# Pupil premium strategy statement

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 effect that last year’s spending of pupil premium had within our school.

**School overview**

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| **Detail** | **Data** |
| School name | Penwortham Primary School |
| Number of pupils in school | 191 |
| Proportion (%) of pupil premium eligible pupils | 20 pupils – 10% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/22 until 2024/25 |
| Date this statement was first published | 4th November 2021 |
| Date of last update/review | 10th November 2024 |
| Date by which it will next be reviewed | 31st December 2025 |
| Statement authorised by | Kate Penarski |
| Pupil premium lead | Angela Flint |
| Governor / Trustee lead | Rachel Duke |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £29,940  (including Pupil Premium Plus) |
| Recovery premium funding allocation this academic year | £0,000.00 |
| 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 | £29,940 |

# Part A: Pupil premium strategy plan

## Statement of intent

* *At Penwortham Primary School, our mission is to create an inclusive and supportive learning environment where every pupil is empowered to thrive. With our new core values of* ***Aspire, Belong, Care,*** *and* ***Discover****, we are committed to providing all students, particularly those eligible for Pupil Premium funding, with the opportunity to unlock their full potential. We aim to ensure that every pupil is happy, engaged, and achieves success in both their academic and personal development.*
* *Our* ***vision*** *is simple yet impactful:* ***Happy children who achieve****. We believe that when children feel valued, safe, and supported, they are more likely to thrive academically, socially, and emotionally. The Pupil Premium funding will be used strategically to remove barriers to learning, promote positive relationships, and create opportunities for pupils to develop a love for learning.*
* *We will continue to focus on the following priorities, all underpinned by our values:*
* ***Aspire*** *– We will ensure that all pupils are encouraged to set ambitious goals for themselves. Through high-quality teaching and tailored interventions, we will nurture a growth mindset, helping pupils to understand their potential and work towards their individual aspirations.*
* ***Belong*** *– We aim to create a culture where every pupil feels a sense of belonging, not just in their classroom, but in our school community as a whole. By fostering an inclusive environment, we will ensure that all pupils, regardless of background, feel supported and respected. Pupils will be given the tools and opportunities to form positive relationships, promoting emotional well-being and resilience.*
* ***Care*** *– We are dedicated to providing a nurturing environment where the well-being of every pupil is a priority. The Pupil Premium strategy will ensure that we are responsive to the specific needs of disadvantaged pupils, providing them with the emotional, social, and academic support they require to succeed. We will care for our pupils as individuals, tailoring our approach to best support their growth.*
* ***Discover*** *– Learning is an exciting journey, and we are committed to providing a wide range of opportunities that allow pupils to explore new ideas, challenge themselves, and discover their passions. Through enrichment activities and a rich curriculum, pupils will be encouraged to be curious and develop a lifelong love for learning.*
* *The Pupil Premium strategy will ensure that funding is used effectively to address gaps in attainment and remove barriers to success. We will closely monitor the impact of our interventions, regularly reviewing progress and adjusting support as needed to ensure all pupils have the best possible opportunities to be happy and achieve their potential.*
* *By upholding our values of Aspire, Belong, Care, and Discover, we aim to create an environment where every child can thrive, achieve their best, and leave our school ready to succeed in the next stage of their learning journey.*
* *At Penwortham Primary School, we recognise that our pupils may face a variety of needs and barriers to their learning, and we acknowledge that the challenges posed by the pandemic have only heightened these difficulties. Our aim is to* ***remove these barriers*** *to ensure* ***equity of access*** *to all learning opportunities.*
* ***Our aims for Pupil Premium pupils are as follows:***

