

# 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

(Review November 2022)

(Review November 2023)

Detail	Data
School name	Pencoys Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	24.8 <b>29%</b>
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	November 2022 <b>November 2023</b>
Statement authorised by	<b>Cathy Bonds</b>
Pupil premium lead	<b>Russell Kendall</b>
Governor / Trustee lead	Eugene Clemence

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 69,835 <b>£65,095</b>
Recovery premium funding allocation this academic year	£7,105 + £5467 (NTP) <b>£7,105</b> <b>+£7290(NTP)</b>
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 <b>£79,490</b>

# 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
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1-ARE/GDS Reading, Writing, Maths and Phonics	At present pupils entitled to PPG in KS1 and KS2 are not attaining inline with peers in reading, writing and maths and phonics.
2- Language Low levels of oracy and vocabulary	Some of our children lack the vocabulary and language in order to express their learning and access the curriculum.
3- Real- Life experiences	Many of our pupils entitled to PP have limited access to wider opportunities, life experiences and cultural capital
4- SEMH	Some children struggle to manage their feelings positively, due to previous trauma and or difficulties with emotional health.
5- Learning Habits	Often children are not ready to learn and do not display positive learning habits, in part, in some cases due to limited support and parental engagement.

## 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
<p><b>1- <u>ARE/GDS Reading, Writing, Maths and Phonics</u></b></p> <p>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</p> <p>The curriculum delivery ensures high quality first teaching and targeted intervention for all pupils</p> <p>All pupils pass the phonics screening check in Y1 and where required are supported to achieve this by the end of Y2.</p> <p>Ongoing 22/ 23</p>	<ul style="list-style-type: none"> <li>• PP progress and attainment 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 progress 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> <li>• 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</li> </ul>
<p><b>2- <u>Language</u></b></p> <p>Low levels of oracy and vocabulary</p>	<ul style="list-style-type: none"> <li>• Pupils use speak in full sentences using subject specific vocabulary in a range of subjects</li> <li>• Increase in tier 2 and tier 3 language</li> </ul>

<p>Pupils develop and use a wide and variety range of language accurately and appropriate evident in both their spoken and written outcomes.</p> <p>Ongoing 22/ 23:</p>	<ul style="list-style-type: none"> <li>• Systematic approach to the teach of language and vocabulary across the school.</li> <li>• Vocabulary mapped out across the subjects and school.</li> </ul>
<p><b><u>3- Real- Life experiences</u></b></p> <p>Children will experience a variety of rich and real learning opportunities at least half termly such as: Field trips, dance and music performances, residential.</p> <p>(Children will be able to draw on their experiences and make connections with their learning with a focus on their reading and writing)</p> <p>Ongoing 22/23</p>	<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>
<p><b><u>4- SEMH</u></b></p> <p>Children are ready to learn and display positive attitudes ( TIS / nurture provision)</p> <p>(PP children show resilience on their learning)</p>	<ul style="list-style-type: none"> <li>• Behaviour and attitudes across the school are excellent.</li> <li>• Pupils embrace the school culture and feel they have they have a place and valued within it.</li> <li>• Children demonstrate and understand social responsibility.</li> </ul>
<p><b><u>5- Learning Habits</u></b></p> <p>Continue to ensure attendance of disadvantaged pupils is at least in line with national 96%.</p> <p>Parental engagement is increased.</p> <p>Behaviour for learning is taught within the daily curriculum.</p>	<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- reduced PA.</li> <li>• Positive feedback and incentives are championed to encourage good attendance.</li> <li>• Strong relationships and communication result in high levels of parental engagement at termly parent meetings, school events and the use of online platforms (e.g. Class Dojo/Google Classroom)</li> <li>• Parents feel confident in knowing how to support their children at home and know where to seek</li> </ul>

	<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> <ul style="list-style-type: none"><li>• Children are curious about the world around them, they ask and answer questions and are able to think critically.help if needed.</li></ul>
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## 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
<p>Talk for Writing training</p> <p>Ongoing 22/23: SDP Priority 1</p>	<p>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.</p>	1, 2
<p>CPPD Introduce incremental coaching for all teachers to ensure Quality First teaching in every classroom</p> <p>Ongoing 22/23 SDP 1, 2, 3</p>	<p>High quality staff CPPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p>	1, 2
<p>Ensure continued investment and upskilling of staff to deliver quality synthetic phonics programmes</p> <p>Ongoing 22/23 SDP 1,2</p>	<p>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.</p>	1, 2
<p>Introduce a systematic approach to the teaching of number in EYFS, KS1 and beyond.</p> <p>Ongoing 22/23; SDP 1, 2, 3</p>	<p>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.</p>	1, 2

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

Budgeted cost: £52,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group pre/post teach catch-up interventions for reading, writing and maths for all years. (Before and after school) Ongoing 22/23 SDP 1, 2	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."	1, 2
Tutoring for children with reading, writing and maths gaps Ongoing 22/23 SDP 1, 2	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. Ongoing 22/23 SDP 1, 2	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, Maths Whizz Ongoing 22/23 SDP 1, 2	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	An EEF study May 2013, found when pupils were taught about growth mindset directly, they made	4

