

Penwortham Primary School



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	Penwortham Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	6.7%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Governing Body
Pupil premium lead	Helen Hesketh
Governor lead	Rachel Duke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,795
Recovery premium funding allocation this academic year	£3240
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	£26,035

Part A: Pupil premium strategy plan

Statement of intent

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
- 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.

Challenge number	Detail of challenge
1	Well being – we recognise that pupils have had varied and different experiences of the pandemic and that this may impact in the near and more long term future. We want to provide our pupils with an emotional toolkit to enable them to respond positively and know how and when to seek help.
2	Pupils have missed opportunities for their wider education and learning through visits and trips, life experiences etc.
3	Attainment in writing, following national lockdown and periods of isolation, is below that of their peers and previous national comparators.
4	Attainment in maths, following national lockdown and periods of isolation, is below that of their peers and previous 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.

Intended outcome	Success criteria
<p>A higher proportion of disadvantaged pupils are working at year group expectations in maths</p>	<p>A higher proportion of disadvantaged pupils are working at age related expectations in Maths. – disadvantaged pupils make at least expected progress taking into SEND progress - 100% disadvantaged pupils make good progress</p>
<p>A higher proportion of disadvantaged pupils are working at year group expectations in writing and reading</p> <p>In Y1 and Y2 100% PP pupils will reach the threshold for phonics screening</p>	<p>A higher proportion of disadvantaged pupils are working at age related expectations in writing. – disadvantaged pupils make at least expected progress from starting points</p> <p>Taking into SEND progress - 100% disadvantaged pupils make good progress from their individual starting points</p> <p>Pupils in Y1 and Y2 make at least good progress following the Talk for Writing programme successfully.</p>
<p>Pupils have a positive attitude to school and learning. They engage with wider opportunities which supports the enhancement of their cultural capital</p> <p>Through our curriculum and wider curriculum offer, disadvantaged pupils improve their knowledge and skills and grow in confidence.</p> <p>Pupils are able to self regulate and have confidence to manage their own emotions or seek support appropriately.</p>	<p>improved confidence and attitudes to learning evidenced through surveys with parents and pupils</p> <p>low level of behaviour incidents</p> <p>PSHE lessons are planned to support pupils at this time according to their needs.</p> <p>PP pupils have a range of opportunities and respond positively to these (pupil voice/ numbers pupils engaging) They are encouraged to participate.</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: £ 4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all teaching staff in planning teaching and learning process from reading quality text into producing quality writing	The EEF Guide to the Pupil Premium Pupil Premium: - Identifies the importance of spending on improving teaching including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. This is a key ingredient for a successful school.	3
Training for teachers in Y1 and Y2 in Talk for writing approach. This is a year long programme.	Data shows that the youngest pupils have found the transitions from remote to school based learning most difficult.	3
<i>Training for all staff in using teaching assistants effectively so that pupils benefit</i>	EEF – Making Best Use of Teaching Assistants research and report.	1,2,3,4
<i>New spelling programme in Y2-6</i>	Kinaesthetic approach to learning spellings in school supports the theory of learning more and remembering more.	3

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 and small group support for pupils in reception and Y1 using NELI programme</i>	Nuffield research The Nuffield Early Language Intervention (NELI) is an evidence-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 experiencing difficulty with reading. It is delivered over 30 weeks by teaching assistants in groups of three to four children.	3

	<p>The intervention was developed by a team from the University of York, who subsequently carried out a randomised 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.</p> <p>EEF evidences that this approach has an average impact of 4 months additional progress over a year</p>	
<p><i>Phonics support in Y2,3,4 using additional staffing</i> <i>Fast track phonics</i> <i>Bounce Back phonics</i></p>	<p>Data from previous year shows this was a positive intervention for pupils making good progress when able to consistently access 3x week support remotely and face to face.</p> <p>Use of TA's -EEF evidences that this approach has an average impact of 4 months additional progress over a year dependent on how they are deployed.</p>	

