

# Pupil premium strategy statement

1. Summary information					
School	Penryn Primary Academy				
Academic Year	2019/2020	Total PP budget	£TBC	Date of most recent PP Review	Sept 19
Total number of pupils	390	Number of pupils eligible for PP	119	Date for next internal review of this strategy	April 2020

2. Current attainment					
		% Y6 pupils eligible for PP (28 pupils) SATs data:			All pupils
% achieving ARE in reading, writing and maths		48% (54% non disadvantaged)			51%
Attainment for PP children in reading		54% (non-disadvantaged 58%)			56%
Attainment for PP children in writing		73% (non-disadvantaged 66%)			69%
Attainment for PP children in maths		65% (non-disadvantaged 65%)			65%
Four-year trend for disadvantaged pupils. Cohort size in brackets.					
Subject	2016 (39)	2017	2018	2019 (31)	
Reading	38%	42%	73%	54%	
Writing	60%	62%	77%	73%	
Maths	20%	52%	55%	65%	
RWM combined	15%	36%	50%	48%	

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	A significant number of children enter EYFS with below age-related expectations. In Sept 2018 34% were below in listening and attention, 50% below in reading and 60% below in writing. In maths, 48% of pupils entered below and in the area of knowledge of the world 77% were below.	
B.	We recognise that our pupils and families can have complex issues they have to face in their lives and these cause emotional upset which, at times, stops children learning effectively. At Penryn Primary Academy, we commit to helping our families and children, enabling our pupils to reach their full potential.	
C.	There are small pockets of dependence on adults to complete work.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	There is disengagement from some external stakeholders, regarding our disadvantaged pupils, in terms of aspirations relating to levels of attainment and progress.	
E	Children in receipt of pupil premium have below national and school attendance figures. During the last academic year, 2018-2019, PP pupils' attendance was 93%.	
4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	<p>All areas of the EYFS curriculum to be assessed as at or above national averages. This will be measured via termly data drops which will be professionally challenged by the senior leadership team, with particular focus on vulnerable groups including PP and SEN. Assessments are assessed against the early learning goals and input into Tapestry.</p> <p>Continue to develop speaking and language skills through targeted support through speaking and listening interventions (PEEP study) to impact positively on reading, writing and maths.</p> <p>Increase in the percentage of PP pupils engaging in optional homework grids to encourage the development of speaking and language skills at home.</p>	<p><i>Improved GLD outcomes</i></p> <p><i>Children entering our Reception from our Nursery are higher than this year.</i></p>
B.	Children's emotional needs will have been supported through whole school TIS approach, TIS assessments to inform TIS (Trauma Informed Schools) 1:1 targeted interventions for individual pupils, breakfast Nurture group and small group emotional support. Targeted pupils will also take part in forest school interventions to support the development of engagement in learning and the skills required in order to learn. All of the above have direct links with more formalised/ academic learning approaches, which will improve children's outcomes.	Children will be improved with their engagement with learning and make accelerated progress academically. Children's progress with their SEMH and learning behaviours are tracked using Motional, which is the online assessment method for monitoring children's

