

# Penwortham Primary School



This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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	14%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	October 2022
Date on which it will be reviewed	October 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	£17663
Recovery premium funding allocation this academic year	£1236
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	£18,899

## 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	Pupils eligible for PP have higher rates of absence than other pupils in our school and in comparison with national comparators
2	Pupils have missed opportunities for their wider education and learning through visits and trips, life experiences etc.
3	Attainment in writing is sometimes below that of their peers and national comparators.
4	Some of our disadvantaged pupils are looked after. Our observations and discussions with pupils and families have identified that these children's early lives have left them with social and emotional difficulties which have affected their resilience and self esteem

## 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 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 account 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 individual attendance improves. Parents are actively engaged in ensuring that PP pupils attend school.</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>Pupils have access to external support agencies and professionals as required for their individual needs.</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 in extra curricular clubs and wider opportunities such as peripatetic music lessons.</p>
<p>Disadvantaged pupils have at least the same opportunities as their peers. They attend extra curricular activities, residential trips, school visits, learn to play a musical instrument. This impacts on their motivation and well being.</p>	<p>Data shows that disadvantaged pupils attend these enrichment opportunities.</p> <p>Pupil voice shows that these have a positive impact</p> <p>The school listens to pupil voice to ensure that opportunities are provided in line with interests and aspirations.</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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all teaching staff and teaching assistants in the principles and practice of metacognitive learning	<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. This is a key ingredient for a successful school. Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/metacognition?utm_source=/educationevidence/guidancereports/metacognition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=metacognition%20n">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/metacognition?utm_source=/educationevidence/guidancereports/metacognition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=metacognition%20n</a></p>	1,2,3,4
Training for teachers in Y3 in Talk for writing approach. This is a year long programme.  New handwriting programme	<p>Data shows that this year group will benefit from a structured approach.</p> <p>Handwriting was affected by lockdown causing different styles to emerge, poor pencil grip and poor motor control. A consistent approach with support for use at home will help improve handwriting and stamina for writing.</p>	3
Conduct relevant diagnostic assessments	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf">https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf</a></p>	1,2,3,4

nts with our pupils who are experiencing difficulty in areas of the curriculum		
Continue to provide weekly Forest School lessons for all our pupils	There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventurelearning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-adventurelearning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=outdoor">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventurelearning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-adventurelearning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=outdoor</a>	1,2,3,4

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

Budgeted cost:

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>	<p>Nuffield research</p> <p>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.</p> <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>	3
<i>1:1 play therapy with a specialist teacher</i>	Play therapy is a structured, theoretically based approach to therapy that builds on the normal communicative and	4

	learning processes of children (Carmichael, 2006; Landreth, 2002; O'Connor & Schaefer, 1983). The curative powers inherent in play are used in many ways. Therapists strategically utilize play therapy to help children express what is troubling them when they do not have the verbal language to express their thoughts and feelings (Gil, 1991).	
<i>Small group play – lego therapy with trained Learning Mentor</i>	See above. This therapy will also support the building of wider relationships with other pupils, reacting to the needs of others and self regulation skills.	4

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

Budgeted cost: £ 6250

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>All pupils have access to educational trips to enrich their cultural capital.</i>	EEF recognises the importance for pupils to have a sense of belonging and access to enrichment activities.	2
<i>All pupils entitled to PPG have the opportunity to learn to play a musical instrument</i>	<i>Research shows that learning to play a musical instrument can enhance verbal memory, spatial reasoning and literacy skills.</i>	2
<i>Additional timetabling for PSHE – linked to areas identified in surveys</i>	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  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	4
<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>  <i>Ensure Learning Mentor is kept up to date with ELSA training</i>	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.  The EEF Guide to the Pupil Premium Pupil Premium: - Identifies the importance of spending on improving teaching including professional development	4, 1

**Total budgeted cost: £**

## 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 2021 to 2022 academic year.

Aim	Outcome
Improve outcomes for pupils in reading and maths so that they make good progress and attainment is in line with their peers	In Key stage 1 80% pupils achieved age related expectations in reading and 80% in maths In key stage 2 72% achieved age related expectations in reading and 54% in maths 100% pupils in receipt of PP reached the required standard in phonics screening.
Improve attitudes to school Engage with wider opportunities	In pupil voice discussions PP pupils were positive about school and their future. 100% PP pupils attended at least 1 after school club over the year.

### 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
SCARF PSHE programme	Coram Life Education
Red Rose Phonics	Lancashire CC