1. ***Quality First Teaching:*** *Ensure that all pupils, including those eligible for Pupil Premium funding, benefit from high-quality teaching that is carefully planned, well-executed, and regularly assessed. This will allow all pupils to reach their academic potential, irrespective of their background.*
2. ***Engaging, Balanced Curriculum:*** *Provide access to a broad, well-structured, and engaging curriculum that caters to individual needs, enabling pupils to retain knowledge, build skills, and make meaningful connections across subjects. Our approach will focus on ensuring pupils not only* ***learn more****, but also* ***remember more****, fostering long-term academic success.*
3. ***Targeted Support to Achieve Academic Potential:*** *Where necessary, pupils will receive additional, targeted support to address specific barriers to learning. This support will be personalized to the needs of each pupil and will focus on helping them achieve their highest possible outcomes.*
4. ***Development of Metacognitive Skills:*** *We aim to support pupils in developing metacognitive skills, encouraging them to reflect on how they learn best, take ownership of their learning, and apply strategies to improve their understanding and performance.*
5. ***Speaking, Listening, and Verbal Reasoning:*** *Pupils will have opportunities to develop their speaking and listening skills, with a particular emphasis on verbal reasoning. This will empower pupils to communicate more effectively, engage with complex ideas, and develop critical thinking skills.*
6. ***Confidence in Tackling Challenges:*** *We will nurture confidence in our pupils, ensuring they feel equipped to approach and solve difficult problems, and respond to challenging questions with resilience and determination.*
7. ***Personal Growth and Life Experiences:*** *Through targeted opportunities and enrichment activities, we aim to help pupils grow as individuals, building emotional resilience and confidence. These experiences will enable pupils to develop skills, make memories, and embrace new opportunities that extend beyond the academic curriculum.*
8. ***Development of Skills and Interests:*** *Pupils will have access to opportunities to explore and develop their own skills and interests, allowing them to find areas of passion and pursue them, both inside and outside the classroom.*

* ***Our ultimate goal is to create a school environment where every pupil feels supported, valued, and equipped to succeed.*** *By following this strategy, we aim to break down barriers to learning, foster a sense of belonging, and ensure that all pupils, regardless of their background, are given the opportunity to achieve their personal best and thrive both academically and personally.*

## 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 | Proficiency in reading and writing. In particular, **handwriting**, **more limited vocabulary** and **application of grammar, punctuation and spelling** to independent and extended writing.  Recent teacher assessment data demonstrates a slight gap between the attainment of pupil premium pupils and all pupils in these areas. The actual percentages are not comparable due to the small number of pupil premium pupils on roll. |
| 2 | Ability to manage their own **social, emotional and mental health**. Some pupil premium pupils require extensive social, emotional and behavioural support, tailored to their specific needs, so that they are able to develop their emotional literacy and wellbeing. |
| 3 | For some children, **limited access to enriching experiences** outside of school that offer opportunities to develop and enhance their cultural capital. They may have more limited opportunities to develop new skills, hobbies or interests (whilst growing in confidence). |
| 4 | Attendance and punctuality rates for disadvantaged pupils impacts on lost teaching and learning time |

## 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** |
| Disadvantaged pupils become more proficient in core reading and writing skills. | * The attainment of disadvantaged pupils increases in published data (phonics outcomes, KS1 outcomes, and KS2 outcomes). * The number of disadvantaged pupils working at the expected standard in reading and writing increases. |

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|  | * The number of disadvantaged pupils working at greater depth within the expected standard in reading and writing increases. * Disadvantaged pupils achieve (or exceed) ‘end of key stage’ progress targets, based on their prior attainment. |
| Disadvantaged pupils have an improved knowledge of new vocabulary. | * Independent and extended writing demonstrates widening vocabulary. In some cases, vocabulary choices demonstrate high levels of proficiency. * Reading assessments (and, in some cases, speech and language assessments) demonstrate an improving grasp of vocabulary. |
| Handwriting improves for all disadvantaged pupils. | * The handwriting of all disadvantaged pupils is legible and, in most cases, is joined appropriately. |
| Pupils are able to identify their emotions and any actions or responses linked to these.  They can discuss the impact of these on their learning and relationships. | * Discussions in PSHE lessons and in worship demonstrate that pupils understand their emotions, the impact these have on their lives, and how to identify and manage them. |
| Pupils are able to access the support structures they need to regulate and understand their emotions. | * Where relevant, pupil needs are identified on the school’s Wellbeing Register and plans are in place to provide timely support. |

