# Pupil premium strategy statement – Penwortham Primary School

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

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| Detail | Data |
| Number of pupils in school | 201 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| 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)** | 2023-24 |
| Date this statement was published | Dec 2023 |
| Date on which it will be reviewed | Oct 2024 |
| Statement authorised by | Helen Hesketh |
| Pupil premium lead | Lucy Upton |
| Governor / Trustee lead | Rachel Duke |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £20,370 |
| Recovery premium funding allocation this academic year  *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £2030 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**  *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £34 855 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| We recognise that our pupils may have a range of needs and barriers to their learning and that these may have been added to or made greater through the effects of the pandemic. We aim to remove those barriers to ensure equity of access to all learning, access to a relevant and enriching curriculum and wider curriculum so that they achieve their potential, believe in themselves and develop confidence in line with our **‘My Personal Best’** approach. Our pupil premium strategy aims to meet these objectives by ensuring pupils receive a quality first teaching by well-trained staff; targeted academic support that is grounded in evidence and tailored to individual need as well as identifying and implementing wider strategies that will ensure fairness of opportunity.  We aim for our pupils to :   * receive quality first teaching * have access to an engaging, balanced and well-structured curriculum that meets their needs, allowing them to retain knowledge and develop skills so they learn more and remember more * achieve their academic potential from their starting points through targeted support if needed * develop their metacognitive skills so that they are aware of how they learn best * develop speaking and listening skills with verbal reasoning * give them confidence in dealing with fundamental and challenging questions * grow as an individual through the provision of targeted opportunities and life experiences * have opportunity to develop their own skills and interests |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | 1. Attainment in reading, writing and maths is below that of their peers and national comparators. |
| 2 | Some of our disadvantaged pupils have difficulties with their Social, Emotional and Mental Heath (SEMH). |
| 3 | Some of our disadvantaged pupils are struggling to access the curriculum in their year groups due to SEND. |
| 4 | 1. Pupils eligible for PP have higher rates of absence than other pupils in our school and in comparison with national comparators. |

## 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.

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| Intended outcome | Success criteria |
| A higher proportion of disadvantaged pupils are working at year group expectations in maths, writing and reading. | |  | | --- | | 100% disadvantaged pupils make good progress from their individual starting points.   1. Pupils in Y1, Y2, Y3 and Y5 make at least good progress following the Talk for Writing programme successfully**.** | |
| 1. Pupils individual attendance improves. Parents are   actively engaged in ensuring that PP pupils attend school.  Pupils have a positive attitude to school and learning. They engage with wider opportunities which supports the enhancement of their cultural capital.  Through our curriculum and wider curriculum offer, disadvantaged pupils improve their knowledge and skills and grow in confidence.   1. Pupils are able to self regulate and have confidence to manage their own emotions or seek support appropriately. | Improved confidence and attitudes to learning evidenced through surveys with parents and pupils.  Pupils have access to external support agencies and professionals as required for their individual needs.  Low level of behaviour incidents.  PSHE lessons are planned to support pupils according to their needs.   1. PP pupils have a range of opportunities and respond positively to these (pupil voice/ numbers pupils engaging) They are encouraged to participate in extra curricular clubs and wider opportunities such as peripatetic music lessons. 2. PP supported by the school financially as necessary to attend trips and residential visits if this is a barrier. |
| 1. Pupils develop analytical, critical and problem-solving capabilities. 2. Pupils develop speaking and listening skills, verbal reasoning and metacognition. 3. Pupils develop collaborative, creative and critical enquiry skills. 4. Pupils’ confidence in dealing with fundamental and challenging questions increases. | L.Upton and L.Helliwell will successfully complete CPD ‘The Thinking Schools Programme’ and implement philosophical enquiry in the classrooms.  Pupil voice will show pupil engagement in philosophical enquiry is high.  PP pupils will make good progress across all curriculum areas. |
| PP pupils with SEND make good progress throughout the year. | 100% of PP pupils will show progress on p scales. |

## 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: £

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *CPD – Y4 and Y6 teachers - Practical Formative Assessment training* | There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.   * EEF - Feedback | 1,3 |
| *CPD – YR and Y3 teachers - Thinking Classroom pilot* | The research study completed on the programme method showed a **63% increase**in **successful use of critical thinking**and **metacognitive skills**through enquiry over just one term.  Studies also show that engaging pupils, including the most disadvantaged, in philosophical activities can improve their achievements, and provide young people the crucial skills needed to scrutinise and challenge fake news. Impacts include:   * Develops **analytical**, **critical** and **problem-solving** capabilities * Develops **speaking** and **listening** skills, **verbal reasoning** and **metacognition** * Develops **collaborative**, **creative** and **critical** enquiry skills * Gives people **confidence**in dealing with fundamental and challenging questions * **Helps close the attainment gap**. Philosophical enquiry helps raise attainment in pupils most aﬀected by poverty. | 1,2,3,4 |
| *CPD - Y5 teacher - Talk 5 programme*  *Resource – The PrimarySentence Toolkit* | The EEF ‘Improving Literacy in KS2 Guidance Support’ recommends:   * Develop pupils’ language capabilities. * Teach writing composition strategies through modelling and supported practice.   The Lancashire Talk programmes provide a structured approach to English, embedding the areas highlighted above.  **The Primary Sentence Toolkit** has been designed for subject leaders, class teachers and teaching assistants to support children in their understanding and composition of sentences. Informed by subject knowledge and links to Key Learning, many of the practical toolkit strategies can be easily adapted in order that they are age appropriate. The strategies can be used for whole-class, small group and 1:1 teaching. | 1, 3 |
| *CPD - 2 x TAs Red Rose Letters and Sounds training* | Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.  It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. EEF – Phonics  TAs may be required to run intervention, therefore up-to-date training is imperative.  Phonics a | 1, 3 |

