making and ensure they cover all the areas they need to.</p>	<p>Teachers and teaching assistants use questioning well to move children's learning forward</p> <p>I Pads in place and the children use Reading Doctor well.</p> <p>Children's reading and spelling improves.</p>	<p>In reading, PP achieving ARE 52% v Non PP 68% In writing, PP achieving ARE 67% v Non PP 81% In maths, PP achieving ARE 75% v Non PP 81%</p> <p>Next steps: Effectively target funding to enable the most disadvantage pupils to achieve well.</p>
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Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Outcomes/Impact
<p>From their low starting points, children leave EYFS having made at least good progress.</p>	<p>Reception Lead to be freed up to lead targeted sessions with children.</p> <p>Staff training in Sp+L</p> <p>Staff training in Reading Doctor</p>	<p>The EYFS lead is an outstanding teacher and it is important to use her skills to gain consistency across all three classes.</p> <p>Increasing number of children entering the school with Sp+L needs and other significant needs such as being still in nappies.</p> <p>Additional hardware and software available that is proven to be effective</p>	<p>Regular review meetings with EYFS Lead focusing on use of outside, staff training in assessment and questioning, the effectiveness of Family Learning and Parental workshops.</p> <p>Regular monitoring of assessments through the year analysis of data that shows children making progress in all aspects of EYFS.</p>	<p>As above</p>

<p>Improve language skills of pupils eligible for PP in Reception, Key Stage 1 and Key Stage 2 and ensure pupils make good progress according to their starting points.</p>	<p>Literacy and numeracy interventions for targeted children</p>	<p>There has been significant improvement in Phonic scores over the past few years and we need to build on this.</p> <p>Targeted support led by teachers is proven to be more effective.</p>	<p>Staff training in Sp+L Identified children receive the support they need. Termly Pupil Progress Meetings to monitor progress. Interventions in place.</p>	<p>EYFS ELG in reading: 42% v 65% non.</p> <p>Yr1 Phonics 71% of the PP group passed to standard. Yr2 re-check 95% passed second time.</p> <p>KS2 progress: Reading +0.66% Writing + 1.14 Maths +1.82</p> <p>Next steps: Effectively target funding to enable the most disadvantage pupils to achieve well.</p>
<p>PP children in Year 3, 4 make at least expected progress in Reading Writing and Maths.</p>	<p>Appoint a part time class teacher and focus her support upon PP children and be held accountable for their progress.</p>	<p>Currently, the interventions are delivered by TA's. The quality is mixed and absence has affected the potential progress they have made.</p>	<p>Half termly PPG progress review meetings</p>	<p>Pupil Premium children in Yr 3 & 4 made positive progress in RWM but require accelerated learning opportunities.</p> <p>Next steps: Effectively target funding to enable the most disadvantage pupils to achieve well.</p>
<p>PP children in Year 5, 6 make at least expected progress in Reading Writing and Maths.</p>	<p>Appoint a part time class teacher and focus her support upon PP children and be held accountable for their progress.</p>	<p>Currently, the interventions are delivered by TA's. The quality is mixed and absence has affected the potential progress they have made.</p>	<p>Half termly PPG progress review meetings</p>	<p>Some positive progress was made but not enough to close gaps rapidly.</p> <p>Next steps: Effectively target funding to enable the most disadvantage pupils to achieve well.</p>

<p>PPG children and families identified to take part in FOREST SCHOOL to develop their confidence, self-esteem and resilience.</p>	<p>Train staff and target KS1 and Lower KS2 children. 2 groups per term and a three tier system with graduation.</p>	<p>Children's resilience is a huge issue for us here. When things go wrong for the children or they are presented with a new experience they find it incredibly hard to deal with. Forest School will help them gain confidence and understand what they need to do to be successful at any given task.</p>	<p>Staff trained. Children identified Parents and staff aware of the programme Attendance of parents at the parent/child Forest School session is good and the joint tasks are completed. Graduation Report shows the impact of these sessions.</p>	<p>Children who attend Forest Schools are increasingly confident and resilient.</p> <p>Next step: revise the assessment of Forest Schools.</p>
<p>PPG children's behavioral needs are met at lunchtimes.</p>	<p>TA's appointed to supervise at lunchtime</p>	<p>Staff that just come in for 1 hour a day in the middle of the day were not necessarily dealing with every situation the same way TA's would do.</p>	<p>Incidents of poor behaviour decreasing and when there are incidents, they are dealt with better.</p>	<p>Incidents of lunchtime behavior are well managed. Children can access 'open drop-in' – this helps to deescalate incidents. New behaviour policy in place.</p> <p>Next step: embed new policy.</p>
<p>Targeted intervention and support for the most able in Literacy and Numeracy</p>	<p>Maths specialist appointed to support the most able. Access to Maths Master Classes at Redruth School Transition 3 leader to target most able mathematicians.</p>	<p>Regular and targeted intervention is seen to be effective.</p>	<p>Children targeted with help of data Sessions delivered regularly Master Classes take place</p>	<p>Outcomes at the end of Yr6 for PP pupils at great depth: Reading 4% Writing 4% Maths 0%</p> <p>Next steps: Effectively target funding to enable the most disadvantage pupils to achieve well.</p>