		developmental improvement. Data will show improvements for all children in all areas.
<b>C.</b>	<p>Increase in pupils' learning independence through further embedding a metacognitive approach, using formative assessment strategies. Staff will continue to implement strategies that support pupils to develop learning independence and increased resilience. All staff will implement metacognition training into their standard daily practice. Termly staff meetings reviewing and sharing best metacognitive practice will take place. These outcomes will be monitored through pupil voice and through termly pupil progress meetings between class teachers and leaders.</p>	<p>Children will feel that they are 'in charge' of their learning and are proactive in challenging themselves to aim high. Children will have the necessary tools and strategies to complete work independently, even when stuck. This will be evidenced through pupil conferencing.</p> <p>Book looks and learning walks to evidence independent learning in classes.</p>
<b>D.</b>	<p>Improved relationships between the school and community with opportunities to consider all children's aspirations for the future. The Penryn Community Hub to be a thriving environment which is used by various groups within the Penryn community, including our parents, the university and local employees of the County Council.</p> <p>Attendance at parents evening, pp workshops, uptake of open morning in the community hub. Percentage of time the community hub is used.</p> <p>Increased uptake and engagement with social media to improve parents knowledge of what is happening in school and how they can engage.</p>	<ul style="list-style-type: none"> <li>• Feedback from the end of year parental questionnaires will indicate that they feel that staff are approachable and that parents feel that they are well supported by school.</li> <li>• Attendance at parents evening to be 95%+ of our parents.</li> <li>• PP workshop to be attended by 50% of PP families consistently throughout the year.</li> <li>• PP Topic grid to be taken up by 66% of PP pupils.</li> <li>• Community hub to be in use and booked for at least 50% of the time.</li> <li>• Social media to be accessed (impression) by 50,000 per month.</li> </ul>

<b>E.</b>	<p>The attendance of pupils who receive PP funding will improve and pupil and parental aspirations will improve to positively influence pupils learning skills. Workshops will be provided after school in core subjects to support parents with how and what the children learn as well as craft workshops to encourage engagement. Individual support given to parents where the need is required with PP/SEND. Attendance is a formalised part of weekly welfare meetings. Our attendance officer monitors attendance daily and calls parents for reasons of absence. The attendance officer also presents concerns at welfare meetings. Parents of children whose attendance is between 92% and 96% will receive a weekly text to remind them about their attendance. Parents whose children's attendance is between 88% and 92% will be invited in to meet with a member of the welfare team to discuss how they can improve their children's attendance. Parents whose children's attendance is below 88% will received correspondence from our Education Welfare Officer and this could lead to prosecution. Class teachers have responsibility for discussing with and supporting parents to reduce persistent absences through building positive relationships.</p>	<p>Increased engagement from parents in supporting the learning of the children. Attendance for the year to be above 95% for all children and for the PPG above 96%.</p>
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5. Planned expenditure					
Academic year		2019/20			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review
All pupils access quality first teaching	Appropriate training to improve high quality first wave teaching. For example: Fresh Start Training in Phonics delivered by HLTAs on KS2. Maths CPD  Systematic support staff training led by senior	Large body of research evidences that quality first teaching has a major impact on pupils' progress and has the most impact on the most disadvantaged pupils.	Learning walks/observations. Termly book scrutiny. Pupil progress meetings. Performance management.	Head of School and PP Leader	Reviewed during learning walks and termly mentoring.

	<p>leaders during pre-teach/assembly.</p> <p>Pupils will take part in pre-teach sessions (as appropriate) to aid them in entering a lesson at the same starting points as their peers.</p>				
Pupils will use a toolkit to scaffold their learning journey and increase their learning independence	Metacognitive approach to learning embedded across the curriculum - I do, you do, we do. This is modelled by all staff including TAs who have taken part in training related to promoting learning independence.	<p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task</p> <p><a href="#">Sutton Trust: Metacognitive and self-regulation +7 months</a></p>		SLT	
<b>Total budgeted cost</b>					See section 7
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Pupils with PP receive high quality, purposeful, focused support. In line with the schools marking policy the majority of marking will be done in lesson with a focus of moving learning on through effective feedback.	1:1, 1:2 and small group tuition Teachers and support staff to spend time 1:1 with pupils during lessons to discuss their next steps in learning.	Research (EEF) evidences high quality one to one support that is purposeful and focused has a high impact on raising attainment.  <a href="#">Sutton Trust: Feedback +8 months</a> <a href="#">Sutton Trust: One to one tuition +5 months</a>	Regular feedback between adults delivering the support, class teachers and PP lead. Regular collection of intervention records and impact. Book looks, pupil conferencing and learning walks will evidence use of NS.	SLT KS leaders Teachers and HLTAs/TAs to implement	Half termly review of interventions and NS evidence.
Pupils who enter EYFS at below age related expectations, especially in language & communication are well supported to make accelerated progress.	Small group intervention. ELKAN work. PEEP studies. Time to talk sessions. Basic concept groups.	Research and the <a href="#">Preparing for Literacy</a> report (EEF) shows a positive impact from implementing early oral language programs, especially the Nuffield Early Literacy Intervention.  <a href="#">NELI</a> <a href="#">Sutton Trust: Oral language interventions +5 months</a> <a href="#">Sutton Trust: Early Years Intervention +5 months</a>	CB to monitor provision. Sessions will be delivered by a highly skilled, trained practitioners, and feedback will be passed onto CB through intervention records and conversations.	CB and EYFS staff	Assessment before intervention and at end of interventions. Parental feedback from PEEP study, both pre and post intervention, as well as through ELKAN evidence.
All PP pupils have the same opportunities to experience a wide range of activities, including outdoor learning, sport, clubs and visits.	PP pupils will have the opportunity to take part in enrichment activities, family workshops and extra curricular activities and class trips alongside their peers. PP children to be invited to specific clubs e.g. reading club and maths clubs. Forest School intervention sessions and whole class	To ensure that PP pupils have the same chances in life, we need to ensure that they have a love of school and learning and that they experience a wide range of activities. This is aimed at finding activities that they can take pride in, excel at and develop a sense of achievement.  Forest school will encourage pupils to take supported risks appropriate to the environment	Data will be gathered regarding who is taking part in extra activities and regular meetings will occur with teachers and pupils to discuss impact and progress. Pupil questionnaires will take place after enrichment activities to show impact. Our Forest School lead, supported by the SLT, will track the accelerated progress of these focus children in terms of attainment.	Class teachers, forest school lead and PP Lead.	End of each term and during forest school sessions. Club lists.

	<p>lessons offers our learners the opportunity to learn in a different environment, a different set of skills, which they're able to transfer in to every day practice. Forest school is led by a highly skilled practitioner (L3) and is supported by a L3 Forest School trainee, who has worked within the school for the past two years.</p> <p>Pupils will be provided with opportunities to find out about a wide variety of careers (links to page 8 raising aspirations).</p>	<p>and to themselves and will build on an individual's innate motivation, positive attitudes and/or interests.</p> <p><a href="#">Sutton trust: Collaborative Learning +5 months</a></p> <p><a href="#">Sutton Trust: Enrichment</a></p> <p><a href="#">Forest School Principles</a></p> <p><a href="#">Sutton Trust: Outdoor adventure learning +4 months</a></p>			
<b>Total budgeted cost</b>					See section 7
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

To meet the emotional needs of PP pupils supporting high levels of engagement with learning and a positive impact on outcomes.	<p>Whole school TIS approach adopted and targeted TIS sessions.</p> <p>Whole class TiS sessions drawn from class snapshots.</p> <p>Forest school whole class sessions and small group interventions providing a holistic learning and development program.</p>	<p>TIS is recognised as an effective approach supporting emotional resilience which is a skill that disadvantaged pupils can need to develop further.</p> <p><a href="#">Sutton Trust: Behaviour Interventions +3 months</a>  <a href="#">Sutton Trust: Social and emotional learning +4 months</a></p> <p><a href="#">Breakfast Clubs</a></p>	<p>Ensure all pupils needing emotional support are identified.</p> <p>Seek feedback from pupils, parents and staff to gauge impact.</p> <p>TIS assessments will show improvements in children's emotional stability and needs. Class screening will take place termly.</p>	<p><b>TIS</b> All staff in class.</p> <p>Targeted intervention: AS, CA, JB</p> <p><b>FS</b> FS lead WM Apprentice LC</p>	Mid-year, through pupil progress meetings, using termly assessments.
		<p>Forest school sessions aim to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners</p> <p><a href="#">Forest School Research</a>  <a href="#">Forest School Principles</a> – Principle 3  <a href="#">Sutton Trust: Outdoor adventure learning +4 months</a></p>	<p>Every pupil will have a forest school journal in which their learning will be recorded.</p> <p>Regular meetings with forest school lead to identify particular pupils, the provision they receive and the impact of this.</p> <p>Seek feedback from pupils, parents and staff to gauge impact</p>		
Raise aspiration and expectations of pupils and their parents and carers while increasing their engagement and positive experiences of school.	<p>Visits by adults who have overcome obstacles in their lives to achieve.</p> <p>Every class to carry out a visit to FE college and University of Exeter at Penryn for PP pupils and parents.</p>	<p>Through raising the aspirations of parents and pupils, and increasing parents positive experiences of school we hope to improve parent and guardians involvement with school and raise pupils aspirations so that they can see that they can</p>	<p>Feedback from parents and carers. A correlation between high aspirations and expectations will develop closing the gap to national expectations.</p> <p>Parental engagement with school will improve.</p>	<p>All staff, EM JH to lead.</p> <p>KM to run Penryn Community Hub.</p>	Mid -year

