

Pupil premium strategy statement

1. Summary information					
School	Penryn Primary Academy				
Academic Year	2018/2019	Total PP budget	£189,954.58	Date of most recent PP Review	Jul 18
Total number of pupils	TBC Sep 2018	Number of pupils eligible for PP	122 (not including 2018 Year R)	Date for next internal review of this strategy	April 2019

2. Current attainment

	% Y6 pupils eligible for PP (11 pupils) SATs data:	All pupils
% achieving ARE in reading, writing and maths	50% (36% 2016-2017)	47%
Attainment for PP children in reading	73% (non-disadvantaged 56%)	62%
Attainment for PP children in writing	77% (non-disadvantaged 69%)	72%
Attainment for PP children in maths	55% (non-disadvantaged 58%)	57%

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

Subject	2016 (39)	2017	2018
Reading	38%	42%	73%
Writing	60%	62%	77%
Maths	20%	52%	55%
RWM combined	15%	36%	50%

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	A significant number of children enter EYFS with below age-related expectations, especially in language & communication.	
B.	Children, including those in care and under SGO, with high levels of emotional needs which need to be met before they can fully engage in learning.	
C.	Lack of learning independence (learning behaviours, metacognitive strategies), especially in boys.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	The impact of family challenges including: domestic abuse, substance abuse and parents who experience mental health challenges on children's emotional well-being and learning.	
E.	The high level of learning needs and low aspiration and expectations from stakeholders. Linked to this, is parents' engagement with improving their child's attendance.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Continue to develop speaking and language skills through targeted support through speaking and listening interventions (including participation in the NELI and PEEP study) to impact positively on reading and writing.</p> <p>PP pupils engage in optional homework grids to encourage the development of speaking and language skills at home.</p>	<p>Pupils show improved speaking and listening skills in class and reflected in EYFS data, tracked through Tapestry.</p> <p>All pupils make rapid progress in speaking and listening, resulting in higher than National average data for language and communication.</p>

<p>B.</p>	<p>Children’s emotional needs will have been supported through whole school TIS approach, TIS assessments to inform TIS (Trauma Informed Schools) 1:1 targeted interventions for individual pupils, breakfast 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. All of the above have direct links with more formalised/ academic learning approaches, which will improve children’s outcomes.</p>	<p>Children will be improved with 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>Increase in pupils’ learning independence particularly in boys. Staff will continue to implement strategies that support pupils to develop learning independence and increased resilience. All staff will implement metacognition training into their standard daily practice. Termly staff meetings reviewing and sharing best metacognitive practice will take place. These outcomes will be monitored through pupil voice, including child survey, and through termly pupil progress meetings between class teachers and KS leaders.</p>	<p>Children will feel that they are ‘in charge’ of their learning and are proactive in challenging themselves to aim high.</p>
<p>D.</p>	<p>Increase parental engagement within school alongside their and their child’s aspirations for their 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>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.</p>
<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 children’s attendance is below 88% will received correspondence from our Education Welfare Officer and this could lead to prosecution.</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>

5. Planned expenditure					
Academic year		2018/19 £188,860 allocated			
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	How will you ensure it is implemented well?	Staff lead	When will you review
All pupils access quality first teaching	Appropriate training for all staff.	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.	Learning walks/observations. Termly book scrutiny. Pupil progress meetings. Performance management.	Head of School and PP Leader	Reviewed during learning walks and termly mentoring.
Pupils will use a toolkit to scaffold their learning journey and increase their learning independence	Metacognitive approach to learning embedded across the curriculum - I do, you do, we do.	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 Sutton Trust: Metacognitive and self-regulation +7 months		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	1:1, 1:2 and small group tuition Fortnightly mentoring sessions with teachers to identify small, specific learning targets to work towards over the following two weeks.	Research (EEF) evidences high quality one to one support that is purposeful and focused has a high impact on raising attainment. Sutton Trust: Feedback +8 months Sutton Trust: One to one tuition +5 months	Ensuring KS leaders and year group teachers have ownership of the sessions. Regular feedback between adults delivering the support and class teachers Regular collection of intervention records and impact.	SLT KS leaders Teachers and HLTAs/TAs to implement	Mid-term review February half term. End of sessions -assess impact on pupil outcomes using 2018 data.
Pupils who enter EYFS at below age related expectations, especially in language & communication are well supported to make accelerated progress.	Small group intervention. NELI and PEEP studies. Time to talk sessions. Basic concept groups.	Research and the Preparing for Literacy report (EEF) shows a positive impact from implementing early oral language programs, especially the Nuffield Early Literacy Intervention. NELI Sutton Trust: Oral language interventions +5 months Sutton Trust: Early Years Intervention +5 months	CB to monitor provision. Sessions will be delivered by a highly skilled practitioner, SL, and feedback will be passed onto CB through intervention records and conversations.	CB and EYFS staff	Assessment before intervention and at end of interventions. Parental feedback from PEEP study, both pre and post intervention.

