

# Pupil premium strategy statement Pennoweth Primary School

## Crofty Multi-Academy Trust 2019-2021

### School overview (2019/20 2020/21)

Metric	Data
School name	Pennoweth Primary School
Pupils in school	310 (339 including Nursery) 314 (326 including Nursery)
Proportion of disadvantaged pupils	46% 48%
Pupil premium allocation this academic year	£173,400 (2019-20) £187,470
Academic year or years covered by statement	2018-21
Publish date	Mar 2020
Review date	April & July (annually)
Statement authorised by	Tamsin Lamb
Pupil premium lead	Cathryn Andrews / Hannah Crewdson
Governor lead	Enid Ghent

### Disadvantaged pupil progress scores for last academic year (2018-19)

Measure	Score
Reading	0.72 <i>Scores not available for the 2019/20 year or 20/21 year due to Covid</i>
Writing	1.14
Maths	1.85

### Disadvantaged pupil performance overview for last academic year (2018-19)

No data available for 2019/20 year. *Data shown in green is in-house assessment data for end of 2020/21 academic year*

Measure	Score
Meeting expected standard at KS2	R - 54%, W - 67%, M - 75% R - 91.7% W - 83.3% M - 79.1%
Achieving high standard at KS2	R - 8%, W - 4%, M - 0% R - 29.2% W - 20.8% M - 33.3%

## Strategy aims for disadvantaged pupils

Pupil premium is allocated to schools for children of statutory school age from low income families who are known to be eligible for free school meals (or have been in the last 6 years), children who are looked after and to children whose parents are currently serving in the armed forces.

Our principles of fund allocation are as follows:

- Ensuring quality first teaching will be at the heart of the school’s strategy. We organise teaching and learning at Pennoweth in order to meet the needs of all children in the best way. As a result we allocate some pupil premium money to make sure that all children have their needs met.
- We ensure that appropriate provision is made for children who belong to vulnerable groups and that social disadvantaged children have their needs adequately assessed and met
- We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals
- We are aware that there are a growing number of families who could be classed as ‘just about managing’ who are not in receipt of pupil premium. We consider this group to be possible disadvantaged.

Measure	Planned Activities (3 year plan)
Priority 1 <b>Communication and language development (incorporating early reading skills)</b>	<ul style="list-style-type: none"> <li>• Provide Read Write Inc training for all staff to ensure that staff are well informed and supported</li> <li>• Develop a Phonics ‘champion’ role within the school to ensure that phonics teaching and learning is continually enhanced</li> <li>• Provide planned and sequential explicit teaching of vocabulary through subject teaching</li> <li>• Provide deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum</li> </ul>
Priority 2 <b>Embedding core mathematics skills for all and enabling mastery</b>	<ul style="list-style-type: none"> <li>• Develop a mastery approach to Mathematics across the school</li> <li>• Provide defined opportunities for development of rapid and accurate arithmetic skills</li> <li>• Provide structured framework to enable children to embed times table knowledge and rapid recall</li> </ul>
Priority 3 <b>Developing opportunities for children to access wider life experiences and enhance mental and physical wellbeing</b>	<ul style="list-style-type: none"> <li>• Provide experiential opportunities to reduce inequalities in cultural capital</li> <li>• Develop a clear delivery programme to support children to develop physical and mental wellbeing</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Poor communication skills on entry to the school delays development of oracy and writing; linking to poor vocabulary development and later start to reading</li> <li>• Low levels of aspiration that children and their families have for themselves to achieve and progress at the highest levels (generically and specifically within Mathematics)</li> <li>• Limited access outside of school to opportunities and experiences that enable the development of cultural capital</li> </ul>
Projected spending	£173,000 (academic year 2019-20)

	<p>(NB: £45,000 spent on additional staffing to enhance quality first teaching provision)</p> <p>£187,000 (academic year 2020-21)</p>
--	---------------------------------------------------------------------------------------------------------------------------------------

**Teaching priorities for current academic year (Priorities carried forward to 2020/21)**

Aim	Target	Target date
<p>Improve attainment in reading ( KS2 outcomes) and progress measures (KS2)</p>	<p>At least 70% of year 6 children attain expected standard in reading in KS2</p> <p>The attainment gap between disadvantaged children (Pennoweth) and non-disadvantaged (national) will be diminished</p> <p>The progress measure for Pennoweth will be improved on 2018/19</p>	<p>Sept 2020 (on publication of relevant data)</p> <p>Lack of data (19/20) – ongoing target</p> <p>No progress measures available. Data is teacher assessed but based on use of SATs papers in June 2021.</p> <p>-94.6% of children reached expected standard in reading</p> <p>-Attainment gap was 4%</p>
<p>Increase the percentage of children attaining the expected level in the year 1 phonics screening check</p> <p>Increase the cumulative percentage of year 2 children attaining the expected level in the phonics screening check</p>	<p>Percentage of year 1 children attaining the expected level in the phonics screen check will be at least in line with national figures (pupil premium children attain at least in line with non-disadvantaged peers)</p> <p>100% of year 2 children (cumulative) will have attained the expected level in the phonics screen check</p>	<p>July 2020</p> <p>Lack of data (19/20) – ongoing target.</p> <p>Screening check for current year 2 children to take place ahead of Christmas 2020</p> <p>Mock screening check (June 2021) resulted in 83% of year 1 children attaining expected level in phonics and 93% cumulative</p>
<p>Improve attainment in maths (KS2 outcomes) and progress measures (KS2)</p>	<p>At least 80% of year 6 children attain expected standard in maths in KS2</p> <p>The attainment gap between</p>	<p>Sept 2020 (on publication of relevant data)</p> <p>Lack of data</p>

