

Pupil premium strategy statement – Pencoys Primary and Nursery School (2024-2027)

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Cathy Bonds
Pupil premium lead	Russell Kendall
Governor / Trustee lead	Caroline Somerville

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,559
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£83,559

Part A: Pupil premium strategy plan

Statement of intent

At Pencoys Primary and Nursery School, we have the highest expectations for all of our children, including our vulnerable cohorts. Our focus on the whole child ensures that we promote and develop self-esteem and self-worth as priorities, knowing that these are the building-blocks to positive relationships in school, and with education. We, as teachers, hold ourselves accountable for the progress and outcomes of our pupils, understanding that when our expectations are high, children will rise to them in a self-fulfilling cycle of high expectations leading to high levels of self-efficacy and sense of agency, and therefore high achievement. We fully believe that when we unlock learning, we enable life-long life choices.

Challenges

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

Challenge number	Detail of challenge
1	Pupils live in a predominantly monocultural and geographically isolated part of Britain which limits their exposure to, and knowledge of, the diverse range of cultural backgrounds beyond their own community
2	The word-gap between children living in disadvantage and their peers is large.
3	High numbers of children living in disadvantage have speech and language needs.
4	Significant numbers of pupils lack appropriate access to the internet or devices at home, this can lead to a lack of understanding of purposeful technology use, low confidence in school with use of technology or risky behaviours online.
5	Increasing numbers of children show the signs and symptoms of low self-efficacy: avoidance of challenge, low motivation, self-doubt, anxiety and stress.

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
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To enrich and broaden our children's understanding of cultural diversity within Britain and around the world	Children have a knowledge of the cultural diversity within their own community, the UK and beyond. They are inquisitive and talk positively about a range of cultures different to their own.
To decrease the word-gap between children living with disadvantage and their peers.	More children have access to books at home, and parents read more frequently with their children. Teachers deliver quality first teaching for oracy.
To ensure children with speech and language needs have timely, targeted interventions to address their individual needs.	Children with speech and language needs make accelerated progress and/or catch-up with developmental speech and language norms.
To develop a digital strategy which builds on skills developed within the computing across the curriculum to enable pupils to learn and stay safe online.	Children are able to think critically, understanding when and how to use technology appropriately, understanding risks and advantages.
To raise children's self-efficacy: their belief in their actions make a difference and therefore able to succeed.	Children's have increased confidence in their ability to learn and succeed. Staff have the skills to promote self-efficacy through quality first teaching. School Culture promotes self-efficacy for all stakeholders.

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: £74,381.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Regular use of the 'Lyfta' resource is achieved within school through:</i></p> <ul style="list-style-type: none"> -planning Lyfta into school assembly plans -introducing 'Lyfta time' to enable classes to 'explore' on a regular basis -articles being utilised to support non-fiction reading lessons (as appropriate) 	<p>hundrED recommended resource "helps teachers to nurture empathy, active citizenship and 21st Century skills."</p>	<p>1</p>

Through the Trust RE network group, Lyfta resources will be mapped against the curriculum	Teacher Toolkit recommended resource to develop cultural capital and enrichment, providing valuable and cost-effective experiences.	1
Short writing activities based on a Lyfta stimulus will take place as part of a Trust wide competition (500 words)	EEF Improving Literacy studies (giving pupils a reason to write).	1
CPD for teachers and TAs to support quality first teaching in relation to oracy.	<i>“Professional development can support whole school approaches to close the word gap for disadvantaged pupils.”</i> ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS	2
CPD for teachers and TAs to support quality adaptive teaching and delivery of interventions for speech and language needs.	<i>“Professional development in speech, language and communication”</i> , publication from The Communication Trust	3
CPD for teachers to strengthen pedagogy and curriculum implementation in computing inc online safety.	<u>Unicef – Closing the digital divide for good.</u>	4
CPD for teachers and TAs to support quality first teaching in relation to developing and promoting self-efficacy: praising for effort and use of strategies; finding pivotal moments; recognising the importance of challenge; creating opportunities for roles of responsibility.	<i>Gutman and Schoon (2013) “Non-cognitive skills are vital for educational success.</i> <i>Schunk (1981): Self-efficacy as a predictor of academic performance</i> <i>Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.</i>	5

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

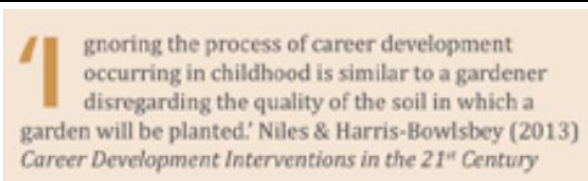
Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for speech and language, directed by a Speech and Language Therapist.	EEF Guide to the Pupil Premium ‘Menu of approaches’.	3
Invest and upskill staff to deliver quality foundational writing curriculum.	Explicit teaching of foundational skills, including spelling and handwriting, sentence construction, control of	2

	grammar and use of vocabulary, allows all pupils to write effectively. Ofsted	
Pastoral lead/ Mental Health Lead to support the social and emotional wellbeing of children, with interventions	Self-efficacy impacts students' psychological well-being. Students with higher self-efficacy tend to have better emotional regulation and social interactions, which contribute to a more positive school experience.	5