<p>Community Outreach and Child Safety, Parent Support Advisor and Learning Mentor develop a strong team to support the most vulnerable PP children</p>	<p>Appoint suitably qualified staff Establish good system for review Introduce CPOMS monitoring system</p>	<p>The school has a significant number of children (55%) coming from the 0-10% most deprived Wards in the country.</p> <p>It is important that we address the needs of these children as soon as possible – especially in the light of diminishing support services and threshold that triggers additional support from outside agencies going higher all the time. CAHMS support is hard to access and often has a 9 month waiting list.</p>	<p>CHICKS residential experiences show impact for the children We get a good success rate in encouraging more PP children to attend residentials. Weekly review meetings show good progress for each case or group</p>	<p>There is a professional and committed pastoral team who make a good contribution to support the most vulnerable.</p> <p>Next step: ensure actions and outcomes are communicated to the teachers and TAs for individuals.</p>
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£92,023				
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Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Outcomes/Impact
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<p>Improve parental engagement, expectation and understanding for PP pupils.</p>	<p>Parent consultation to set and agree termly progress targets to improve parental accountability and provide support for parents to help their child's learning at home. Parental workshops to support parents to help with their child's home learning. Parent Support Advisor to target individual families. Community Outreach role developed to strengthen partnership with PP families. Upgrade the school Website/platform so that parents can be contacted via email and text to remind them of forthcoming meetings and events</p>	<p>Pupils who are provided consistent support from both home and school make more progress. The single most important finding from recent research undertaken by the DFE has a large and positive impact of children's learning 'Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement.</p>	<p>Regular meetings of the Pastoral Care Team to review progress and impact of our work. Family support worker to target individual pupils and support them.</p> <p>Increase parent engagement a termly pupil conferencing meetings by enticing parents through child participation and incentives.</p> <p>Transition Leaders, Literacy Leader/ maths Leader to provide parental workshops to help parents to support their child's reading, spelling and maths at home. Enticement of parents through incentives.</p>	<p>The 2018-19 parent survey tells us that 85/89 of parents believe teaching is good. 80/89 tell us that the school helps them with their child's learning. Reading cafes have been hugely successful - large attendance of parents.</p> <p>Next step: check website for statutory compliance and improve the window to the school.</p>
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<p>Develop Learning Behaviors</p>	<p>Develop pictures of the new characters e.g. 'Curious Cat' and print stickers and devise a system for children to record why they were rewarded. Information evening for parents. Assemblies to introduce the story of learning and each character.</p>	<p>We have introduced and worked with 'Core 24' learning behaviors and after a training session with Giles Freathy from the Learning Institute, we can see how we can develop this even further and make it more relevant and child friendly. Children at the school do find being resilient difficult. This was highlighted to us even more clearly during the 2016 KS2 SATs where lots of children broke down under the time pressure and format of the new tests.</p>	<p>Establish a working team to set up the system.</p> <p>Assemblies to introduce it to the children.</p> <p>Workshops for parents to understand the approach.</p> <p>Forest School activities with parents and parent/child tasks to put these skills into practice.</p> <p>Class assemblies to highlight these skills being put into action in class work.</p>	<p>Learning behaviors were introduced last year with characters to remind and prompt the children – this area of work requires a refresh.</p> <p>Next step: Revisit learning behaviors with the team.</p>
<p>Curriculum Enrichment</p>	<p>Music lessons and instrument hire for targeted PP children Subsidised places for PP children on residential events Mini Bus to enable Forest School and other events such as swimming to be cost effective and sustainable Additional music for targeted classes (to include: SAMBA, singing and Ukulele)</p>	<p>There has been a pressure on some head teachers to raise standards in Reading, Writing and Maths by simply doing more R W and M and cutting down the curriculum enrichment opportunities. Our children need more enrichment to encourage them to attend and enjoy school as well as develop confidence. Some families do not have the confidence to send their children to unknown places and it is important to raise aspirations and open children's eyes to the opportunities in the world and life beyond Redruth.</p>	<p>Music lessons in place</p> <p>Sports and music experiences take place regularly and are celebrated with parents.</p> <p>Children attend residential.</p>	<p>There have been activities and visits for PP children to experience wider opportunities. Forest Schools is embedded in the curriculum.</p> <p>Next step: evaluate the impact of Forest Schools.</p>
			<p>£12,000</p>	