

## Pupil premium strategy statement

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   | Penryn Primary Academy   |
| Number of pupils in school  | 370  |
| Proportion (%) of pupil premium eligible pupils   | 33% 121/370  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2022<br>Several objectives marked by asterisk – 2024-2025 |
| Date this statement was published   | October 2021   |
| Date on which it will be reviewed   | July 2022  |
| Statement authorised by   | James Hitchens<br>Head Teacher                                 |
| Pupil premium lead  | Kim Joyce<br>Pupil Premium Lead                                |
| Governor / Trustee lead   | Aspire Trust Board   |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £158,710 |
| Recovery premium funding allocation this academic year  | £18,326  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £177,036 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Penryn Primary Academy our aims are to give all children the knowledge, skills and understanding to achieve their full potential academically, socially and emotionally through high quality teaching. This takes place in the context of a safe and nurturing school environment where each individual child is known, feels a part of the school community, and knows their learning journey is unique to them. High-quality provision is underpinned by strong relationships between all stakeholders.

We aim to give children the necessary skills to prepare them for life in modern British society and for all children to have the same opportunities and experiences as each other. We want to remove barriers, so that each child is aspirational, fulfilling their potential and reaching the highest of expectations that we have of them.

We are committed to working closely with our families, building strong relationships to ensure that they receive high quality support in order to secure the best outcomes for their children.

We want children to develop a lifelong love of learning and to narrow the attainment gap between disadvantaged children and non-disadvantaged children. Our aim is to improve children's self-esteem and instil resilience within them so they can work through any challenges they may face. Our approach will be reactive to common challenges and individual needs, informed by our assessments. The approaches we have adopted ensure children thrive in order to reach their full potential. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged and supported holistically within the school.
- To be proactive in supporting children as needs are identified.
- Ensure all staff take full responsibility for all children's outcomes and wellbeing.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Assessment, observations, and discussions with pupils suggests disadvantaged pupils generally have a lower self-esteem and a need to be successful can deter them from challenge. They can lack the learning behaviours (self-regulation/metacognitive strategies and resilience) to approach learning.   |
| 2                | Monitoring suggests that many pupils have under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. This can be seen from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.   |
| 3                | <p>Due to intermittent school and bubble closures, children have missed a significant amount of schooling. We have identified through our assessment that this has had a negative impact on their progression throughout the curriculum, particularly with writing.</p> <p>These findings are supported by national research undertaken by: DfE, Rising Stars, NFER and FFT state that the impact of COVID 19 means that that the gap is widening (<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment</a>)</p> |
| 4                | Discussions with pupils and external stakeholder suggests there is a disengagement from some external stakeholders. This can sometimes be evident with aspirations relating to levels of attainment and progress, as well as supporting with home learning.   |
| 5                | As outlined in our most recent Ofsted report 2021, children in receipt of pupil premium have below national and school attendance figures. 2021 – SEN Attendance 92.2%, PA 6.47% compared to non-SEN 95.6%, PA 8.63%. PP Attendance 92.6%, PA 11.05% compared to non-PP 96.2%, PA 4.04%. This is a consistent trend that has been over the past four years.   |

## 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   |
|---|--|
| Improved children's self-regulation and metacognitive strategies.   | Children are using self-regulation strategies effectively and applying themselves to challenges and their learning. Children are independent learners who feel that they are 'in charge' of their learning and are proactive in challenging themselves to do their best. Children will have the necessary tools and strategies to complete work independently, even when 'stuck'. This will be evidenced through pupil conferencing and children's success in their books. |
| Improved oral language skills and vocabulary, writing and maths outcomes among disadvantaged pupils within EYFS and Year 1.               | Assessments and observations indicate significantly improved oral language skills and vocabulary among disadvantage pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, ongoing formative assessment and improved GLD outcomes.   |
| Improved attainment in reading, writing and maths among disadvantaged pupils.   | KS2 Reading, writing and maths outcomes in 2024-2025 shows that more than 78% of disadvantaged pupils met the expected standard.   |
| Improved working relationships between the school and community with opportunities to consider all children's aspirations for the future. | External stakeholders see the benefit with support for home learning and are activity engaged with this on a weekly basis. They support children's attainment through a proactive working relationship.  |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.   | Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• Attendance for the year is above 96% for all children, with the PPG above 95%.</li> <li>• The overall absence percentage for all pupils is no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantage peers being reduced by 3%.</li> </ul>  |