	<p>disadvantaged children (Pennoweth) and non-disadvantaged (national) will be diminished</p> <p>The progress measure for Pennoweth will be improved on 2018/19</p>	<p>(19/20) – ongoing target</p> <p>No progress measures available. Data is teacher assessed but based on use of SATs papers in June 2021.</p> <p>83% of children attained age related expectations in maths.</p> <p>The gap was 7.8%</p>
Develop overview programme of all trips/camp experiences that children will encounter during their time at Pennoweth	A published programme of experiences will be in place. Subsidised places will be available where required to ensure all children can benefit	Sept 2020 and on-going Ongoing – Covid restrictions impacting
Build a framework for initiatives that will build children’s physical wellbeing	<p>All children will benefit from free fruit/snacks across the school.</p> <p>A framework will be in place to enable <u>all</u> KS2 children to represent the school in a sporting activity throughout the academic year (to be achieved by end 20/21)</p>	<p>March 2020 Recommencing November 2020 July 2021</p> <p>Ongoing Covid restrictions impacted</p>

#### Targeted academic support for current academic year

Measure	Activity	Impact Jul 20 review	Impact Jul 21
Priority 1 <b>Communication and language development (incorporating early reading skills)</b>	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively	Training undertaken. Programme of development halted by Covid pandemic. Ongoing – to be reviewed in March 2021	Phonics provision is good. Recent audits (external) have highlighted good practice.
	Phonics Champion to be established with effective release time dedicated to enable monitoring, modelling and support staff improvement	Role established. Working closely with the English hub to ascertain impacts (data from Nov 20 catch up screen to inform further actions)	Covid has made it difficult for phonics champion to play full ‘jump in’ role but some elements from door stop observations and

			remote training
	Embed school's approach to the teaching of reading comprehension across KS2 and ensure additional input and support for children who need to make accelerated progress	Complete review of approach to reading has enabled the VIPERS approach to be embedded. Quantitative impacts to be considered through data reviews from Sept 2020 onwards	Reviewed approach to reading is now embedded and reading 'journey' through school (from phonics to VIPERS and use of Accelerated Reader) is having impact as exemplified by outcomes
	Introduce targeted and progressive approach to vocabulary development and use (generic vocabulary and that which is subject specific)	Ongoing	Baseline approach to vocabulary sharing and progression (linked to subjects where applicable) in place. This area requires further development
	Introduce 'power of your words' approach from Sept 2020 ensuring celebration of all children's written work through ongoing display	Introduced Sept 2020	In place Effective measure commented upon by visitors and held in high value by children
Barriers to learning these priorities address	Limited starting vocabulary that children have prior to school Parental engagement that is limited can be enhanced with provision of information around these initiatives / engagement in development of communication Ensuring staff feel confident in the implementation of new approaches / specific schemes that will target these areas	Pastoral team communication during lockdowns has provided a strong basis for ongoing support around wider family issues  Cornerstones curriculum parental leaflets ensure that parents have a good understanding of the learning that is coming up for their child so they can be actively engaged (key vocabulary incorporated within these documents)	
Projected spending	£65,000		

