

Pupil premium strategy statement

1. Summary information					
School	Penryn Primary Academy				
Academic Year	2020/2021	Total PP budget	£152,155	Date of most recent PP Review	December 2020
Total number of pupils	391	Number of pupils eligible for PP	118	Date for next internal review of this strategy	March 2021

2. Current attainment – data is taken from 2019 KS2 SATs see below rationale. Data is used as a starting point for next steps.		
<p>Accountability expectations</p> <p>Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data. The Department for Education will continue to use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements below good. More information is set out at coronavirus (COVID-19): school and college accountability.</p>	<p><i>% Y6 pupils eligible for PP (31/63 pupils) SATs data:</i></p>	<p><i>All pupils</i></p>
% achieving ARE in reading, writing and maths	48% (54% non disadvantaged)	51%
Attainment for PP children in reading	54% (non-disadvantaged 58%)	56%
Attainment for PP children in writing	73% (non-disadvantaged 66%)	69%
Attainment for PP children in maths	65% (non-disadvantaged 65%)	65%

Four-year trend for disadvantaged pupils. Cohort size in brackets.

Subject	2016 (39)	2017	2018	2019 (31)	2020
Reading	38%	42%	73%	54%	COVID-19
Writing	60%	62%	77%	73%	COVID-19
Maths	20%	52%	55%	65%	COVID-19
RWM combined	15%	36%	50%	48%	COVID-19

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

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | Historically a significant number of children enter EYFS with below age-related expectations. In the key areas of listening and attention, reading, writing maths and knowledge of the world. With a high % of children not accessing education prior to joining school, through transition conversations with settings and parents we feel this cohort will need additional support to be at ARE by the end of the year. To be updated with baseline data, Autumn 2020. Furthermore, our September 2020 Year 1 pupils did not complete their EYFS year, resulting in significant gaps with their EYFS profile. We recognise that the first year of a child's schooling is incredibly significant for all children and therefore missed academic and social learning needs to be considered for their next year of school to catch up. |
| B. | We recognise that our pupils and families can have complex issues they have to face in their lives and these cause emotional upset which, at times, stops children learning effectively and has been exacerbated by the Covid-19 pandemic. At Penryn Primary Academy, we commit to helping our families and children, enabling our pupils to reach their full potential |
| C. | Due to school closure from March 20 th 2020 children have missed a significant amount of schooling. The gap between pupil premium and non-pupil premium children is expected to have widened (median estimation 36%, EEF). |

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	There is disengagement from some external stakeholders, regarding our disadvantaged pupils, in terms of aspirations relating to levels of attainment and progress. This was reflected in home learning uptake at the start of the Covid-19 pandemic.
E	Children in receipt of pupil premium have below national and school attendance figures. During the last academic year, 2019-2020, PP pupils' attendance was 93.6% (Non-PP pupils were 95.1%) (attendance up until February half term before Covid-19).

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria
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<p>A.</p>	<p>All areas of the EYFS curriculum to be assessed as at or above national averages. This will be measured via termly data drops which will be professionally challenged by the senior leadership team, with particular focus on vulnerable groups including PP and SEN. Assessments are assessed against the early learning goals and input into Tapestry.</p> <p>Continue to develop speaking and language skills through targeted support through speaking and listening interventions (PEEP study) to impact positively on reading, writing and maths.</p> <p>Increase in the percentage of PP pupils engaging with home learning, such as reading, phonic cards, Numbots etc... to encourage the development of speaking and language skills at home.</p> <p>In order to close the gap for our Year 1 2020 children, children will receive a continuous provision, enquiry-based learning approach for their Year 1 curriculum. This approach is a developmentally appropriate provision which will support children's social, emotional and academic progress. The provision will prepare children for Year 2, increasing and introducing a more formal academic approach when they are ready. Throughout the year, children are happy, curious and independent learners.</p>	<p>Improved GLD outcomes</p> <p>Children entering our Reception from our Nursery are higher than the previous year.</p> <p>Children's gaps identified from the start of the year have been closed, with accelerated progress, with the majority of children being at ARE or better by the end of the year.</p>
<p>B.</p>	<p>Children's emotional needs will have been supported through our whole school TIS approach, TIS assessments to inform TIS (Trauma Informed Schools) 1:1 targeted interventions for individual pupils, toast Nurture group and small group emotional support. Targeted pupils will also take part in forest school interventions to support the development of engagement in learning and the skills required in order to learn. New PSA to develop use of community hub for signposting to in house and external support, which could be in the form of parenting courses, adult qualifications or social gatherings etc.</p> <p>All of the above have direct links with more formalised/ academic learning approaches, which will improve children's outcomes.</p>	<p>Children will improve their engagement with learning and make accelerated progress academically. Children's progress with their SEMH and learning behaviours are tracked using Motional, which is the online assessment method for monitoring children's developmental improvement. Data will show improvements for all children in all areas.</p>