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

Budgeted cost: £ 4177.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent workshops for children in EYFS, to raise the importance of reading with young children.	Reference list from the Book Trust's "Getting Children Reading" strategy John Hattie (2008) estimates that the effect of parental engagement is equivalent to two to three additional years learning over a pupil's school career.	2
Parent workshops supporting online safety.	South West Grid for Learning	4, 5
Careers related Learning	 Ignoring the process of career development occurring in childhood is similar to a gardener disregarding the quality of the soil in which a garden will be planted.' Niles & Harris-Bowlsbey (2013) <i>Career Development Interventions in the 21st Century</i>	4, 5
Ensure active participation in wider opportunities to increase 'cultural capital'.	Providing a range of trips and visitors throughout school engages, motivates and broadens children's perspectives and knowledge. Learning a musical instrument develops concentration, creativity and listening	4, 5

Total budgeted cost: £ 83,559

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The performance of our disadvantaged pupils in the previous academic year (2023 -24) and has been assessed using our school's/ Trust summative and formative termly assessments; end of each key stage through national testing and are compared within the Crofty education trust, local and national averages. You should draw on:

We also assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing through School data and observations.

We are on target to achieve the outcomes of our strategy (as outlined in the Intended Outcomes section above) and our analysis of the various aspects of our strategy show we are having and impact in end of KS2 outcomes. However, we need to continue to work on attendance, language and vocabulary acquisition (oracy) and cultural capital.

Last year marked the end of our three year pupil premium strategy plan, our assessments below evidence how successfully our intended outcomes of that plan were met.

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	4/4 (100% achieved GLD) - above national 2/2 (100% achieved y1 PSC) – above national Y4 MTC – 4/7 (57% achieved 25/25) above non-PPG KS2 7/9 (78%) achieved EXP combined 8/9 (83%) achieved EXP reading 8/9 (83%) achieved EXP writing 9/9 (100%) achieved EXP maths
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, end of unit White Rose test, Maths Whizz, weekly spelling and half termly PAG tests; end of term White Rose maths tests and PIRA tests, 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.	100% of PPG pupils passing Y1 PSC 23/24 1/3 (33% of PPG pupils passing Y2 retakes) 23/24

<p>Pupils develop and use a wide and varied range of language accurately and appropriately, evident in both their spoken and written outcomes.</p>	<p>The range of activities/teaching styles and opportunities given at Pencoys School in the year 2023-2024 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. This was confirmed in Ofsted in Oct 23</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>Range of clubs continues to be broad with PPG pupils being encouraged to join. Attendance of PPG pupils remains at 67%.</p> <p>100% PP chdn attended swimming and 23-24</p> <p>100% of PP chdn attended a sports tournament during their time in Year 5/6 in 23-24</p> <p>Extra swimming lessons provided and closer monitoring to support PP chdn with swimming earlier on.</p> <p>Earlier identification of PP non-swimmers has meant the gap is closing with extra swimming lessons provided for Y4, 5 and 6 non-swimmers.</p> <p>100% of PPG pupils attended a residential trip in Y5 or Y6.</p>
<p>Children are ready to learn and display positive attitudes (TIS / nurture provision)</p>	<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. This was confirmed in Ofsted Oct. 2023.</p>
<p>Continue to ensure attendance of disadvantaged pupils is at least in line with national 96%.</p>	<p>23 – 24</p> <p>Whole school: PPG 92.89% vs NPPG 94.47%</p> <p>PPG PA 24.7% (13 chdn) vs NPPG PA 11.6% (21 chdn)</p> <p>Positive relationships with parents, timely letters reviewed to be more relevant regarding number of days not 'sessions; and identifies the social impact of absene</p>

	with academic impact. Weekly, Inter-class competition continues, attendance board in hall, as well as termly, vouchers as an incentive for 100% attendance . Close monitoring and communication and support for parents continues.
Parental engagement is increased.	100% of PPG parents attended Parent consultation meeting in October 2024 All PPG parents access class dojo for 23-24. Expansion of parental engagement includes a successful art exhibition, EYs open day, increased number of performances.
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

Programme	Provider
TIS	
Careers Framework Project	Career development Institute
TT Rockstars	
Accelerated Reader	Renaissance
Talk for Writing	Talk for Writing
Read Write Inc	Oxford Owl
Maths Whizz	Whizz Education
Nessy	Nessy Learning
Number Sense	Number Sense Maths Ltd

Further information (optional)

We want our disadvantaged pupils to be informed, ambitious and resilient. We want all our pupils to believe that they can be and do anything that they set their minds to. We identify and highlight current Careers Related opportunities in our curriculum so the learning is not incidental and build relationships with external employers.