## 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: £65,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Continuous Professional Development to improve high quality first wave teaching and support from all staff.</p> <p>Fund ongoing teacher training release time/overtime for support staff.</p>                          | <p>The evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> | <p>1, 2, 3</p>                |
| <p>Training and purchase of vocabulary resources.</p> <p>Reviewing curriculum to ensure that it is vocabulary rich.</p> <p>Using the EEF's oral language interventions to support the school's curriculum.</p>            | <p>NAEYC 2014 – "By 3 years of age, there is a 30 million <b>word gap</b> between children from the wealthiest and poorest families"</p> <p>Waldfogel and Washford identified in 2010 a 27% word gap between disadvantaged and non-disadvantaged.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> EEF toolkit +6months</p>                                | <p>2,3</p>                    |
| <p>Extensive CPD for all staff on metacognitive approach, self-regulation strategies and learning being embedded across the curriculum.</p> <p>Fund ongoing teacher training release time/overtime for support staff.</p> | <p>Evidence suggests the use of 'metacognitive strategies' can be worth the equivalent of an additional +7 months' progress when used effectively.</p> <p><a href="#">Sutton Trust: Metacognitive and self-regulation +7 months</a><br/><a href="#">EEF Toolkit Social and Emotional learning +4 months</a></p>  | <p>1, 2</p>                   |
| <p>Enhancement of our feedback in line with EEF guidance ensuring consistency with staff following our assessment and feedback policy.</p>  | <p>The EEF toolkit identifies that when done effectively, feedback can have high effects on children's learning. Our assessment policy is written and is reflective of the EEF's feedback review.</p> <p><a href="#">Sutton Trust: Feedback +8 months</a><br/><a href="#">Sutton Trust: One to one tuition +5 months</a><br/><a href="#">EEF Feedback Report 2021</a></p>  | <p>2, 3</p>                   |

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

Budgeted cost: £37,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Where appropriate, 1:1, 1:2 and small focus groups to discuss their next steps in learning, make links to previous learning and promote independence.</p> <p>Focused teaching groups within the day are used where appropriate.</p> <p>1:1 used meticulously for phonics and early reading catch up.</p> | <p>Research (EEF) evidence high quality one to one support that is purposeful and focused has a high impact on raising attainment (+5 months).</p> <p>See EEF COVID-19 Documents.</p> <p>EEF Feedback guidance report 2021</p> <p>EEF toolkit: feedback +8 months</p>  | <p>1, 2, 3</p>                |
| <p>Building on from the strong EYFS provision that children receive, Year 1 to be taught using a developmentally appropriate continuous provision model.</p>  | <p>Piaget (1952) describes the preoperational stage which runs from 2 – 6 years as a period which children learn to use language, think symbolically, and represent their ideas using pictures and objects: they are highly active, learning through pretend play and first-hand experiences. It is not until around the age of 7 that major developmental changes take place; when children begin to think in the abstract (Bredekamp, 1987), develop the ability to plan ahead, to approach problems more logically and understand another’s point of view (Robinson, 2008). Many European studies demonstrating that children from the age of 7 are ready to access more formalised learning.</p> | <p>2</p>                      |
| <p>Small group intervention. ELKAN work. PEEP studies (when restrictions allow). Time to talk sessions. Basic concept groups.</p>   | <p>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.</p>   | <p>2</p>                      |
| <p>Use of WellComm screening and intervention programme to identify speech and language gaps and accelerate progress.</p>   | <p>Evidence suggests that oral language interventions has a positive impact of children’s progression.</p> <p><a href="#">NELI</a></p> <p><a href="#">Sutton Trust: Oral language interventions +6 months</a></p> <p><a href="#">Sutton Trust: Early Years Intervention +5 months</a></p>  | <p>2</p>                      |
| <p>Use of Numbersense to improve rapid recall facts and accelerate progress</p>   | <p>Research shows that enabling pupils to develop a rich network of mathematical knowledge will increase attainment and the understanding of mathematics.</p>  |                               |

|  |   |  |
|--|---|--|
|  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a> |  |
|--|---|--|