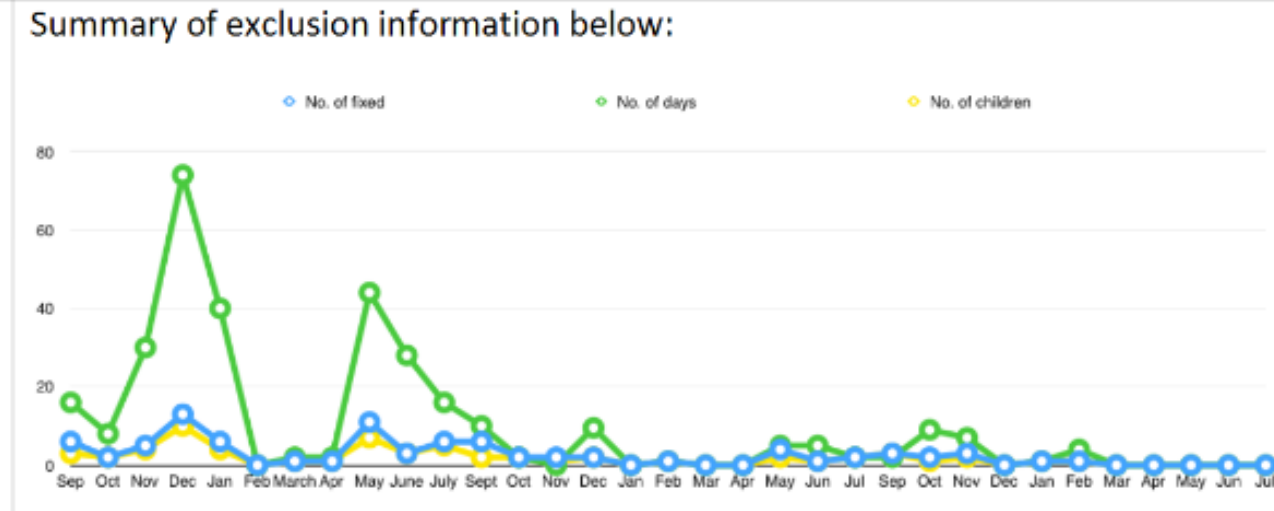


Parent support advisor provides a range of services to support families through the use of the Penryn Community Hub.	<p>To run a careers day (8<sup>th</sup> Oct), where members of the community come in and talk to children and parents about their field of work. Alongside this, we will continue to have regular inspirational assemblies from a variety of people within our community informing our children about their careers and what inspired them to become what they are. These sessions end with a Q&amp;A session.</p> <p>PSA works with families and offers support in a range of areas. Workshops and aspirational events where pupils can attend with their families/parents.</p> <p>Adult education offered through the Community Hub</p>	<p>achieve and how education is a platform to many opportunities.</p> <p><a href="#">Students aspirations, expectations and school achievement</a></p> <p><a href="#">Engaging with parents and staff to raise aspirations for all pupils</a></p> <p>Sutton Trust: Parental engagement +3 months</p>	Feedback from parents and carers.		
Total budgeted cost					See section 7
6. Review of expenditure					
Previous Academic Year		2018/19 £188,860 allocated			
i. Quality of teaching for all					