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

Budgeted cost: £ 6250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Promotion of writing throughout the school with a particular focus on PP groups</i> Visit from poet in National Poetry week to promote poetry and work with teachers in class to write poetry</p>	<p>The EEF Guide to the Pupil Premium Pupil Premium: - Identifies the importance of spending on improving teaching including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving.</p>	3
<p><i>All pupils have access to educational trips to enrich their cultural capital.</i></p>	<p>EEF recognises the importance for pupils to have a sense of belonging and access to enrichment activities.</p>	1,2
<p><i>All pupils entitled to PPG have the opportunity to learn to play a musical instrument</i></p>	<p><i>Research shows that learning to play a musical instrument can enhance verbal memory, spatial reasoning and literacy skills.</i></p>	1,2

<p><i>Additional timetabling for PSHE – linked to areas identified in surveys</i></p>	<p>Surveys with pupils and parents highlighted areas that would benefit from additional timetabled PSHE lessons. A detailed plan for the implementation of these was developed for the whole school</p> <p>The EEF recognises SEL, Well-being and Mental Health as essential in supporting effective learning which are linked to a positive outcome later in life</p>	<p>1,2</p>
<p><i>Dare to Aspire programme</i></p>	<p>The EEF recognises SEL, Well-being and Mental Health as essential in supporting effective learning which are linked to a positive outcome later in life</p>	<p>1,2</p>
<p><i>Learning Mentor support to lead conflict resolution programme, support well being as required by pupils entitled to PPG. Effective and timely pastoral support is provided.</i></p> <p><i>Ensure Learning Mentor is kept up to date with ELSA training</i></p>	<p>The EEF recognises SEL, Well-being and Mental Health as essential in supporting effective learning which are linked to a positive outcome later in life.</p> <p>The EEF Guide to the Pupil Premium Pupil Premium: - Identifies the importance of spending on improving teaching including professional development</p>	<p>1,2</p>

Total budgeted cost: £ 2275

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Aim	Outcome
<p>75% PP pupils reach ARE by end of year in reading, writing and maths</p>	<p>Year 6 75% pupils in Y6 achieved ARE or higher in maths and reading. 25% achieved GD in reading.</p> <p>Years 1-5 56% achieved age related expectations in reading. 62% made at least expected progress in reading (at least 3 terms over the academic year)</p> <p>25% achieved age related expectations in writing. 56% made at least expected progress in writing. (at least 3 terms over the academic year)</p> <p>37% achieved age related expectations in maths. 50% made at least expected progress in maths.</p> <p>The PP strategy must continue to close the attainment gap in reading, writing and maths.</p> <p>Phonics assessments in Y1 showed that 100% pupils were on track to meet phonics screening standards.</p>
<p>Pupils return to school and are well adjusted.</p> <p>There are clear procedures in place for children to share their anxieties</p> <p>Staff are trained and resources to lead PSHE lessons to reduce and manage pupils emotional well being</p>	<p>The Learning Mentor worked as the first contact during time of lockdown for pupils in and out of school. 50% pupils attended school daily during lockdown. Those remaining at home had regular (at least 1x week) remote contact with teachers, the Learning Mentor and peers. Laptops were loaned to those pupils requiring access to technology.</p> <p>Additional time planned for PSHE and adapting to need has ensured that pupils have more opportunities to share anxieties. PSHE curriculum was planned to support areas identified.</p> <p>Pupil voice shows that over 85% of pupils have returned to school with a positive mindset</p> <p>PSHE surveys undertaken show that most pupils are confident in returning to school and have appropriate strategies and are able to speak to adults where they have anxieties.</p>

Support transition to high school for Y6 PPG pupils following pandemic effects	<p>Additional transition activities were put in place for Y6 and they were encouraged to attend summer schools hosted by high school.</p> <p>Transition activities supplied by high school used to support pupils.</p> <p>Support from external agencies has been used to support a family and pupil requiring additional support.</p> <p>.</p>
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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
English IDL	IDL
Maths IDL	IDL
NELI	NELI (in school trained delivery)
Bounce Back phonics	Lancashire CC
Fast track phonics	Lancashire CC