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

Budgeted cost: £47,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Whole staff training on cultural capital with the aim of creating opportunities for disadvantage children to experience a wide range of activities.   | "The essential knowledge that children need to be educated citizens" (p31 Ofsted EY Inspection Handbook). It goes on to say: Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education" DfE – Early Years Inspection Handbook<br><a href="https://www.gov.uk/government/publications/early-years-inspection-handbook-eif">https://www.gov.uk/government/publications/early-years-inspection-handbook-eif</a>  | 4, 5                          |
| 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.<br><br>Forest school is led and supported by two highly skilled practitioners (L3). | Based on our experiences and those of similar schools to ours, we know a Forest school setting will encourage pupils to take managed risks appropriate to the environment and to themselves and will build on an individual's innate motivation, positive attitudes and/or interests.<br><br><a href="#">Sutton trust: Collaborative Learning +5 months</a><br><br><a href="#">Sutton Trust: Enrichment</a><br><br><a href="#">Forest School Principles</a><br><br><a href="#">Sutton Trust: Outdoor adventure learning +4 months</a><br><a href="#">Forest School Research</a><br><br><a href="#">Forest School Principles</a> – Principle 3 | 1                             |
| Whole school TIS approach adopted and targeted TIS sessions. Release time for practitioners to continue to be Tis accredited and upskilled.   | TIS is recognised as an effective approach supporting emotional resilience.<br><br><a href="#">Sutton Trust: Behaviour Interventions +3 months</a><br><a href="#">Sutton Trust: Social and emotional learning +4 months</a>   | 1, 3, 5                       |

|  |  |            |
|--|--|------------|
| <p>Parent support advisor provide/facilitate a range of services to support families through the use of the Penryn Community Hub.</p> <p>Adult education offered through the Community Hub.</p> <p>Using a variety of ways to communicate with parents to close the 'gap' between parents and the school. This is a multi-media approach using texts, letters, newsletters, social media and information videos to inform parents about what is happening in school.</p> | <p>The Sutton Trust / Education Endowment Foundation's Teaching and Learning Toolkit finds that parental involvement is consistently associated with pupils' success at school. There has been strong evidence on the importance of the home learning environment in determining educational and social outcomes.</p> <p><a href="#">Sutton Trust: Parental engagement +3 months</a><br/> <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>4,5</p> |
|--|--|------------|

**Total budgeted cost: £149,000**



## 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.

| Review of expenditure  |                            |
|------------------------|----------------------------|
| Previous Academic Year | 2020/21 £188,860 allocated |

| Autumn 2020 review                         |  |  |
|--|--|--|
| Barrier                                    | Progress made  | Next steps   |
| A – EYFS outcomes from low starting points | <ul style="list-style-type: none"> <li>• Current cohort have lowest baseline for last 3 years (see subject report)</li> <li>• Data particularly low in RWM</li> <li>• Possibly due to closure of pre-school provisions</li> <li>• Therefore following actions in place to accelerate progress:               <ul style="list-style-type: none"> <li>○ SLCN training for all early years' staff to inform S&amp;L intervention in Spring term</li> <li>○ NELI screening completed</li> <li>○ KH T4W training</li> <li>○ Introduction of daily dough-gym (staff completed CPD for this)</li> <li>○ Teachers leading phonics groups with greatest need</li> <li>○ Daily input following WR planning</li> <li>○ Targeted maths Tapestry observations</li> <li>○ Indoor and outdoor maths activities – with mastery for maths enhancements throughout the provision.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Spring interventions for speech and language gaps</li> <li>• SP and CB to receive further S&amp;L CPD 4.1.21. Whole Trust INSET Friday 12<sup>th</sup> December on communication and language development.</li> <li>• Schema training for all EYFS staff to support with engagement in continuous provision.</li> <li>• Increase parental engagement in Tapestry through fortnightly self-help challenges.</li> </ul> |