<p>C.</p>	<p>Accelerated progress will have been made through the following strategies, which has been informed by the EEF Covid-19 response documentation:</p> <p>Gaps in learning and children's starting points will be quickly identified and all planning will be derived from this. Children with significant gaps will be quickly identified and learning will be tailored to enable them to make accelerated progress through high-quality first-wave teaching. Transition and planning meetings with previous teachers and core subject leads have been held to identify missed content as well as making accelerated progress for catch up. (+4 months progress EEF toolkit) Pre-teach sessions will have been timetabled weekly for children to work in small focused groups to aid them in entering the lesson at a similar entry point as their peers. Small group tuition sessions will have been used to work through misconceptions/errors from day's learning (+4 months progress EEF toolkit).</p> <p>Staff and pupils recognise the importance of pupils receiving high quality, timely feedback in order to improve. This usually comes in the form of next steps. The majority of feedback will be verbal and at the point of learning as this is proven to be most effective (EEF Toolkit + 8 months progress). Staff also use AfL during teaching to ensure pupils access the learning at a developmentally appropriate level.</p> <p>In line with our teaching and learning policy, all teaching is underpinned by metacognitive strategies, which will have been explicitly taught throughout the school and will take the form: modelling thought processes making the implicit, explicit; creating links between learning (intent maps) and promoting positive learning behaviours (EEF Toolkit + 7 months progress). Successful implementation of our RWI phonics, Fresh start and active reading approaches would have led to accelerated progress in reading, which underpins our curriculum. Furthermore, this will support in the gap which has been exacerbated by Covid-19. As stated by Mark Rowland 2020, "You cannot develop a love of reading, until you can read." Our approach to the teaching and learning of reading is informed by EEF guidance which suggests a +4 month impact for the effective teaching of phonics and +6 months impact for developing reading and comprehension skills.</p> <p>All staff are part of incremental coaching model to enable them to continually reflect and improve own practice to maximise every learning opportunity. Within our school, we have created a culture where every teacher believes they need to improve, not because they are good enough, but because they can be even better, there is no limit to what we can achieve. This has been taken by staff from Dylan Wiliam's talk in March 2018.</p>	<p>Accelerated progress made from start of year to close the gap in children's learning so that the majority of children are working at or above age-related expectations. This will be evidenced in book looks and learning walks.</p> <p>Children will be independent learners who will feel that they are 'in charge' of their learning and are proactive in challenging themselves to aim high. Children will have the necessary tools and strategies to complete work independently, even when stuck. This will be evidenced through pupil conferencing.</p> <p>Consistent, high-quality teaching approach across the school.</p>
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<p>D.</p>	<p>Improved relationships between the school and community with opportunities to consider all children's aspirations for the future. The Penryn Community Hub to be a thriving environment which is used by various groups within the Penryn community, including our parents, the university and local employees of the County Council.</p> <p>Improved attendance at parents' evening, Learning Workshops' (online if appropriate), uptake of open morning in the community hub. Higher percentage of time the community hub is used.</p> <p>Improved engagement with the school when communicating using appropriate mediums for contacting – texting parents, emailing, Facebook, Twitter and the use of the school website to share information. Reviewing how information is shared in a more appropriate way e.g. short information video for parents. Increased uptake and engagement with social media to improve parent's knowledge of what is happening in school and how they can engage.</p> <p>Our new home learning offer (which is aimed at consolidation of core skills) will have been positively received by parents. Parents regularly record their child's home learning and communicate with their child's teacher through their home-learning book and their child's knowledge of key skills have improved. Where there is lack of engagement, teachers follow this up to support parents in how to access and to work in partnership to best support their child. This was modelled on our successful implementation of our remote-learning offer during.</p>	<ul style="list-style-type: none"> • Feedback from the end of year parental questionnaires will indicate that they feel that staff are approachable and that parents feel that they are well supported by school. • Attendance at parents evening to be 95%+ of our parents. • PP workshop to be attended by 50% of PP families consistently throughout the year. • PP Topic grid to be taken up by 66% of PP pupils. • Community hub to be in use and booked for at least 50% of the time. • Social media to be accessed (impression) by 50,000 per month.
<p>E.</p>	<p>The attendance of pupils who receive PP funding will improve and pupil and parental aspirations will improve to positively influence pupils learning skills. Workshops will be provided after school in core subjects to support parents with how and what the children learn as well as craft workshops to encourage engagement. Individual support given to parents where the need is required with PP/SEND. Attendance is a formalised part of weekly welfare meetings. Our attendance officer monitors attendance daily and calls parents for reasons of absence. The attendance officer also presents concerns at welfare meetings. Parents of children whose attendance is between 92% and 96% will receive a weekly text to remind them about their attendance. Parents whose children's attendance is between 88% and 92% will be invited in to meet with a member of the welfare team to discuss how they can improve their children's attendance. Parents whose</p>	<p>Increased engagement from parents in supporting the learning of the children. Attendance for the year to be above 95% for all children and for the PPG above 96%.</p>