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|  | * Observations of identified pupils demonstrates improvement in ability to regulate and understand emotions. * In response to specific needs, internal one-to-one adult provision is in place to provide enhanced support. * Pupil Champions are in place to provide additional adult support, where a need is identified. * Where needed, external specialist support is in place and accessed. |
| The school curriculum equips pupils with strategies to help them to nurture their own social, emotional and mental health. | * Pupils talk confidently about the strategies they use to foster their own social, emotional and mental health. * Discussions in PSHE lessons and in worship demonstrate that pupils understand how to look after their own wellbeing. * Pupils have access to extra-curricular opportunities that enable them to develop their wellbeing (e.g. Shine Bright Club). |
| All areas of the school curriculum provide all pupils with opportunities to develop and deepen their cultural capital. | * Curriculum audits demonstrate that cultural capital is developed across all areas of the curriculum. * Pupils develop their understanding of diversity as this is embedded across all parts of the school curriculum. |
| All disadvantaged pupils access our enriching extra-curricular provision. This widens their skills, hobbies and interests. | * 100% of disadvantaged pupils attend an out-of-hours extra-curricular club during each school year. * Most disadvantaged pupils (at least 75%) attend and access a wide range of different extra-curricular clubs throughout the school year. * 100% of disadvantaged pupils attend school visits (including residential visits). * Disadvantaged pupils are enthusiastic and positive about the extra-curricular opportunities they access. |
| Increase the attendance and punctuality of disadvantaged pupils to be above the national average. | * Overall attendance among disadvantaged pupils improves to be in line with whole school attendance of 96%. |

## 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 (2024/25 academic year): £5,500.00

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Continue the effective implementation of systematic synthetic phonics programme (Red rose.) for all pupils. | Phonics approach has proven impact:  [EEF Guidance Report: Improving Literacy in](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1) [Key Stage 1](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1) | 1 |
| Careful ongoing formative assessment to inform next steps in teaching and teacher feedback. | Strong evidence base for the impact of effective feedback on pupil outcomes:  [EEF Guidance Report: Teacher Feedback to](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback) [Improve Pupil Learning](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback)  [EEF Guidance Report: Using Digital](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital) | 1, 2 |

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| Further embed our evidence-based spelling scheme, ensuring consistency in spelling teaching across school. | [Research Summary of Assessment for](https://www.cambridge.org/us/partnership/insights/research-summary-assessment-learning) [Learning](https://www.cambridge.org/us/partnership/insights/research-summary-assessment-learning) (Cambridge University Press, 2019) |  |
| In English pupils will continue to revisit previous learning regularly to secure the retention of knowledge over time and develop fluency.  Ongoing investment in retrieval tools (e.g. Emelie, Times Tables Rockstars, Numbots, Learning by Questions etc.) to support this. | Strong evidence base (within cognitive science) for the impact of ‘retrieval practice’ approaches to support the retention of knowledge: <https://www.retrievalpractice.org/> | 1, 2 |

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| Structured teacher development (within INSET  / weekly staff meetings) to support the implementation and development of the above activities. | Approach to all teacher development to be informed by evidence:  [EEF Guidance Report: Effective Professional](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development) [Development](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development) | 1, 2, 3, 4 |
| Use of PSHE Association and scarf curriculum resources to support all pupils to understand emotions and actions or responses linked to these.  Continue to adapt and refine the PPS PSHE curriculum, ensuring it is bespoke to the needs of our children. | Research shows that schools should devote dedicated time to teach social and emotional skills through a strong curriculum with a clear structure:  [EEF Guidance Report: Improving Social and](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) [Emotional Learning in Primary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) | 3 |
| Curriculum reviews and audits to consider how well cultural capital is developed across all areas of the curriculum. Actions to be taken where needed. | Due to mechanisms in place, our curriculum reviews and audits are effective in identifying strengths and priorities for development in key areas. Strong, evidence-informed approaches are in place to implement change where needed:  [Putting Evidence to Work: A School’s Guide](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) [to Implementation](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) | 4 |