|                                     |   |   |
|-------------------------------------|---|---|
|                                     |   |   |
| B – Emotional wellbeing of pupils   | <ul style="list-style-type: none"> <li>• All pupils have returned to school and attendance is higher than at same point in previous year.</li> <li>• TIS provision is up and running in all year groups except Y2 and Y4 who do not have TIS practitioners in their bubbles.</li> </ul>   | <ul style="list-style-type: none"> <li>• Ensure the year groups identified as having the highest need (Y2 and Y4) have appropriate TIS provision in place for Spring Term</li> <li>• Catch up funding being reviewed to support TIS practitioners being released for non-contact time to work 1:1, particularly 2 and 4.</li> </ul>   |
| C – PP attainment gap               | <ul style="list-style-type: none"> <li>• First data drop has been completed and compared to previous year.</li> <li>• There appears to be a loose trend that those pupils lower down in the school (and who therefore have missed a higher % of their schooling) have been impacted the most.</li> <li>• Refocus of meta-cognition to inform T&amp;L – CPD is underpinned by metacognition principles and explicitly linked all training, with practical examples</li> <li>• Same day catch-up/ small group interventions ongoing for focus pupils</li> <li>• Pre-teach has continued even without assemblies</li> <li>• SLT supported staff with teacher assessments and identifying vulnerable pupils be included in focus groups</li> <li>• Reintroduction of metacognition with all staff.</li> <li>• Support staff training to support metacognitive strategies in the classroom.</li> </ul> | <ul style="list-style-type: none"> <li>• Y1 – PA and HB visit next steps (see report)</li> <li>• Success criteria CPD – improve use of Success criteria across the curriculum. Focus on breaking learning into manageable chunks that children can use to learn a new skill. (IN-SET 4.1.21)</li> <li>• Development of whole school approach to children planning their learning: Attack skills to get out of the learning pit. (CPD 18.1.21)</li> <li>• Development of focus/fluid groups (ongoing coaching)</li> <li>• Whole staff CPD (including support staff) on promoting independence in the classroom (CPD 9.2.21)</li> </ul> |
| D – External stakeholder engagement | <ul style="list-style-type: none"> <li>• Parents’ evening take-up with phone consultations positive. In line, or better than last year.</li> <li>• 98% of parents engaged with home learning during Year N/R/1 bubble closure on Tapestry.</li> </ul>   | <ul style="list-style-type: none"> <li>• Maintain and build on ongoing parental engagement in Tapestry through fortnightly self-help challenges.</li> <li>• Development of Google Classroom for home learning, utilised during bubble closures.</li> </ul>  |

|                   |  |  |
|-------------------|--|--|
| E – PP attendance | <ul style="list-style-type: none"> <li>• 2020/21 PP pupils attendance so far this year 96% compared to 97.5% for Non-PP pupils.</li> <li>• 2019/20 PP pupils 93.4% compared to non-PP 95.1%</li> <li>• <b>PP attendance + 2.6%</b></li> <li>• <b>Non-PP attendance + 2.4%</b></li> </ul> | <ul style="list-style-type: none"> <li>• Continue to build relationships with families.</li> <li>• Maintain improvement in attendance for all families.</li> </ul> |
|-------------------|--|--|