<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.</p> <p>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> <p>Pupils will be provided with opportunities to find out about a wide variety of careers (links to page 8 raising aspirations).</p>	<p>To ensure that PP pupils have the same chances in life, we need to ensure that they have a love of school and learning and that they experience a wide range of activities. This is aimed at finding activities that they can take pride in, excel at and develop a sense of achievement.</p> <p>Forest school will encourage pupils to take supported risks appropriate to the environment and to themselves and will build on an individual's innate motivation, positive attitudes and/or interests.</p> <p>Sutton trust: Collaborative Learning +5 months</p> <p>Sutton Trust: Enrichment</p> <p>Forest School Principles</p>	<p>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. Pupil questionnaires will take place before and after enrichment activities to measure impact.</p> <p>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 Lead.</p>	<p>End of each term and during forest school sessions.</p>
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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?
<p>To meet the emotional needs of PP pupils supporting high levels of engagement with learning and a positive impact on outcomes.</p>	<p>Whole school TIS approach adopted and targeted TIS sessions.</p> <p>Breakfast nurture group to support emotional wellbeing and engagement with learning for identified pupils.</p> <p>Forest school whole class sessions and small group interventions providing a holistic learning and development program.</p>	<p>TIS is recognised as an effective tool supporting emotional resilience which is a skill that disadvantaged pupils can need to develop further.</p> <p>Sutton Trust: Behaviour Interventions +3 months Sutton Trust: Social and emotional learning +4 months Breakfast Clubs</p>	<p>Ensure all pupils needing emotional support are identified.</p> <p>Seek feedback from pupils, parents and staff to gauge impact.</p> <p>TIS assessments will show improvements in children’s emotional stability and needs. Class screening will take place termly.</p>	<p>TIS All staff in class.</p> <p>Targeted intervention: KH JB</p> <p>FS FS lead WM Apprentice LC</p>	<p>Mid-year, through pupil progress meetings, using termly assessments.</p>
	<p>Forest school sessions aim to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners</p> <p>Forest School Research Forest School Principles – Principle 3 Sutton Trust: Outdoor adventure learning +4 months</p>	<p>Every pupil will have a forest school journal in which their learning will be recorded.</p> <p>Regular meetings with forest school lead to identify particular pupils, the provision they receive and the impact of this.</p> <p>Seek feedback from pupils, parents and staff to gauge impact</p>			

<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 through the use of the Penryn Community Hub.</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 afternoon, where members of the community come in and talk to children and parents about their field of work. Alongside this, 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.</p> <p>Workshops and aspirational events where pupils can attend with their families/parents.</p>	<p>Through raising the aspirations of parents and pupils, and increasing parents positive experiences of school we hope to improve parent and guardians involvement with school and raise pupils 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>Feedback from parents and carers.</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>All staff, EM JH to lead.</p> <p>KM to run Penryn Community Hub.</p>	<p>Mid -year</p>
Total budgeted cost					See section 7

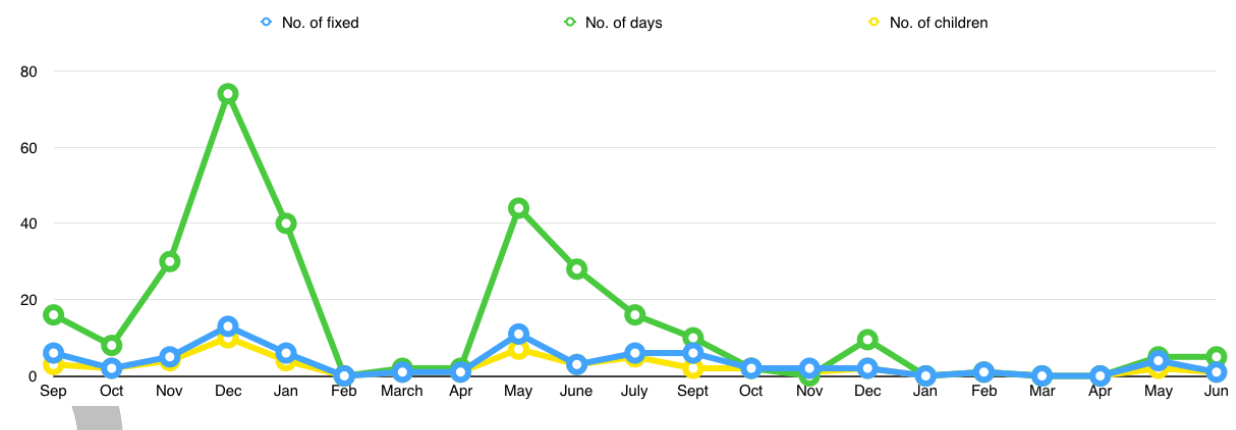
6. Review of expenditure			
Previous Academic Year		2018-2019 £ 211,780.00 allocated	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
All pupils access quality first teaching	Appropriate training for all staff.	Evidence from learning walks and monitoring visits show that the quality of teaching in school is good or better. Pupils' engagement in learning has improved which is also evident through monitoring visits and learning walks. Staff have received training in differentiation and more recently, metacognition which is used to support teaching and learning across the curriculum. <i>The year 6 results data shows disadvantaged pupils outperforming all pupils in writing and reading (see section 7)</i>	Due to the success of our PP children, we will be continuing with this approach next year. Over the past year we have developed our monitoring systems for pupils receiving pupil premium funding to include specific PP book scrutiny's and learning walks. Interventions were proven to be working effectively when running. These will continue into next year and more in-depth records of intervention impact will be collected to evidence these.
Staff model growth mind-set and pupils use growth mind-set language.	Whole school growth mind-set culture embedded.	Pupils growth mind-set approach to learning embedded throughout school. Pupil conferencing has highlighted this as pupils have been able to talk about how they approach their learning and why. We have a growth mind-set award every week in assembly in KS2.	Due to the success of our PP children, we will be continuing with this approach next year, continuing to embed the current successful practice. We will also be introducing virtues of the week.

ii. Targeted support			
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)
PP pupils receive high quality, purposeful, focused support	1:1, 1:2 and small group tuition	A range of interventions ran throughout the last year, targeting individuals and groups. However, the main focus has been on teacher's delivery, ensuring high-quality, first-wave teaching and our number one intervention priority. Year 6 results data shows disadvantaged pupils outperforming all pupils in writing and reading.	We will be continuing with 1:1 and small group interventions and further developing this to include 1:1 mentoring for every child in receipt of PP funding. This will be led by class teachers, who will provide all PP pupils will have smart, measurable targets to work towards every two weeks.
Pupils who enter EYFS at below age-related expectations, especially in language & communication are well supported to make accelerated progress.	Small group intervention	EYFS data shows an improvement in all data areas from the last year. Significant improvements in reading and writing.	As we were a control group for the NELI project, next year we will be able to see the definitive difference when following it.