children's attendance is below 88% will receive correspondence from our Education Welfare Officer and this could lead to prosecution. Class teachers have responsibility for discussing with and supporting parents to reduce persistent absences through building positive relationships.

The vast majority of pupils will want to attend school due to the positive relationships with staff and the inspiring curriculum. Where there are exceptions to this, the school will use other incentives and support to support families to improve their attendance.

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5. Planned expenditure					
Academic year		2020/21			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
All pupils access quality first teaching	<p>Appropriate, training to improve high quality first wave teaching.</p> <p>For example: Fresh Start Training in Phonics delivered by HLTAs on KS2. Maths CPD RWI training for all KS1 teaching and support staff.</p> <p>Systematic support staff training led by senior leaders, which will be complimented by an incremental coaching model.</p>	Large body of research evidences that quality first teaching has a major impact on pupils' progress and has the most impact on the most disadvantaged pupils.	High quality CPD for staff. Learning walks/observations. Termly book scrutiny. Pupil progress meetings. Appraisals.	Head of School and PP Leaders	Reviewed during ongoing monitoring throughout the year, including pupil progress meetings.

	Pupils will take part in pre-teach sessions (as appropriate) to aid them in entering a lesson at the same starting points as their peers.		Through discussion with pupils, who can describe how they use the strategies they have been taught to support them with their learning. Learning Walks. Pupil progress meetings Incremental coaching model		Reviewed during ongoing monitoring throughout the year, including pupil progress meetings.
Pupils will be explicitly taught skills to scaffold their learning journey and increase their learning independence.	<p>Metacognitive approach to learning embedded across the curriculum.</p> <p>This is modelled by all staff including TAs who have taken part in training related to promoting learning independence.</p> <p>This could take the form of: active reading, learning pit, learning partners, me, plan, do, review, creating explicit links between previous learning.</p>	<p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task</p> <p>Sutton Trust: Metacognitive and self-regulation +7 months</p>		SLT	
Total budgeted cost					See section 7

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils with PP receive high quality, purposeful, focused support. In line with the school's marking policy. The majority of marking will be done in lesson with a focus of moving learning on through effective feedback.	1:1, 1:2 and small group tuition – EEF national tutoring programme Teachers and support staff to spend time 1:1 with pupils during lessons to discuss their next steps in learning, make links to previous learning and promote independence.	Research (EEF) evidences high quality one to one support that is purposeful and focused has a high impact on raising attainment. See EEF COVID-19 Documents.	Regular feedback between adults delivering the support, class teachers and PP lead. Regular monitoring of intervention records and impact, through discussion with teachers and TAs. Book looks, pupil conferencing and learning walks will evidence use of NS as will coaching triads.	SLT Teachers and HLTAs/TAs to implement	Half termly review of interventions and NS evidence. Regular pupil conferencing from all leaders.
Teachers will support children to reflect on their learning, which higher up the school will result in children being able to independently articulate their next step in their learning. Lower down the school, the adults will take	Consistency with staff following our assessment and feedback policy.	The EEF toolkit identifies that when done effectively, feedback can have high effects on children's learning. Our assessment policy is written and is reflective of the EEF's written marking review. Sutton Trust: Feedback +8 months Sutton Trust: One to one tuition +5 months	Pupil Conferences Learning Walks Book Scrutiny Incremental Coaching Model	SLT/BP	Half termly.