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

Budgeted cost: £

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1. *1:1 and small group support for pupils in reception and Y1 using NELI programme* | |  | | --- | | 1. Nuffield research 2. The Nuffield Early Language Intervention (NELI) is an evi-dence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experienc-ing difficulty with reading. It is delivered over 30 weeks by teaching assistants in groups of three to four children. 3. The intervention was developed by a team from the Uni-versity of York, who subsequently carried out a random-ised control trial in 15 schools and feeder-nurseries across Yorkshire. After 30 weeks, the children who had received the intervention had improved expressive language skills, including the use of vocabulary and grammar. Their letter-sound knowledge and spelling also improved, indicating the foundations of phonics were in place. 4. EEF evidences that this approach has an average impact of 4 months additional progress over a year | |  |
| *1:1 Tutoring* | The EEF states that, “there is a large body of evidence that tutoring and small-group tuition is effective, particularly when it is targeted at pupils’ specific needs. It can be particularly beneficial for socio-economically disadvantaged pupils.”  Some PP children are struggling to access the curriculum in their year group and tutoring could support this. It may also benefit PP children who will sit their SATs this year. |  |
| *Reading eggs* | *Latisha D. Lowery (2017):* This action research study highlighted the potential of ReadingEggs as a valuable tool for improving reading proficiency. The study explored the efficacy of ReadingEggs as a supplement to teacher-delivered intervention on primary reading growth. The study included two Year 2 classes and used data from weeklyReadingEggs' progress reports and scores from The Fountas & Pinnell Benchmark Assessment System 1 to measure effectiveness. The **results showed that the Reading Eggs' programme was effective in improving reading proficiency scores**, as there was a decrease in the percentage of below-grade students in the treatment group, while the control group remained the same. |  |
| *Lego therapy* | Theraplay is an engaging, playful, relationship-focused treatment method that is interactive, physical, personal and fun. Its principles are based on attachment theory and its model is the healthy, attuned interaction between parents and their children. Used in 1-1 therapy the model helps the client and therapist build a strong rapport quickly and focusses on the areas of structure, engagement, nurture and challenge. The goal is to enhance attachment, increase self-regulation, promote trust and joyful engagement The treatment is based on attachment research that demonstrates that sensitive, responsive care giving, and playful interaction nourishes a child’s brain, form positive internal representations of self and others, and have lifelong impact on behaviour and feelings. The child is worked with to help him experience a different kind of relationship – one that is non congruent with, and therefore challenges, the problematic one he has come to expect. By building a trusting emotional relationship, this will involve a positive change in the child’s internal working model of himself and what he can expect in interaction. The experience of being attuned to and modulate his arousal states will increase the child’s capacity for self-regulation.  *‘Theraplay. Helping Parents and Children Build Better Relationships Through Attachment Based Play.’ By Phyllis B. Booth and Ann M. Jernberg.)* |  |

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

Budgeted cost: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Wellbeing training* | Research evidence shows that education and health are closely linked. So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes.  *Taken from ‘The Link Between Pupil Health and Wellbeing and Attainment – A briefing for headteachers, governors and staff in education settings’ – Published by Public Health England.* |  |
| *Support with funding school trips/ residentials* | Removing the financial barrier for PP pupils helps to ensure they have the same opportunities to attend school trips/residentials as non-PP pupils. |  |
| *Reviewing the roles that PP pupils have taken on in school to ensure that PP pupils are represented in pupil voice for example, ensuring there are opportunities for PP pupils to be on the school or eco council.*  *Ensuring PP pupil voice is gathered about their learning through book study.* | Data shows that attendance continues to be an issue for some PP pupils. There is also a clear need for extra SEMH support for some PP pupils, particularly in Key Stage 1. Talking to PP pupils about their learning through book study provides the opportunity to not only see what pupils have learnt and remembered, but also to share their opinions about what they are learning. This approach encourages positive feelings around learning, supporting children to want to attend and to enjoy coming to school. |  |

**Total budgeted cost: £**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| *25% (1 PP pupil) did not pass the phonic re-screening test in Year 2. 100% (1 PP pupil) did not pass the phonic screening test in Year 1. Both of these pupils are to be considered for tutoring in the next academic year.*  *44% of PP pupils achieved Age Related Expectations in reading in July 2023. 39%of PP pupils achieved Age Related Expectations in writing and maths. 50% of PP pupils were on an IEP. There were a total of 18 PP pupils in this academic year. Pupils not on track have been and continue to be closely monitored by class teachers and SENDCo. IEPs have ensured that all PP pupils have made at least good progress throughout the year . Attendance continues to have an impact on PP pupils attainment and strategies next year need to support improving attendance.*  *Pupil voice indicates that PP pupils enjoy being in school and are accessing extra curricular activities. The SCARF programme indicates a positive impact on children’s PSHE skills. PP Pupils have had the same opportunities to access extra curricular activities as their peers. Our new strategy should raise the profile of PP pupils to ensure they have opportunities to be part of school/eco councils and other roles in school.*  *Financial support was provided to PP pupils who needed it, to ensure they were able to attend school trips/ residentials. This should be included in the new strategy.* |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
| SCARF PSHE Programme | Coram Life Education |
| Red Rose Letters and Sounds | Lancashire Professional Development Service |
| NELI (Nuffield Early Language Intervention) | OxEd and Assessment, in partnership with Pearson |

## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |