

Pupil premium strategy statement Pencoys Primary School

Crofty Multi-Academy Trust 2019-2021

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	-4.41
Writing	0.03
Maths	-2.01

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

Measure	Score
Meeting expected standard at KS2	R - 63%, W - 88%, M – 63%
Achieving high standard at KS2	R - 0 %, W - 0 %, M – 0%

Strategy aims for disadvantaged pupils

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

Priority	Measure
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Priority 1 - Reading	<ul style="list-style-type: none"> ● Ensure all disadvantage pupils achieve ARE in reading ● Ensure all disadvantage pupils achieve expected outcomes in the phonics check at the end of Yr1 retakes in Yr2 ● Provide deliberate, explicit and systematic teaching of reading across phases and throughout the curriculum to equip pupils with the skills they need for a meaningful future ● Reduce the gap between disadvantage and non-disadvantage by improving pupil's vocabulary through sequential teaching
Priority 2 - Mathematics	<ul style="list-style-type: none"> ● Ensure all disadvantage pupils achieve ARE in mathematics through mastery teaching ● Increase % of disadvantaged pupils achieving GDS in mathematics ● Develop a maths mastery approach in EYFS
Priority 3 – Limited life experiences Attendance	<ul style="list-style-type: none"> ● Develop improved metacognition to become better learners ● Provide experiential opportunities to reduce inequalities – narrow the achievement gap and social inequality through early childhood experiences ● Provide challenge & support to disadvantage families whose attendance is poor and persistent absence is high
Barriers to learning these priorities address	<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	Achieve national attainment	Sept '20/21

progress in Mathematics	Achieve/exceed average progress scores in KS2 mathematics	
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	Ensure all relevant staff (including new staff) have received paid-for training to deliver the RWI phonics scheme effectively	What is the standard of delivery?
	English Leader to monitor, model and support staff improvement	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>Is there an increase in the % of pupils reading at home?</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>What is the impact of additional intervention?</p>
	Provide high quality feedback	
Barriers to learning these	<p>Low levels of oracy</p> <p>Limited vocabulary</p>	How does the school compare to its

priorities address	Poor attendance/Low parental engagement Ensuring staff use evidence-based highly focused whole-class teaching – improve the quality of reading instruction Implementation of 1:1 or group intervention is timely, targeted and measured	comparators 'Families of Schools' EEF, in reading & writing?
Projected spending	£20,000	

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

Priority	Activity	Impact April review
Priority 2 - Mathematics	<p>Quality first teaching & 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>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>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.	What is the impact of additional intervention?
Barriers to learning these	Poor attendance	How does the school compare to its

priorities address	Parental engagement with fluency practice. Low level experience Readiness to learn Provide catch-up in mathematics	comparators 'Families of Schools' EEF, in mathematics?
Projected spending	£20,000	

Wider strategies for current academic year – experiential opportunities and attendance

Priority	Activity	Impact April review
Priority 3 – Limited life experiences	<p>Creating and embedding experiential opportunities to develop a sense of cultural capital</p> <p>Half termly Topic Launch Day.</p> <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 & 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>Pupil conferencing outcomes?</p> <p>Readiness & 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>Year 6 camp has been organised and is able to go ahead. 100% of PP children are attending after intervention and support.</p> <p>AC delivering metacognition assemblies and teachers promoting using class dojo resources, in order to help children deepen</p>

		their understanding of their learning.
Priority 3- Attendance	<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>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>	<p>What is the measurable impact of attendance strategies?</p> <p>Do pupils have strategies for learning and use them?</p> <p>Laptops and internet provided to children during lockdown to facilitate home learning.</p>
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils	
Projected spending	<p>£2000</p> <p>£ enrichment</p>	

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?

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

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Phonics	
Other	
What has been most successful this year?	What has been least successful/what will you stop?