<p>more of a lead with this, supporting the children in identifying their next step. The narrative of next step of learning is consistent across the school and reflects our culture of everyone wanting to be the best that they can be.</p>					
<p>Pupils who enter EYFS at below age related expectations, especially in language & communication are well supported to make accelerated progress. By the end of the year, all children to have made accelerated progress and the gap to National expectations has closed/ is closing. For those who remain below ARE,</p>	<p>Small group intervention. ELKAN work. PEEP studies (when restrictions allow). Time to talk sessions. Basic concept groups.</p> <p>This is also developed through our talk for writing/storytelling approach in English, which value spoken language.</p>	<p>Research and the Preparing for Literacy report (EEF) shows a positive impact from implementing early oral language programs, especially the Nuffield Early Literacy Intervention.</p> <p>NELI Sutton Trust: Oral language interventions +5 months Sutton Trust: Early Years Intervention +5 months</p>	<p>CB to monitor provision. Sessions will be delivered by a highly skilled, trained practitioners, and feedback will be passed onto CB through intervention records and conversations.</p> <p>English subject leader will monitor delivery of talk for writing as part of ongoing monitoring.</p>	<p>CB, EYFS staff, HM</p>	<p>Assessment before intervention and at end of interventions. Parental feedback from PEEP study, both pre and post intervention, as well as through ELKAN evidence.</p> <p>Ongoing English subject monitoring and termly reporting.</p>

<p>detailed plans are in place to ensure that they catch up to their peers, enabling them to succeed. This is underpinned by the principle of, <i>"If you can't say it, you can't write it."</i></p>					
<p>All PP pupils have the same opportunities to experience a wide range of activities, including outdoor learning, sport, clubs and visits.</p>	<p>PP pupils will have the opportunity to take part in enrichment activities, family workshops and extra-curricular activities and class trips alongside their peers. PP children to be invited to specific clubs e.g. reading club and maths clubs. Forest School intervention sessions and whole class lessons offer our learners the opportunity to learn in a different environment, a different set of skills, which they're able to</p>	<p>To enable PP pupils to have the same chances in life, we need to ensure that they have a love of school and learning and that they are exposed to a wide range of experiences, within and outside the classroom. This will include finding activities that they can take pride in, excel at and develop a sense of achievement in.</p> <p>Our forest school settings will encourage pupils to take <u>managed risks</u> appropriate to the environment and to <u>themselves</u> and will build on an individual's innate motivation, positive attitudes and/or interests.</p>	<p>Quantitative and qualitative data will be gathered regarding who is taking part in extra activities and regular meetings will occur with teachers and pupils to discuss impact and progress. Teachers evaluate after enrichment activities to show impact. Our Forest School lead, supported by the SLT, will track the accelerated progress of these focus children in terms of attainment.</p>	<p>Class teachers, forest school lead and PP Leads.</p>	<p>Throughout the year, specifically at pupil progress meetings and discussed at length at our inclusion meetings (TiS, FS, PP team meets)</p>

	<p>transfer in to every day practice. Forest school is led by a highly skilled practitioner (L3) and is supported by another L3 Forest School practitioner (awaiting confirmation of qualification), who has worked within the school for the past two years.</p> <p>Pupils will be provided with opportunities to find out about a wide variety of careers (links to page 8 raising aspirations).</p>	<p>Sutton trust: Collaborative Learning +5 months</p> <p>Sutton Trust: Enrichment</p> <p>Forest School Principles</p> <p>Sutton Trust: Outdoor adventure learning +4 months</p>			
Total budgeted cost					See section 7

