

# Pupil premium strategy statement Pencoys Primary School

Crofty Multi-Academy Trust 2019-2021

Reviewed July 2021

## School overview

Metric	Data
School name	Pencoys Primary School
Pupils in school	196
Proportion of disadvantaged pupils	23%
Pupil premium allocation this academic year	£61404
Academic year or years covered by statement	2018-21
Publish date	23rd March 2020
Review date	April & July (annually)
Statement authorised by	
Pupil premium lead	Alex Craig / Mike Buck
Governor lead	

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

Measure	Score
Reading	<b>-4.41</b>
Writing	<b>0.03</b>
Maths	<b>-2.01</b>

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

TA 2020-21

Measure	Score
Meeting expected standard at KS2	R - 63%, W - 88%, M - 63% R - 56% W - 44% M - 44%
Achieving high standard at KS2	R - 0%, W - 0%, M - 0% R - 22% W - 0% M - 11%

## Strategy aims for disadvantaged pupils

Quality first teaching will be at the heart of the school's strategy

Priority	Measure
Priority 1 - Reading	<ul style="list-style-type: none"> <li>● Ensure all disadvantage pupils achieve ARE in <b>reading</b></li> <li>● Ensure all disadvantage pupils achieve expected outcomes in the <b>phonics</b> check at the end of Yr1 retakes in Yr2</li> <li>● Provide deliberate, explicit and systematic teaching of <b>reading</b> across phases and throughout the curriculum to equip pupils with the skills they need for a meaningful future</li> <li>● Reduce the gap between disadvantage and non-disadvantage by improving pupil's <b>vocabulary</b> through sequential teaching</li> </ul>
Priority 2 - Mathematics	<ul style="list-style-type: none"> <li>● Ensure all disadvantage pupils achieve ARE in <b>mathematics</b> through mastery teaching</li> <li>● Increase % of disadvantaged pupils achieving GDS in mathematics</li> <li>● Develop a maths mastery approach in EYFS</li> </ul>
Priority 3 – Limited life experiences  Attendance	<ul style="list-style-type: none"> <li>● Develop improved <b>metacognition</b> to become better learners</li> <li>● Provide <b>experiential opportunities</b> to reduce inequalities – narrow the achievement gap and social inequality through early childhood experiences</li> <li>● Provide challenge &amp; support to disadvantage families whose <b>attendance</b> is poor and persistent absence is high</li> </ul>
<b>Barriers to learning these priorities address</b>	<p>Better use of evidence-based whole-class teaching interventions</p> <p>Limited life experiences</p> <p>Poor attendance/Low parental engagement</p> <p>Low levels of oracy</p> <p>Limited vocabulary</p> <p>Successful implementation of new initiatives</p>
Projected spending	£61404

### Teaching priorities for current academic year

Aim	Target	Target date
Raise the attainment and increase progress in Reading	Achieve national attainment Achieve/exceed average progress scores KS2 Reading	Sept '20/21
Raise the attainment and increase progress in Writing	Achieve national attainment Achieve/exceed average progress scores KS2 Writing	Sept '20/21

Raise the attainment and increase progress in Mathematics	Achieve national attainment Achieve/exceed average progress scores in KS2 mathematics	Sept '20/21
Phonics	Achieve/exceed national average expected standard in PSC	Sept '20/21
Other	Improve attendance of disadvantaged pupils to national average (96%)	Sept '20/21
	Improve life experiences by developing cultural capital	On-going

### Targeted academic support for current academic year – all disadvantage pupils reach expected standard in reading

Priority	Activity	Impact April review
Priority 1 - Reading	<p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the RWI phonics scheme effectively</p> <p>English Leader to monitor, model and support staff improvement</p>	<p>What is the standard of delivery?</p> <p>1. Monitoring of RWI from Phonics lead and outside agency shows that the RWI scheme has been adopted well and that teaching is of a good standard. Dramatic increase in progress of PSC (13% Sep -60% June) and pupils matched to books based on ability.</p> <p>2. Covid 19 has hindered leaders' ability to spend time in classrooms monitoring and modelling to support staff. Despite this, book scrutiny conducted by SLT has shown that the quality of writing in all year groups is of a good standard.</p>

		Are children making enough progress?
	<p>Ensure teachers have the relevant support and resources to teach reading effectively across the school</p> <p>A whole class reading approach ensures all children have access to high quality texts that will deepen their understanding.</p> <p>Ensure there are repetitive language opportunities – every interaction is an intervention.</p> <p>Promote and raise the profile of reading across the school.</p> <p>Cross curricular reading opportunities give reading a purpose and allow for a greater variety of texts.</p> <p>A half termly poetry focus allows wider reading opportunities.</p>	<p>How has the monitoring and feedback impacted on levels of reading?</p> <p>3. All classes have purchased whole class sets of reading books. These are all of an aspirational standard for the children’s age. Pupil conferencing shows that the children enjoy their class texts.</p> <p>75% made EXS+ progress with 38% making better than expected progress.</p> <p>4. Covid 19 has hindered leaders’ ability to spend time in classrooms monitoring.</p> <p>5. Whole school activities such as creating a real-life book cover, teachers sharing videos of themselves reading to the school and holiday reading challenges undoubtedly improved the profile of reading across the school and with the parental community.</p> <p>20/21 Y6 PP Pupils 22% GDS 56% EXP+</p>