## Targeted academic support for current academic year

Measure	Activity	Impact Jul 20 review	Impact Jul 21
Priority 2 <b>Embedding core mathematics skills for all and enabling mastery</b>	<p>Introduce and embed the use of 'White Rose' maths and 'Third Space Learning' resources to delivery mastery approach to the teaching of maths.</p> <p>Work with the maths hub to provide training, monitoring and follow up support</p>	<p>New Maths lead in place from Sept 20.</p> <p>Clear framework for implementation of White Rose maths</p> <p>Impacts monitored closely from Sept 2020</p>	<p>Staff now confident in delivery of maths and utilisation of the White Rose materials to support provision. Recognition of need to continually develop (within maths leader action plan)</p>
	<p>Establish small group and 1:1 maths interventions for pupils falling behind age-related expectations (with focus upon disadvantaged children) including additional 'clubs' and Easter school for year 6 children as required (additional staffing)</p> <p>Purchase of Power Maths to support with this work</p>	<p>Additional clubs were provided prior to lockdown (year 5/6 booster groups)</p> <p>Much of planned approaches not in place due to Covid lockdown.</p> <p>Review of approach following baseline Sept 2020.</p>	<p>Specific targeted catch up work carried out with small groups (remotely) and 1:1 to ensure best possible provision for those identified to be at risk of falling behind. Interventions effective (as noted via intervention records)</p>
	<p>Introduction of TT rockstars across the school to provide opportunities for children to embed core skills / knowledge in times table recall</p>	<p>Programme implemented pre-lockdown.</p> <p>Plan to reinvigorate approach</p> <p><i>Consideration of adding Mathletics as additional platform</i></p>	<p>Mathletics introduced as additional tool and well utilised / integrated with homework.</p> <p>TT Rockstars to be utilised to support preparation for MTC in 2022.</p>
Barriers to learning these priorities address	<p>Children's confidence and aspiration to grapple with more complex problems in maths</p> <p>Embedding of core key skills (times table knowledge and recollection) as a foundation for further maths learning</p> <p>Ability for children to have specific, targeted and focused small group / 1:1 input to tackle misconceptions or gaps in learning from prior years</p>	<p>The embedding of the White Rose approach throughout the school has resulted in children feeling increasingly confident with maths as the approach is 'known' and familiar.</p> <p>TT Rockstars and Mathletics have proven to be valuable tools in targeted challenge and support to reinforce children's learning (Mathletics challenges tailored to match learning in class)</p>	
Projected	£35,000		

**Wider strategies for current academic year – experiential opportunities and attendance**

Measure	Activity	Impact Jul 20 review	Impact Jul 21
<b>Priority 3</b> <b>Developing opportunities for children to access wider life experiences and enhance mental and physical wellbeing</b>	Embed school’s approach to ensuring camps for all children (3 times during the primary school years)	Majority of camps cancelled due to Covid lockdown Review potential of bookings for 2021 in light of ongoing Corona events	All camps cancelled due to Covid restrictions and lockdowns. Full programme of camps scheduled and booked for 21/22
	Creating and embedding experiential opportunities to develop a sense of cultural capital through regular trips (in addition to camps)	Pennoeth promises approach outlined to provide defined experiences to children. Consideration given of delivery in current times / ongoing review	Not carried out due to Covid. Plans remain to consider this in regard to school’s wellbeing programme in 21/22
	Developing an approach to the curriculum that provides immersion within subjects for children	Foundation subjects approach defined – data collection to commence Sept 2020	‘Mini expert’ approach to curriculum has been positive. Some areas for development regarding gaps created by Covid and less extensive curriculum in previous years
	Active participation in community traditions (local festivals, parades etc)	Participation in St Piran’s parade (Redruth) Mar 20 ahead of lockdown. Ongoing approach	Ongoing. Community traditions cancelled due to Covid
<b>Additional focus:</b> <b>Ensuring that attendance for disadvantaged children is in line with that of national figures</b>	Continued focused tracking of attendance levels to ensure rapid response to lower attending children. Provision of attendance review meetings for children with flagged low attendance Consideration of ‘reward’ programme for attendance levels	Ongoing – attendance levels significantly impacted by Covid. Review of approaches by end Oct 2020	Reinvigoration of strong framework for approach to attendance since June 2021 with planned rapid follow up of low attendance concerns from Sept 21 if improvements not seen
<b>Barriers to learning these priorities address</b>	Improving readiness to learn for the most disadvantaged pupils Structured and targeted approach to building cultural capital for all pupils and particularly	Readiness to learn following return from Covid lockdowns has been supported through the use of ‘Culture of the Heart’ materials to support children’s wellbeing	

	those that are the most disadvantaged Ensuring a sense of belonging to the local area and community and pride in their heritage	and engender a supportive framework to discuss feelings and emotions and to promote affirmative statements to each other  Building of cultural capital is aided through the engaging and ambitious curriculum within school	
Projected spending	£25,000		

#### Implementation: key challenges and mitigating actions

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders & HLTA
Targeted support	Ensuring enough time for school phonics, English & maths leaders to support small groups and monitor T&L	Leaders have planned protected time to model, monitor and review impact
Wider strategies	Engaging the families facing most challenges	Working closely with the EWO & other local MAT schools on common strategies Strong pastoral support team who build links with families and support widely

#### Review: Aims and outcomes (2019-20)

Aim	Outcome
Progress & attainment in reading and writing	N/A no results
Progress & attainment in mathematics	N/A no results
Phonics	N/A no results
Other	N/A no results

#### Review: Aims and outcomes (2020-21)

Aim	Outcome
Progress & attainment in reading and writing	Attainment only (teacher assessed, no SATs) Reading 91.7% Writing 83.3%
Progress & attainment in mathematics	Attainment only (teacher assessed, no SATs) Maths 79.1%
Phonics	76% (compared to 91% for children not in receipt of pupil premium)