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To meet the emotional needs of PP pupils (which will have been exacerbated by the Covid-19 pandemic) supporting high levels of engagement with learning and a positive impact on outcomes.	Whole school TIS approach adopted and targeted TIS sessions.	TIS is recognised as an effective approach supporting emotional resilience which is a skill that disadvantaged pupils can need to develop further. Sutton Trust: Behaviour Interventions +3 months Sutton Trust: Social and emotional learning +4 months	Ensure all pupils needing emotional support are identified. Seek feedback from pupils, parents and staff to gauge impact. TIS assessments will show improvements in children's emotional stability and needs. Class screening will take place termly.	TIS All staff in class. Targeted intervention: TIS Practitioners	Mid-year, through pupil progress meetings, using termly assessments.
	Whole class TIS sessions drawn from class snapshots. Whole class forest school sessions. Small group interventions providing a holistic learning and development program which could be in the form of: outdoor learning, TIS group sessions and pre-teach sessions to boost children's self-esteem and confidence.	Forest school sessions aim to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners Forest School Research Forest School Principles – Principle 3 Sutton Trust: Outdoor adventure learning +4	Regular meetings with forest school lead to identify particular pupils, the provision they receive and the impact of this. Seek feedback from pupils, parents and staff to gauge impact on engagement in class.	FS FS lead WM Apprentice LC	
Raise aspiration and expectations of pupils and their	Visits/online presentations by adults who have	Through raising the aspirations of parents and pupils, and increasing	Feedback from parents and carers.	All staff, CL and HH to lead.	On-going reviews throughout the year. Termly report

<p>parents/ carers while increasing their engagement and positive experiences of school.</p> <p>Parent support advisor provide/facilitate a range of services to support families through the use of the Penryn Community Hub.</p>	<p>overcome obstacles in their lives to achieve. Every class to carry out a visit to FE college and University of Exeter for all pupils. We will continue to have regular inspirational assemblies from a variety of people within our community informing our children about their careers and what inspired them to become what they are. These sessions end with a Q&A session.</p> <p>PSA works with families and offers support in a range of areas. Workshops and aspirational events where pupils can attend with their families/parents.</p>	<p>parents positive experiences of school we hope to improve parent and guardians involvement with school and raise pupils' and parents' aspirations so that they can see that they can achieve and how education is a platform to many opportunities.</p> <p>Students aspirations, expectations and school achievement</p> <p>Engaging with parents and staff to raise aspirations for all pupils</p> <p>Sutton Trust: Parental engagement +3 months</p>	<p>A correlation between high aspirations and expectations will develop closing the gap to national expectations.</p> <p>Parental engagement with school will improve.</p> <p>Feedback from parents and carers.</p>	<p>LH to run Penryn Community Hub.</p> <p>Admin team to lead on communication.</p>	<p>from PSA about community engagement.</p>
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	<p>Adult education offered through the Community Hub.</p> <p>Using a variety of ways to communicate with parents to close the 'gap' between parents and the school. This is a multi-media approach using texts, letters, newsletters, social media and information videos to inform parents about what is happening in school.</p>				
Total budgeted cost					See section 7

6. Review of expenditure			
Previous Academic Year		2019/20 £188,860 allocated	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
All pupils access quality first teaching	<p>Appropriate training to improve high quality first wave teaching. For example: Fresh Start Training in Phonics delivered by HLTAs on KS2. Maths CPD</p> <p>Systematic support staff training led by senior leaders during pre-teach/assembly.</p> <p>Pupils will take part in pre-teach sessions (as appropriate) to aid them in entering a lesson at the same starting points as their peers.</p>	<ul style="list-style-type: none"> Following extensive CPD throughout the year, staff's knowledge and delivery of RWI programmes have improved throughout the year. This has resulted in positive outcomes and accelerated progress. Many children who started within Fresh Start groups graduated from this programme having completed it. Staff are confident at delivering our consistent maths teaching approach following input from leaders and the SSIF and Maths Hub project work. All CPD has been linked to our SDP – focused on T&L and outcomes. From pupil conferencing, discussions with teachers and evidence in the children's books, children who accessed pre-teach sessions, both WTS and GDS children, made substantial progress with that week's learning. 	<ul style="list-style-type: none"> Pre-teach will continue to be developed, using our incremental coaching model to support staff with this. Fresh start and RWI interventions will continue, due to the accelerated progress made. Support staff will be released for shorter, regular CPD sessions (led by PP leads and core subject leaders).