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
All pupils access quality first teaching	Appropriate training for all staff.	<p>Teaching has been strengthened. Teaching is consistently judged to be of a good or outstanding quality (see observations, learning walks, book scrutiny, monitoring visits notes Oct 18 and Jan 19, Jun 19). Where there have been identified weaknesses, prompt and effective action has been taken (Autumn term coaching T&amp;L sessions led by academy's T&amp;L leads).</p> <p>Summer monitoring visit (17.06.19) visiting leaders identified through learning walks, pupil conferencing and book looks that teaching and learning demonstrated, 'Carefully planned questions with clear entry points for children's appropriate stage'. See data improvements – especially EYFS, PSC, Y6 progress.</p>	High quality first wave teaching is our first intervention. The adaptations to our marking policy and Next Step model all work within this model. We will continue to ensure all pupils receive high quality first wave teaching and that our teaching is consistently judged as good or outstanding.
Pupils will use a toolkit to scaffold their learning journey and increase their learning independence	Metacognitive approach to learning embedded across the curriculum - I do, you do, we do.	Pupils growth mind-set approach to learning embedded throughout school. Pupil conferencing has highlighted this as pupils have been able to talk about how they approach their learning and why. The introduction of virtues of the week has also worked towards this outcome.	Continuing next year – as above.
ii.			

Pupils with PP receive high quality, purposeful, focused support	1:1, 1:2 and small group tuition Fortnightly mentoring sessions with teachers to identify small, specific learning targets to work towards over the following two weeks.	We will be continuing with 1:1 and small group interventions and further developing evidence of impact related to these. The mentoring sessions received a mixed feedback in terms of impact seen and workload (teacher workload survey and meeting minutes). As a result we have adjusted this intervention and it will be incorporated within our whole school Next Step model. Ensuring pupils still receive 1:1 time with the teacher talking through their next steps in learning but based in the lesson
Pupils who enter EYFS at below age related expectations, especially in language & communication are well supported to make accelerated progress.	Small group intervention. NELI and PEEP studies. Time to talk sessions. Basic concept groups.	Children who attended the study had higher baseline assessments compared to those who didn't (Oct '18 baseline assessments). For this year, we are tripling the PEEP provision. Autumn – reception literacy. Spring – reception maths. Summer – nursery learning readiness, offer to all children on our admission list for 2019/20. PEEP study to be based in our community hub to build links. PEEP project to be rolled out for all year groups for 2019-20.

<p>All PP pupils have the same opportunities to experience a wide range of activities, including outdoor learning, sport, clubs and visits.</p>	<p>Enrichment activities, family workshops and extra curricular activities provided. Forest School intervention sessions and whole class lessons offer our learners the opportunity to learn in a different environment, a different set of skills, which they're able to transfer in to every day practice. Pupils will be provided with opportunities to find out about a wide variety of careers (links to page 8 raising aspirations).</p>	<p>Pupils in receipt of PP funding, and others in school, have had the opportunity to take part in outdoor learning, sports activities, extra curricula activities and many others.</p>	<p>Following the success of the surf days so far, during the academic year 2019-2020 all pupils will take part in surf day sessions. We will be developing the way in which we record the impact of these days and other enrichment activities.</p> <p>There will be an increase in the number of afterschool clubs available for pupils following good uptake this year.</p> <p>In the next academic year we are also hoping to work alongside RockSteady to offer our PP pupils alternative free music sessions.</p> <p>Following the success of the Careers afternoon we will be holding a careers day so that more pupils can make the most of our visitors and learn more about what they can do in the future.</p>
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iii. Other approaches			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To meet the emotional needs of PP pupils supporting high levels of engagement with learning and a positive impact on outcomes.	Whole school TIS approach adopted and targeted TIS sessions. Forest school whole class sessions and small group interventions providing a holistic learning and development program.	<p>On 26.05.19 the school achieved Trauma informed Schools UK award, with assessor noting that: 'Penryn is a truly inclusive school. The school has been on a journey of transformation and cultural change. There is now an agreed and collective vision focussed on fostering positive relationships and meeting the needs of children whatever they may be. All teachers are now taking part in termly snapshots and carrying out whole class TiS activities.</p> <p>Exclusions of all children have dramatically decreased. Children's TiS data from action plans show improvement (See TiS practitioners' action plans).</p>	<p>Summary of exclusion information below:</p>  <p>We will continue to follow the TiS approach and adapt to the needs of our pupils.</p>