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

Budgeted cost -£13,485.00

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Judicious use of evidence- based interventions that are brief, regular and sustained (overseen by SENCO) to complement teaching. | Research emphasises the need to carefully select interventions that complement (rather than replace) teaching:  [EEF Guidance Report: Special](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send) [Educational Needs in Mainstream](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send) [Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send) | 1, 2, 3 |

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| One-to-one TA support in lessons to provide social, emotional, behavioural and academic support for pupil premium pupils with specific needs (in line with behaviour plans, Individual Support Plans, Education and Health Care Plans, etc.).  Continue implementation of TA Policy to sustain and extend existing strong practice. | TAs and additional adults deployed in line with findings from research: [EEF Guidance Report: Making Best](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) [Use of Teaching Assessments](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) | 1, 2, 3 |
| Training and development from specialist agencies for staff working at a one-to- one level with pupil premium children (including Specialist Teachers). | Approach to all staff development to be informed by evidence:  [EEF Guidance Report: Effective](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development) [Professional Development](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development) | 1, 2, 3 |
| Use evidence-based exercises to develop pencil control, letter formation and automaticity in handwriting. | Overview of approach used to develop automaticity in handwriting (with links to evidence):  [Building automaticity in handwriting](https://roundlearning.org/2016/11/19/building-automaticity-in-handwriting/) | 1 |

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

Budgeted cost (2023/24 academic year): £10,955.00

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Where appropriate, specific one-to-one and small-group support from the school’s learning mentor or behaviour lead to meet emotional wellbeing ambassadors. | TAs and additional adults deployed in line with findings from research: [EEF Guidance Report: Making Best](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) [Use of Teaching Assessments](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) | 3 |
| Social and emotional support for identified pupils Learning Mentor to oversee this. | LM- has secured significant impact at PPS in previous years, with pupils benefiting from one-to- one, tailored support. | 3 |

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| Sustain the delivery of an expanded extra-curricular offer to widen opportunities and increase attendance.  Provide free access to all disadvantaged pupils and, for school-led clubs, to all pupils. | Research by the Social Mobility Commission demonstrates the significant impact and potential of extra-curricular activities:  [An Unequal Playing Field: Extra-](https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility) [Curricular Activities, Soft Skills and](https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility) [Social Mobility](https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility) | 4 |
| Provide financial support to ensure pupil premium pupils can attend all school visits (including residential visits), developing their cultural capital. | In previous academic years, the provision of financial support has increased attendance at visits for disadvantaged pupils. | 4 |

Total budgeted cost (2023/24 academic year): £29,940

In the 2023/24 academic year, the total budgeted cost was £25,530.00

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on outcomes for our disadvantaged pupils in the 2023 to 2024 academic year.

To gauge the impact of our pupil premium strategy, we have analysed the performance of our school’s disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

At the end of key stages 1 and 2 (in Years 2 and 6), there were just 4 disadvantaged pupils in total all in Year 6.

In Year 6, 2 disadvantaged pupils attained the expected standard in all areas (including reading, writing and mathematics) and, in some areas, the higher standard was attained. The other disadvantaged children achieved the expected standard in at least one of the areas. One of these achieved the higher standard. The attainment of these pupils was, in some areas, very close to the expected standard.

Whole-class attainment and progress across school reflected the positive impact of many of the strategies set out within the ‘teaching’ strand of the school’s pupil premium strategy:

- Attainment of the expected standard in key stage 1 and key stage 2 was [above](https://www.pda.lancs.sch.uk/performance-tables-results/) [the national average in all areas](https://www.pda.lancs.sch.uk/performance-tables-results/). In some areas (KS2 reading, KS2 maths, and KS2 EGPS) attainment was significantly above the national average.

There was 1 disadvantaged pupil taking the Phonics Screening Check at the end of Year 1 (in 2022/23); this pupil achieved the expected standard (a mark of 32 or above, out of 40) Attainment across the whole cohort in phonics reflected the success of teaching through our well-embedded, validated phonics scheme – 86% met the expected standard (compared to the national average of 80%). This was a small cohort.