		<p>Is there an increase in the % of pupils reading at home?</p> <p>Books are sent home regularly in all year groups and monitored by CTs. Use of online books (Epic) was encouraged especially when books were not sent due to Covid.</p>
	<p>Ensure all staff receive high quality CPD to teach reading increasingly effectively</p> <p>Vocabulary across the day, across the curriculum</p> <p>Implement Reading Doctor and Rapid Reader intervention across KS2 for disadvantage pupils</p>	<p>What is the standard of teaching in reading?</p> <p>CPD focus on reading has improved consistency of teaching (VIPERS) and broad range of text types. Reading Doctor is used to support chdn with gaps. Nesy implemented spring term for more robust reading and spelling intervention.</p> <p>What is the impact of additional intervention?</p>
	Provide high quality feedback	
<b>Barriers to learning these priorities address</b>	<p>Low levels of oracy</p> <p>Limited vocabulary</p> <p>Poor attendance/Low parental engagement</p> <p>Ensuring staff use evidence-based highly focused whole-class teaching – improve the quality of reading instruction</p> <p>Implementation of 1:1 or group intervention is timely, targeted and measured</p>	<p>How does the school compare to its comparators</p> <p>‘Families of Schools’ EEF, in reading &amp; writing?</p>
<b>Projected spending</b>	£20,000	

**Targeted academic support for current academic year – all disadvantage reach ARE in mathematics**

Priority	Activity	Impact April review
<p><b>Priority 2 - Mathematics</b></p>	<p>Quality first teaching &amp; pre/post teach for some</p> <p>Provide high quality feedback</p> <p>Work with the maths hub and engage in EYFS research project and Embedding Mastery Work Groups.</p> <p>A small steps approach will enable all children to learn, grapple, progress and be successful every lesson.</p> <p>Times Tables Rock Stars, Numbots and Sum Dog to improve number fluency.</p> <p>Track and monitor levels of fluency across the school in order to provide timely interventions when needed.</p> <p>Parent friendly calculation policy created and to be shared with parents to help them support their children.</p>	<p>What is the standard of teaching in maths?</p> <p>8. SLT Book scrutiny shows that children benefit from TAs taking small group to pre/post teach challenging areas.</p> <p>9. Positive EYFS (GLD)</p> <p>2018 62%</p> <p>2019 72%</p> <p>2021 80%</p> <p>10. Children on average answered 1329 maths questions outside of school time using Sumdog during the year. And progressed 1.74 years with their Sumdog fluency.</p> <p>11. 99 Club tracker has been used to monitor progress. See document.</p> <p>12. See Maths Intervention tracker.</p> <p>Book scrutiny in maths show that teaching and progress are good in all classes.</p> <p>What is the impact of additional intervention?</p>

		<p>See maths intervention tracker.</p> <p>20/21 Y6 PP Pupils 11% GDS 44% EXP+</p> <p>Embedding Mastery Work Groups have continued online.</p> <p>Small group maths interventions are being used to help children that have missed learning during the year.</p> <p>Maths lesson planning has been adjusted to prioritise key learning.</p>
	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations Y1 - Y6.	<p>What is the impact of additional intervention?</p> <p>See Intervention tracker</p>
<b>Barriers to learning these priorities address</b>	<p>Poor attendance</p> <p>Parental engagement with fluency practice.</p> <p>Low level experience</p> <p>Readiness to learn</p> <p>Provide catch-up in mathematics</p>	How does the school compare to its comparators 'Families of Schools' EEF, in mathematics?
<b>Projected spending</b>	£20,000	

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

Priority	Activity	Impact April review
<b>Priority 3 – Limited life experiences</b>	<p>Creating and embedding experiential opportunities to develop a sense of cultural capital</p> <p>Half termly Topic Launch Day.</p>	Pupil conferencing outcomes?

