

# Pencoys School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Pencoys Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	24.8
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 22 2022 – 23 2023 - 24
Date this statement was published	November 2021
Date on which it will be reviewed	March 2022 (Sept and March reviews each year)
Statement authorised by	Alex Craig
Pupil premium lead	Mike Buck
Governor / Trustee lead	Eugene Clemence

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,835
Recovery premium funding allocation this academic year	£7,105 + £5,467 (NTP)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£82,407

# Part A: Pupil premium strategy plan

## Statement of intent

Our key objectives are to raise the attainment for those in receipt of pupil premium funding and continue to diminish the difference between themselves and their peers. We are committed to ensuring that children within all pupil groups achieve their full potential, regardless of their background or disadvantage. We aim that all disadvantaged pupils at Pencoys Primary School will make the required rates of progress in order to reach Age Related Expectation or Greater Depth at the end of Year 6.

As a school we ensure that:

- There is a clear focus on Quality First Teaching.
- Staff are aware of children and their needs.
- The progress of children in receipt of pupil premium are carefully tracked.
- Learning gaps are identified and addressed.
- All staff have consistently high expectations of every child.
- Employ an ethos where we recognise the ‘whole’ child and their lived experience, recognising the importance of social and emotional support.

Our considerations for determining fund allocation include:

- We know the significant positive impact of quality first teaching on learning and progress and put this at the heart of the school’s strategy. To support this we are committed to ensuring high quality, individualised continuous personal and professional development for all our staff.
- We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially 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 know that the Covid pandemic and associated lockdowns have had differing impacts on our children and their families and that our work can support recovery.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Gaps in reading, writing, maths and phonics

2	Speech, language and communication
3	Limited access to wider opportunities, life experiences and cultural capital
4	Poor behaviour for learning of some pupils
5	Limited support from home and parental engagement for some pupils

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Those children entitled to PPG funding achieve outcomes in reading, writing and maths in-line with, or above, national average by the end of KS1 and KS2	<ul style="list-style-type: none"> <li>Progress is regularly monitored through pupil progress meetings and intervention is actioned where needed.</li> <li>Effective analysis of whole school intervention tracker by PP Lead results in swift targeted support for pupils ensuring accelerated progress.</li> <li>The PP lead can talk confidently about the progress of and support that is in place for PP children.</li> <li>PP children achieve in line with non-PP in the Year 4 multiplication tables check.</li> <li>Accelerated is seen as a result of targeted intervention of catch-up groups and tutoring</li> <li>Effective termly analysis of internal data by PP lead ensures targeted provision for all pupils.</li> </ul>
All pupils pass the phonics screening check in Y1 and where required are supported to achieve this by the end of Y2.	There is a robust and effective delivery of the RWI phonics scheme as a result of extensive and ongoing training of all relevant staff (including new staff) which enables all pupils to achieve in line with national average.
Continue to ensure attendance of disadvantaged pupils is at least in line with national 96%.	<ul style="list-style-type: none"> <li>A Trust-wide strategy to target families with poor attendance is used with further challenge and support for those with acute need provided by the EWO.</li> <li>Attendance/Pastoral leads regularly monitor attendance and behaviour.</li> <li>A robust approach is used to support families and ensure good attendance is achieved and maintained.</li> <li>Positive feedback and incentives are championed to encourage good attendance.</li> </ul>
Parental engagement is increased.	<ul style="list-style-type: none"> <li>Strong relationships and communication result in high levels of parental engagement at termly</li> </ul>

	<p>parent meetings, school events and the use of online platforms (e.g. Class Dojo/Google Classroom)</p> <ul style="list-style-type: none"> <li>• Parents feel confident in knowing how to support their children at home and know where to seek help if needed.</li> </ul>
Disadvantaged children access wider school opportunities and experience the same cultural capital as non-PP children.	<ul style="list-style-type: none"> <li>• Analysis of the whole school PP tracker ensures all children access extra-curricular activities.</li> <li>• Attendance for swimming and sport are the same for PP and non-PP</li> <li>• Residential trips are attended by all PP children.</li> </ul>
Behaviour for learning is taught within the daily curriculum.	<p>Children have a range of skills and strategies which enable them to be resilient to set backs, enjoy challenge and problem solving and demonstrate an intrinsic motivation to succeed.</p> <p>Children are curious about the world around them, they ask and answer questions and are able to think critically.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk for Writing training	The EEF found that the TFW is a feasible approach for Primary Schools and reported a positive impact on pupils attitudes to writing as well as progress and attainment.	1, 2
CPPD Introduce incremental coaching for all teachers to ensure Quality First teaching in every classroom	High quality staff CPPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.	1, 2
Ensure continued investment and upskilling of staff to deliver quality synthetic phonics programmes	The RWI programme has been proven to be a very successful method of teaching every child to read and write using phonics. Evidence of this can be found in the Ofsted Report - Reading by six: how the best schools do it.	1, 2
Introduce a systematic approach to the teaching of number in EYFS, KS1 and beyond.	A systematic and structured programmes enable children to develop both a deep understanding of number and number relationships, and fluency in addition and subtraction facts.	1, 2

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £55,407

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group pre/post teach catch-up	EEF state that, "The average impact of the deployment of teaching	1, 2

interventions for reading, writing and maths for all years. (Before and after school)	assistants is about an additional four months' progress over the course of a year."	
Tutoring for children with reading, writing and maths gaps	EEF state that, "Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average."	1, 2
In school intervention groups.	EEF state that, "The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year."	5
Use of digital resources to deliver additional support e.g. Reading Doctor, Nessy, Accelerated Reader	Accelerated reader has been found by the EEF to deliver +3 months. Strong independent research collected worldwide shows that Nessy programs provide the best opportunity to produce significant literacy improvement in children with Dyslexic tendencies.	1, 3

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed whole school learning habits approach. Use ClassDojo characters, in class points and whole school assemblies.	An EEF study May 2013, found when pupils were taught about growth mindset directly, they made an average of two additional months progress in English and maths.	4
Ensure active participation in wider opportunities to increase 'cultural capital'. Monitored and promoted by PP lead.		3
Pastoral lead to support the wellbeing	In primary schools less than 65% get good results in Maths and English in	4, 5

of children and improve attendance.	schools with an average of 15 days absence compared to around 90% in schools where the average is less than 8 days	
Build the school's wellbeing programme including ensuring links for parental involvement	'Parental engagement has a positive impact on average of 4 months additional progress.' EEF (Evidence strength 4/5)	4, 5
Use of School Cloud for remote Parents Evenings (during Covid) to improve parental engagement	'Parental engagement has a positive impact on average of 4 months additional progress.' EEF (Evidence strength 4/5)	4, 5
EWO support – additional hours to create a systematic approach	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	4, 5

**Total budgeted cost: £82,407**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

See the reviewed 20- 21 document for the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Thrive	Fronting the Challenge Projects Ltd
TT Rockstars	Maths Circle
Accelerated Reader	Renaissance
Talk for Writing	Talk for Writing
Read Write Inc	Oxford Owl
Sumdog	Sumdog