A significant number of disadvantaged pupils benefited from support with their emotional wellbeing and mental health (via the school’s Wellbeing Coach, and the Pastoral Lead). Parents and class teachers reported that this support had a positive impact; support will continue into the 2024/25 academic year.

In 2023/24, 96% of disadvantaged pupils across in both key stages 1 and 2 attended an out-of-hours extra-curricular club. Other pupils across school also benefited from this provision (with 86% of pupils attending out-of-hours clubs during the school year). The school’s enhanced programme of extra-curricular opportunities will be sustained

into 2024/25. 100% of disadvantaged pupils attend school visits (including residential visits).

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| Y2 PPG pu-  pils in 2024 achieved: (59 pupils in cohort) | PPG (3 pupils) | | | | | | Non PPG (56 pupils) | | | | | |
| School | | Local | | National | | School | | Local | | National | |
| EXP | GD | EXP | GD | EXP | GD | EXP | GD | EXP | GD | EXP | GD |
| Reading | 33% | 0% | 55% | 9% | 55% | 9% | 71% | 14% | 70% | 23% | 76% | 23% |
| Writing | 33% | 0% | 46% | 4% | 46% | 4% | 57% | 7% | 63% | 12% | 68% | 12% |
| Maths | 67% | 0% | 57% | 8% | 57% | 8% | 80% | 11% | 73% | 20% | 77% | 20% |
| Combined RWM | 33% | 0% | 42% | 3% | 42% | 3% | 57% | 2% | 60% | 9% | 64% | 9% |

* **Y2** PP pupils are under performing in all areas at the expected standard except maths and all areas at GD compared to local, national, and non-PP pupils in WCPS. This will be a focus next academic year. New schemes on reading and writing and supplements to MNP at GD standard will be used to support this cohort.

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| Y6 PPG  pupils in 2024  achieved: (52 pupils in cohort) | PPG (9 pupils) | | | | | | Non-PPG (43 pupils) | | | | | |
| School | | Local | | National | | School | | Local | | National | |
| EXP | GD | EXP | GD | EXP | GD | EXP | GD | EXP | GD | EXP | GD |
| Reading | 55% | 22% | 64% | 19% | 63% | 18% | 50% | 11% | 47% | 13% | 46% | 13% |
| Writing | 78% | 22% | 62% | 9% | 59% | 6% | 50% | 4% | 39% | 5% | 36% | 4% |
| Maths | 67% | 11% | 63% | 14% | 59% | 13% | 75% | 4% | 49% | 9% | 44% | 4% |
| Combined RWM | 33% | 11% | 49% | 4% | 46% | 3% | 38% | 0% | 28% | 2% | 26% | 2% |

* Y6 PP pupils slightly under performed in maths at the GD standard and Reading in the ex- pected standard. These areas are something WCPS will be focusing on next academic year through additional TA support, supplementing GD maths with WhiteRose and NRich resources and implementing a new English scheme.

##### Other Pupil Premium Outcomes:

* **Phonics**: Y1 and Y2 data (the whole cohort) did better than national. 50% of PP pupils in Y1 passed. The other 50% of pupils in Y1 will be monitored closely next academic year and additional interventions put in place to ensure they pass in Y2 next academic year. The 10% of pupils that did not pass in Y2 moving into Y3 will start a Sounds Write inter- vention to bridge the gap.
* **Y4 MTC**: The whole cohort performed better than national. 50% of PP pupils achieved a score of 21 – 25. Additional support and a relaunch of TTRS for times tables and an after- school club will be put in place to address the gap for the pupils in Y4 next academic year.
* All year group PP outcomes have been started this academic year and will be used to measure progress and identify need/next steps over time.

**Externally provided programmes**

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| **Programme** | **Provider** |
| SCARF | Coram Life Education |
| Red Rose Letters and Sounds | Lancashire Professional Development Service |
| Emilie | Spelling |