<p>Pupils will use a toolkit to scaffold their learning journey and increase their learning independence</p>	<p>Metacognitive approach to learning embedded across the curriculum – I do, you do, we do. This is modelled by all staff including TAs who have taken part in training related to promoting learning independence.</p>	<ul style="list-style-type: none"> • All classrooms were resource-rich environments, where teachers and TAs explicitly modelled using resources so pupils could access them to develop their independence. • Appropriate entry points and differentiation allowed pupils to access their learning independently and staff were developing their ability to focus on high quality individual/group intervention during lessons to move the learning on. 	<ul style="list-style-type: none"> • Due to impact of COVID-19, it will be necessary for staff to continue to develop • Where there are pockets of best practice, staff utilise pupil's growing independence as an opportunity to work with small focus groups and individuals resulting in improved outcomes. These examples will be shared through our coaching model and underpinned by our teaching and learning policy.
<p>ii.</p>			
<p>Pupils with PP receive high quality, purposeful, focused support. In line with the schools marking policy the majority of marking will be done in lesson with a focus of moving learning on through effective feedback.</p>	<p>1:1, 1:2 and small group tuition Teachers and support staff to spend time 1:1 with pupils during lessons to discuss their next steps in learning.</p>	<ul style="list-style-type: none"> • Evidence from monitoring demonstrates that feedback is in line with our policy. Children are developing the narrative of knowing their next steps in their learning in order to improve. • From monitoring, the majority of feedback is happening in sessions, particularly in maths with the development of E, S, P. Most next steps are responded to during the same lesson. 	<ul style="list-style-type: none"> • Children still need support articulating what their next step is. In older year groups children are working towards independently identifying their own next steps. • Due to the catch up interventions needed as a result of school closures, afternoons will be used to work on next steps from morning's lessons when appropriate to maximise impact.

<p>Pupils who enter EYFS at below age-related expectations, especially in language & communication are well supported to make accelerated progress.</p>	<p>Small group intervention. ELKAN work. PEEP studies. Time to talk sessions. Basic concept groups.</p>	<ul style="list-style-type: none"> • <i>To follow from EYFS lead.</i> • <i>Evidence from Intervention records demonstrates progress made in focussed areas</i> • <i>Children who attended PEEP group on Reading showed progress in RWInc assessments</i> • <i>Evidence in Reading Records demonstrates regular reading with Teacher & TA</i> • <i>Tapestry assessments to February 2020 show progress from baseline.</i> 	<ul style="list-style-type: none"> • Due to lockdown, it is expected that children will enter EYFS lower than in previous years. • Phonics and C&L will be priority areas • Targeting participants for PEEP group worked well and, if possible due to current restrictions, will be replicated or alternative online provision provided.
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<p>All PP pupils have the same opportunities to experience a wide range of activities, including outdoor learning, sport, clubs and visits.</p>	<p>PP pupils will have the opportunity to take part in enrichment activities, family workshops and extra-curricular activities and class trips alongside their peers. PP children to be invited to specific clubs e.g. reading club and maths clubs. Forest School intervention sessions and whole class lessons offers our learners the opportunity to learn in a different environment, a different set of skills, which they're able to transfer in to every day practice. Forest school is led by a highly skilled practitioner (L3) and is supported by a L3 Forest School trainee, who has worked within the school for the past two years.</p>	<ul style="list-style-type: none"> • During pupil conferencing, children spoke positively about enrichment experiences they took part in over the year. Particularly the surfing trip, which the majority of children had never experienced before. Children commented that they like having the opportunity to try new things and many had found something new that they were good at. • Evident through pupil conferencing and through pupil voice through our school reports, children really enjoy forest school with many sharing that it has given them more confidence and knowledge of how to be safe during potentially dangerous activities. Teachers spoke at pupil progress meetings about how forest school had impacted on children's confidence and wellbeing particularly those who participated in the intervention groups. Data for these children suggests that this work had an impact on their academic achievement. 	<ul style="list-style-type: none"> • To further strengthen the links between the mainstream curriculum and forest school, teachers to link up with forest school lead to take more learning outdoors. Building on the positive outlook that children have on this provision. • Target for next year to is plan experiences more closely to current learning. E.g. launch days for topics. Writing about experiences.
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iii. Other approaches			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To meet the emotional needs of PP pupils supporting high levels of engagement with learning and a positive impact on outcomes.	<p>Whole school TIS approach adopted and targeted TIS sessions.</p> <p>Whole class Tis sessions drawn from class snapshots.</p> <p>Forest school whole class sessions and small group interventions providing a holistic learning and development program.</p>	<ul style="list-style-type: none"> • Several members of staff are qualified as TIS practitioners. • Motional assessments for children suggest impact form group and individual TIS sessions as well as Forest School. • 	<ul style="list-style-type: none"> • Use of group TIS activities for majority of intervention particularly in light of COVID. • Motional assessments to compliment PSHE curriculum delivery. • Our curriculum to be emotionally rich to respond to our children's need in light of COVID-19.
<p>Raise aspiration and expectations of pupils and their parents and carers while increasing their engagement and positive experiences of school.</p> <p>Parent support advisor provides a range of services to support families</p>	<p>Visits by adults who have overcome obstacles in their lives to achieve.</p> <p>Every class to carry out a visit to FE college and University of Exeter at Penryn for PP pupils and parents.</p> <p>To run a careers day (8th Oct), where members of the community come in and talk to children and parents about their field of work.</p> <p>Alongside this, we will continue to have regular</p>	<ul style="list-style-type: none"> • Throughout the year, we had increased numbers of families accessing the support of our PSA at the Community Hub. This was highlighted further through lockdown, where the welfare team extensively supported our most vulnerable families. Following lockdown, we had unanimous positive feedback from these families, especially those who have become eligible for PP and subsequent food vouchers during COVID19. 	<ul style="list-style-type: none"> • Logistically, ensuring all pupils were able to make the most of each visitor was difficult due to time restrictions. Next year, we will be having inspirational visitors throughout the year. They will visit each site (when restrictions allow mass gatherings), and individual year groups. • Parent workshops will become more 'learning based' and be led by subject leaders, due to missed learning during lockdown and parents' concern for its long-term impact.