ClassDojo characters, in class points and whole school assemblies. Ongoing 22/23 SDP 3, 4	an average of two additional months progress in English and maths.	
Ensure active participation in wider opportunities to increase 'cultural capital'. Monitored and promoted by PP lead. Ongoing 22/23 SDP2, 4		3
Pastoral lead to support the wellbeing of children and improve attendance. Ongoing 22/23 SDP 4	In primary schools less than 65% get good results in Maths and English in schools with an average of 15 days absence compared to around 90% in schools where the average is less than 8 days	4, 5
Build the school's wellbeing programme including ensuring links for parental involvement Ongoing 22/23 SDP 4	'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 Not for 22/23	'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 Ongoing 22/23 SDP 3, 4	<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
Lunchtime reflection SDP 3,4		3

**Total budgeted cost: £79,940**



## 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.

Outcomes	Evidence
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	<p>KS2 2022 - 63% of PP pupils achieved combined (RWM) above NA ( 43%)</p> <p>8/10 PP chdn achieved 17+ score on Y4 MTC 2022</p>
The curriculum delivery ensures high quality first teaching and targeted intervention for all pupils	School has clear systems in place for identifying pupils for intervention, monitoring and reporting interventions. This includes half termly Star Reader and Star maths tests, end of term PIRA and Puma, pupil progress meetings, APDR for SEN pupils. Subject Leader monitoring and feedback cycles and training programmes.
All pupils pass the phonics screening check in Y1 and where required are supported to achieve this by the end of Y2.	<p>100% of PPG pupils passing YR1 PSC 21/22</p> <p>100% of PPG pupils passing YR2 retakes 21/22</p>
Pupils develop and use a wide and varied range of language accurately and appropriately, evident in both their spoken and written outcomes.	<p>The range of activities/teaching styles and opportunities given at Pencoys School in the year 2021-2022 saw the children flourish. Children speak confidently to visitors and are able to articulate their learning.</p> <p>Leadership trails and SILC report show children use tier 2 and tier 3 subject specific language confidently and accurately in most subjects, in particular maths. Book looks show an increased application of language specific to the subject.</p>
Children will experience a variety of rich and real learning opportunities at least half termly such as: Field trips, dance and music performances, residential.	<p>Trips and visits include: Minack, Maritime museum, Eden project, Geevor, London, Truro Museum, the beach...</p> <p>Whole school club tracker shows 61% of PP chdn attended at least one club between 21-22</p> <p>100% PP chdn attended swimming 21-22</p> <p>100% of PP chdn attended a sports tournament during their time in Year 5/6.</p> <p>Extra swimming lessons within school and vouchers for holidays provided for PP non-swimmers</p>

	100% PP chdn attended the Residential trips between Y5 and 6.
Children are ready to learn and display positive attitudes (TIS / nurture provision)	<p>SILC report show behaviour and attitudes across the school are excellent.</p> <p>Pupil surveys, visitor feedback and SILC report shows PPG pupils embrace the school culture, feel they have a place and valued within it.</p> <p>Pastoral Leader has evidence of timely interventions and the positive impact of the interventions going on to achieve academic success at the end of KS2.</p>
Continue to ensure attendance of disadvantaged pupils is at least in line with national 96%.	<p>Attendance figures show the PP and NPPG attendance for 21/22 was inline 93.51%</p> <p>Whole School: PP 93.51 NPPG 93.51%</p> <p>Class R PP 93.08% NPPG 89.75%</p> <p>Class 1: PP 93.81% NPPG 93.79%</p> <p>Class 2: PP 96.18 % NPPG 95.17%</p> <p>Class 3: PP 93.04% NPPG 94.90%</p> <p>Class 4: PP 93.18% NPPG 92.65%</p> <p>Class 5: PP 92.36% NPPG 93.43%</p> <p>Class 6: PP 94.13% NPPG 93.56%</p> <p>PPG PA attendance was lower than NPPG</p> <p>Whole school: PP 7 children NPPG 23</p> <p>Class R PP 1 NPPG 3</p> <p>Class 1: PP 0 NPPG 2</p> <p>Class 2: PP 0 NPPG 2</p> <p>Class 3: PP 3 NPPG 1</p> <p>Class 4: PP 1 NPPG 3</p> <p>Class 5: PP 1 NPPG 3</p> <p>Class 6: PP 1 NPPG 4</p> <p>Attendance monitoring has been reviewed in light of DfE guidance including a clarity of the individual roles of pupils, parents, teachers, adult, SLT and lead. Letter 1 is sent to all in September with monthly letters to those falling short of 96%, 95%, 93% 90% . A higher profile including</p> <ul style="list-style-type: none"> <li>▪ Rewards</li> <li>▪ Newsletter</li> <li>▪ Feedback in termly progress meetings</li> <li>▪ Feedback/data on annual school report.</li> </ul> <p><i>For the year 2022-2023, an interclass competition has been set up to see which class has the best attendance each week- they win a cup are identified on the chart in the hall and have an extra 15 mins playtime.</i></p>

Parental engagement is increased.	100% of PPG parents attended Parent consultation meeting in September 2022 All PPG parents access class dojo
Behaviour for learning is taught within the daily curriculum.	Celebration certificates, SILC report and subject leader monitoring demonstrate that PPG children respond positively to the 4 school learning habits and are demonstrating good learning behaviours in class.

## 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*

Programme	Provider
Thrive	Fronting the Challenge Projects Ltd
TT Rockstars	Maths Circle
Accelerated Reader	Renaissance
Talk for Writing	Talk for Writing
Read Write Inc	Oxford Owl
Maths Whizz	Whizz Education
Nessy	Nessy Learning