<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 activities outside the classroom on both class trips and extra curricula activities.</p>	<p>Pupils in receipt of PP funding, and others in school, have had the opportunity to take part in outdoor learning, sports activities, extra curricula activities and many others. A recent surf trip for years 5 and 6 highlighted the positive impact these activities have had on pupils confidence and self-esteem. The impact of pupils taking part in forest school sessions has also been positive with many pupils commenting on the enjoyment they receive from taking part and a visible impact on engagement for particular</p>	<p>Written feedback records from family workshops and events e.g. careers day. A program of enrichment and other activities will be planned in advance for next year and build on a range of skills to include social and emotional development, team building and communication. All of these areas have been identified as difficulties in our school barriers.</p>
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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)
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<p>To meet the emotional needs of PP pupils; supporting high levels of engagement with learning and a positive impact on outcomes.</p>	<p>Whole school and targeted Thrive.</p>	 <p>practitioners' action plans). Next step is to include all class teachers in the process: assessment, tracking and interventions. This will be done through the use of Motional and whole class assessments. Teachers will be given time in our CPD calendar to do this. TiS has had an impact and this can further be seen in our end of KS2 data.</p>	<p>Exclusions of all children have dramatically decreased. Children's TiS data from action plans show improvement (See TiS</p>
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	<p>Breakfast Club to support emotional wellbeing and engagement with learning for identified pupils.</p>	<p>Breakfast club was offered to 9 targeted children to come for a positive start to the day. The rationale for selection was a range and parents commented how it helped get their children to school and provide them with a positive start to the day.</p>	<p>Some parents didn't engage and children didn't start their day with a breakfast and positivity. Therefore, the decision was made to increase our 'Toast club' provision, which we trialled at KS2, whereby we support 8 children at KS2 and 6 at KS1 every morning towards the end of their first session. This is based on the nurture group principle of food and has been a success with children's engagement within lessons.</p>
<p>Raise aspiration and expectations of pupils and parents and carers of PP pupils.</p>	<p>Visits by adults who have overcome obstacles in their lives to achieve. Visit to FE college and University of Exeter at Penryn for PP pupils and parents</p>	<p>Aspirational people have been into school to run assemblies and we will be developing our links with colleges and Falmouth/Exeter University next year to further raise aspirational expectations. Feedback from pupils following assemblies has been great.</p> <p>Families have been joining us for after school craft workshops. These have been very successful but we would like to encourage more PP families to join.</p>	<p>We will be continuing to offer aspirational activities and visits for pupils and their families over the following year. These will include visits to further educational facilities and places of work.</p>

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

Year 6 Data 2017- 2018

	Reading	Writing	Maths	RWM
All pupils	62%	72%	57%	47%
Disadvantaged	73%	77%	55%	50%

Expenditure 2018-2019

Role	Allocate to Pupil Premium	
Pupil Premium Co-ordinator	£	9,480.00
SENCO	£	10,740.00
Teachers	£	24,052.80
Safeguarding Deputy	£	9,726.00
Parent Support Advisor	£	10,915.50
TIS	£	25,692.28
Forest School	£	28,407.20
Interventions	£	35,000.00
Admin	£	2,206.80
HLTA Cover	£	22,880.00
Staffing	£	179,100.58
Professional Services - EWO	£	2,854.00
Resources and Enrichments	£	5,000.00
RWI	£	2,000.00
Training and CPD	£	1,000.00
Non Staffing	£	10,854.00
TOTAL	£	189,954.58



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 all of the ways in which a child in receipt of Pupil Premium funding could be supported. If you would like any more information please contact our PP Champion.

High Quality Teaching and Interventions

- Pupils have access to high quality first wave teaching.
- Pupils will receive targeted interventions as appropriate including Forest School and TIS .
- Pupils will have termly targets which reflect their learning and/or social and emotional needs.
- Pupils will have access to a learning mentor.

Raising Aspirations

- Pupils will have access to a careers event which they can attend with family.
- Pupils will have the opportunity to take part in aspirational day visits with family members to places of employment linked to the careers day.
- Throughout the year there will be several assemblies led by aspirational people.

Enrichment Activities and Music Tuition

- Free music tuition is available.
- Enrichment activities are available for pupils. They can choose their 1st and 2nd choice from a list provided in the autumn term. All activities will build on specific skills.

Working Together

- Families can work together to take part in the termly homework grid and celebration afternoon.
- Families have access to half termly workshops where they can take part in different activities together.



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