<p>through the use of the Penryn Community Hub.</p>	<p>inspirational assemblies from a variety of people within our community informing our children about their careers and what inspired them to become what they are. These sessions end with a Q&A session.</p> <p>PSA works with families and offers support in a range of areas. Workshops and aspirational events where pupils can attend with their families/parents.</p> <p>Adult education offered through the Community Hub</p>	<ul style="list-style-type: none"> • From our adult engagement and learning opportunities, several members of our community have become volunteers or acquired qualifications. Several members of our community who have accessed these provisions have gone on to gain employment. • Children and adults speak highly of the experience of talking to visitors. The Primary Futures programme had positive feedback and will be looked to develop further next year. 	<ul style="list-style-type: none"> • PSA's involvement in these events will be monitored through a realistic action plan, in light with her being new to post.
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Year 6 Data 2018- 2019

	Reading	Writing	Maths
All pupils	52%	63%	60%
Disadvantaged	47%	63%	57%
Non-disadvantaged	56%	64%	63%

*please note this data includes 5 pupils within the ARB.

Monitoring, through Aspire termly monitoring visits as well as in house monitoring conducted by SLT, evidences that strategies are having impact. This can be seen when talking to children looking at their books and summative assessments.

Pupil Progress of PP Children 2019-Year 6:

Reading 0.81

Writing 1.63

Maths 1.16

All of the above are significantly better than the local authority disadvantaged progress scores.



PUPIL PREMIUM OFFER

Here at Penryn Primary Academy we want to maximise the impact of pupil premium funding to ensure all those in receipt of the funding can achieve to the best of their ability. We have brought together the ways in which a child in receipt of Pupil Premium funding could be supported. If you would like any more information please contact your class teacher or Mrs Hooper and Mr Lee, our PP Champions.

High Quality Teaching and Interventions

- Pupils have access to high quality first wave teaching.
- Pupils will receive targeted interventions as appropriate which could include specialist Forest School, TIS and reading support.
- Pupils will spend time 1:1 with staff discussing their next steps in learning as appropriate.
- Pupils will have access to pre-teach sessions as appropriate .