	<p>A wide variety of High-quality texts chosen to broaden the children's understanding of the world.</p> <p>Develops a global curriculum which nurtures a sense of place and purpose in the world they live.</p> <p>Ensuring 100% participation from PP children for trips, visits and sporting opportunities.</p> <p>Visitors and 'remote' speakers give children opportunities to develop an understanding outside of their local community.</p> <p>Visits &amp; residentials</p> <p>Discovery Education PSHE lessons helps to develop the children holistically.</p> <p>Participate in community traditions</p> <p>Work with teachers to review/deepen their understanding of metacognition and implement strategies with learners</p>	<p>13. Pupils were able to demonstrate a sound understanding of chronology in history and world knowledge in geography as shown in curriculum pupil conferencing.</p> <p>14/15. Year 6 camp has been organised and is able to go ahead. 100% of PP children are attending after intervention and support. All other residentials, trips and sporting events were cancelled.</p> <p>16. AC delivering metacognition assemblies and teachers promoting using class dojo resources, in order to help children deepen their understanding of their learning. This has resulted in the children being able to discuss what it means to be a resilient, resourceful, responsive and reflective learner.</p> <p>17/19/20. Attendance has improved over the last three years for pp chn. An obvious and expected dip during 19/20 due to covid. Both attendance for PP has increased as well as the difference</p>
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		<p>between PP and nonPP decreasing.</p> <p><b><u>18/19</u></b>  Non PP - 96.11  PP – 94.96  Diff – 1.15</p> <p><b><u>19/20</u></b>  Non PP – 89.58  PP – 88.25  Diff – 1.33</p> <p><b><u>20/21</u></b>  Non PP – 96.53  PP – 95.54  Diff – 0.99</p> <p>Readiness &amp; motivation to learn?</p> <p>Quality of work?</p> <p>Ability to draw on knowledge learnt?</p> <p>Disrupted due to school closures. However, topic launches have continued in school.</p> <p>Discovery education has been rolled out across the school.</p>
<p><b>Priority 3- Attendance</b></p>	<p>Sharing a Trust-wide strategy to target families with poor attendance. Further challenge those with acute need by working closely with the EWO</p> <p>Pastoral leader and PPG Leader regularly monitoring attendance and behaviour.</p>	<p>What is the measurable impact of attendance strategies?</p> <p>Do pupils have strategies for learning and use them?</p>

	<p>Tiered approach targets children with below 93% attendance. 4 varying letters are sent at differing levels. Parents attend clinics to support in overcoming barriers.</p> <p>Half termly 100% certificates and Weekly Class Attendance prize celebrate good attendance.</p> <p>Persistent lateness targeted and addressed using reward charts.</p>	Laptops and internet provided to children during lockdown to facilitate home learning.
<b>Barriers to learning these priorities address</b>	Improving attendance and readiness to learn for the most disadvantaged pupils	
<b>Projected spending</b>	£2000 £ enrichment	

## Monitoring and Implementation

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 HLTAs.
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

## Review: last year's aims and outcomes (2019-20)

Aim	Outcome
Progress & attainment in reading and writing	
Progress & attainment in mathematics	
Phonics	
Other	
What has been most successful this year?	What has been least successful/what will you stop?

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**Review: last year's aims and outcomes (2020-21)**

Aim	Outcome
<p>Progress &amp; attainment in reading and writing</p> <p>Achieve national attainment Achieve/exceed average progress scores KS2 Reading</p> <p>Achieve national attainment Achieve/exceed average progress scores KS2 Writing</p>	<p><b><u>Attainment:</u></b> % of chdn entitled to PPG reaching at or higher at KS2 (9 chdn)</p> <p><b>Teacher Assessment due to Covid-19</b></p> <p><b><u>Reading:</u></b> EXS+: 56% GDS: 22%</p> <p><b><u>Writing:</u></b> EXS+: 44% GDS: 0%</p> <p><b><u>Progress EXS+:</u></b> R: 77% W: 89%</p>
<p>Progress &amp; attainment in mathematics</p>	<p><b><u>Attainment:</u></b></p> <p><b><u>Maths:</u></b> EXS+: 44% GDS: 11%</p> <p><b><u>Progress EXS+:</u> 67%</b></p>
<p>Phonics</p> <p>Achieve/exceed national average expected standard in PSC</p>	<p><b><u>PSC:</u></b></p> <p><b><u>Y2 Retake:</u></b> Y2 2020-2021: 78% (National 2019 Y2 WA 91%)</p>
<p>Other</p> <p>Improve attendance of disadvantaged pupils to national average (96%)</p> <p>Improve life experiences by developing cultural capital</p>	<p>Disruptions due to Covid-19</p> <p>Whole School average 2020-2021: 96%</p> <p>PP Average 202-2021: 96%</p> <p>Despite lockdown, cultural capital remained a focus. See mapping of enrichment activities for all pupils – website &gt; Curriculum.</p>

<b><u>What has been most successful this year?</u></b>	<b><u>What has been least successful/what will you stop?</u></b>
<p>Use of Progress Tracker doc and meetings to monitor all pupil groups.</p> <p>Engagement of PPG chdn during lockdown.</p> <p>Thorough processes to target attendance.</p>	<p>Disruptions due to Covid-19.</p> <p>Sharper focus on PP chdn throughout the year to monitor attainment and progress. PP Lead given assessment info and work with SLT to identify needs early on and measure impact.</p> <p>Adopt MAT-wide approach to attendance.</p>