<p>Raise aspiration and expectations of pupils and their parents and carers while increasing their engagement and positive experiences of school.</p> <p>Parent support advisor provides a range of services to support families through the use of the Penryn Community Hub.</p>	<p>Visits by adults who have overcome obstacles in their lives to achieve. Visits to FE college and University of Exeter at Penryn for PP pupils and parents. Careers afternoon. Regular inspirational assemblies from a variety of people within our community PSA works with families and offers support in a range of areas. Workshops and aspirational events where pupils can attend with their families/parents.</p>	<p>The majority of parents are increasingly positive about their children's experiences in school as evidenced by the surveys and feedback form parents' evenings (PPT summary, meeting room display Dec '18). OFSTED survey showed parents positive about the school. (Nov '17).</p> <p>The PSA / safeguarding lead works with the most vulnerable families to support teachers in ensuring the children are safe and accessing their potential for learning. (Community Hub offer)</p>	<p>Although parents are more positive about school we have not reached our targets for family engagement in some activities, including workshops and topic grid assemblies. As a result we are merging the two to create topic grid workshops where families can complete topic grid activities at school with their children. We are also redeveloping the celebration assemblies so that they are more accessible for parents with pupils in both Key Stages.</p>
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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

### Year 6 Data 2018- 2019

	Reading	Writing	Maths
All pupils	52%	63%	60%
Disadvantaged	47%	63%	57%
Non-disadvantaged	56%	64%	63%

\*please note this data includes 5 pupils within the ARB.

Monitoring, through Aspire termly monitoring visits as well as in house monitoring conducted by SLT, evidences that strategies are having impact. This can be seen when talking to children looking at their books and summative assessments.

### Pupil Progress of PP Children 2019-Year 6:

Reading 0.81

Writing 1.63

Maths 1.16

All of the above are significantly better than the local authority disadvantaged progress scores.

### Expenditure 2019-2020



## PUPIL PREMIUM OFFER

Here at Penryn Primary Academy we want to maximise the impact of pupil premium funding to ensure all those in receipt of the funding can achieve to the best of their ability. We have brought together the ways in which a child in receipt of Pupil Premium funding could be supported. If you would like any more information please contact your class teacher or Mrs Miles, our PP Champion.

### High Quality Teaching and Interventions

- Pupils have access to high quality first wave teaching.
- Pupils will receive targeted interventions as appropriate which could include Forest School and TIS.
- Pupils will spend time 1:1 with their class teacher discussing their next steps in learning as appropriate.
- Pupils will have access to pre-teach sessions as appropriate.

### Raising Aspirations

- Pupils will have access to a careers event which they can attend with family.
- Pupils will have the opportunity to take part in aspirational day visits with family members to places of employment linked to the careers day.
- Throughout the year there will be several assemblies led by inspirational people.

### Enrichment Activities and Music Tuition

- Free music tuition is available.
- Enrichment activities are available for pupils at different times throughout the year.

### Working Together

- Families can work together to take part in half termly topic grids and celebration mornings.
- Families have access to half termly workshops where they can take part in different activities together.
- If appropriate pupils will be allocated spaces on the school bus.



Mid-year review of impact of pupil premium funding for 2019 – 2020



DRAFT