Raising Aspirations

- Our emotionally rich curriculum offer will inspire a love of learning.
- Throughout the year there will be several assemblies led by inspirational people.
- Visits within our community to identify local opportunities for further education/ training.

Enrichment Activities and Music Tuition

- Free music tuition is available.
- Enrichment activities are available for pupils at different times throughout the year.

Working Together

- Families can work with the school community to develop their understanding of the topics and concepts being taught in school (in particular reading) through 'Parent Workshops'.
- Families have access to half termly workshops where they can take part in different activities together.
- If appropriate pupils will be allocated spaces on the school bus.

Autumn 2020 review

Barrier	Progress made	Next steps
<p>A – EYFS outcomes from low starting points</p>	<ul style="list-style-type: none"> • Current cohort have lowest baseline for last 3 years (see subject report) • Data particularly low in RWM • Possibly due to closure of pre-school provisions • Therefore following actions in place to accelerate progress: <ul style="list-style-type: none"> ○ SLCN training for all early years’ staff to inform S&L intervention in Spring term ○ NELI screening completed ○ KH T4W training ○ Introduction of daily dough-gym (staff completed CPD for this) ○ Teachers leading phonics groups with greatest need ○ Daily T input following WR planning ○ Targeted maths Tapestry observations ○ Indoor and outdoor maths activities – with mastery for maths enhancements throughout the provision. 	<ul style="list-style-type: none"> • Spring interventions for speech and language gaps • SP and CB to receive further S&L CPD 4.1.21. Whole Trust INSET Friday 12th December on communication and language development. • Schema training for all EYFS staff to support with engagement in continuous provision. • Increase parental engagement in Tapestry through fortnightly self-help challenges.
<p>B – Emotional wellbeing of pupils</p>	<ul style="list-style-type: none"> • All pupils have returned to school and attendance is higher than at same point in previous year. • TIS provision is up and running in all year groups except Y2 and Y4 who do not have TIS practitioners in their bubbles. 	<ul style="list-style-type: none"> • Ensure the year groups identified as having the highest need (Y2 and Y4) have appropriate TIS provision in place for Spring Term • Catch up funding being reviewed to support TiS practitioners being released

		for non-contact time to work 1:1, particularly 2 and 4.
C – PP attainment gap	<ul style="list-style-type: none"> • First data drop has been completed and compared to previous year. • There appears to be a loose trend that those pupils lower down in the school (and who therefore have missed a higher % of their schooling) have been impacted the most. • Refocus of meta-cognition to inform T&L – CPD is underpinned by metacognition principles and explicitly linked all training, with practical examples • Same day catch-up/ small group interventions ongoing for focus pupils • Pre-teach has continued even without assemblies • SLT supported staff with TA and identifying vulnerable pupils be included in focus groups • Reintroduction of metacognition with all staff. • Support staff training to support metacognitive strategies in the classroom. 	<ul style="list-style-type: none"> • Y1 – PA and HB visit next steps (see report) • Success criteria CPD – improve use of Success criteria across the curriculum. Focus on breaking learning into manageable chunks that children can use to learn a new skill. (INSET 4.1.21) • Development of whole school approach to children planning their learning: Attack skills to get out of the learning pit. (CPD 18.1.21) • Development of focus/fluid groups (ongoing coaching) • Whole staff CPD (including support staff) on promoting independence in the classroom (CPD 9.2.21)
D – External stakeholder engagement	<ul style="list-style-type: none"> • Parents’ evening take-up with phone consultations positive. In line, or better than last year. • 98% of parents engaged with home learning during Year N/R/1 bubble closure on Tapestry. 	<ul style="list-style-type: none"> • Maintain and build on ongoing parental engagement in Tapestry through fortnightly self-help challenges. • Development of Google Classroom for home learning, utilised during bubble closures.
E – PP attendance	<ul style="list-style-type: none"> • 2020/21 PP pupils attendance so far this year 96% compared to 97.5% for Non-PP pupils. • 2019/20 PP pupils 93.4% compared to non-PP 95.1% • PP attendance + 2.6% • Non-PP attendance + 2.4% 	<ul style="list-style-type: none"> • Continue to build relationships with families. • Maintain improvement in attendance for all families.

DRAFT