### Spring 2021 review

| Barrier                                    | Progress made  | Next steps   |
|--|--|--|
| A – EYFS outcomes from low starting points | <ul style="list-style-type: none"> <li>• Spring interventions for speech and language gaps</li> <li>• SP and CB received further S&amp;L CPD 4.1.21. Whole Trust INSET Friday 12<sup>th</sup> December on communication and language development.</li> <li>• Schema training for all EYFS staff to support with engagement in continuous provision.</li> <li>• Increase parental engagement in Tapestry through fortnightly self-help challenges.</li> </ul> | <ul style="list-style-type: none"> <li>• Groups &amp; individual TIS Sessions post lockdown</li> <li>• Read Write Inc Tutoring</li> <li>• Finger Gym interventions</li> <li>• Maths interventions to address gaps in Counting Principles</li> <li>• Additional Reading meeting to encourage parental engagement.</li> <li>• NELI S&amp;L project started.</li> <li>• Schema training has not been completed but all EYFS staff completed ICAN SLCN Modules to support S&amp;L</li> </ul> |
| B – Emotional wellbeing of pupils          | <ul style="list-style-type: none"> <li>• Years 2 and 4 identified as year groups with highest level of need. Appropriate TIS provision put in place.</li> <li>• Latest Motional data shows all areas are improving in both Year 2 and 4 except for rage in Y4 and Y4. This is an area the TIS lead is working with the Y4 team on.</li> <li>• Catch-up funding being used to release TIS practitioners for 1:1 sessions</li> </ul>                           | <ul style="list-style-type: none"> <li>• TIS lead to meet individually with all class teachers to support them creating programs based on class motional assessments.</li> <li>• Catch- up funding to continue to be used to release staff to support specific pupils with 1:1 TIS sessions.</li> </ul>  |
| C – PP attainment gap                      | <ul style="list-style-type: none"> <li>• <a href="#">Spring PP Non-PP Gap Analysis</a></li> <li>• Gaps between PP and Non-PP have closed in RWM. <b>(Maths closed by 7.8%).</b></li> <li>• PP attainment has improved RWM <b>(Maths increase of 8.1%).</b></li> <li>• Y1 – report next steps being actioned e.g. furniture layout and use of challenges for curriculum coverage.</li> </ul>  | <ul style="list-style-type: none"> <li>• Phil Armstrong (Early Excellence) to visit Summer 2 for Y1 classroom design for this and next year.</li> <li>• Follow up success criteria input as part of metacognition training 27.5.21.</li> <li>• Attack skills follow up as part of metacognition training 27.5.21.</li> </ul>   |

|                                     |  |   |
|-------------------------------------|--|---|
|                                     | <ul style="list-style-type: none"> <li>• Success criteria CPD delivered (INSET 4.1.21) Improvements made but progress has been impacted by school closure.</li> <li>• Attack skill CPD adapted to be appropriate to support children with home learning. (CPD 18.1.21), monitoring of remote learning showed impact of CPD.</li> <li>• Development of focus/fluid groups (ongoing coaching)</li> <li>• Coaching groups have been re-established with all teaching staff being coached across the school.</li> <li>• Whole staff CPD (including support staff) on promoting independence in the classroom (CPD 9.2.21)</li> </ul> | <ul style="list-style-type: none"> <li>• Develop cultural capital - CPD 6.5.21 to up-skill teaching staff around opportunities for developing cultural capital in and out of school.</li> <li>• Reading monitoring day with external expertise including SLE and Trust English lead. Learning walk and book look.</li> <li>• Research high quality texts for class sets in Summer 2.</li> <li>• Independence monitoring to take place Summer 2 following CPD and support from SENDCo</li> </ul> |
| D – External stakeholder engagement | <ul style="list-style-type: none"> <li>• Maintained and built upon ongoing parental engagement in Tapestry and Google Classroom throughout lockdown. Providing devices and support for children to access learning online. Fortnightly self-help challenges on Tapestry continued on return. Google Classroom used for some homework and spelling.</li> </ul>  | <ul style="list-style-type: none"> <li>• Continue to utilise both learning platforms to support learning at home.</li> <li>• In line with COVID restrictions, plan whole school events i.e. summer fayre, trips and whole school sponsor event.</li> <li>• Successful transition between current and incoming PSA.</li> </ul>   |
| E – PP attendance                   | <ul style="list-style-type: none"> <li>• Continued to build relationships with families with regular contact during school closure and promoting online engagement.</li> <li>• Maintain improvement in attendance for all families.</li> <li>• Attendance for March 8 – 1<sup>st</sup> April 2021 (reopening after partial closure – PP 95.7% <b>(+2.3%)</b> Non-PP 97.9% <b>(+2.8%)</b>)</li> </ul>   | <ul style="list-style-type: none"> <li>• Sustain the improved attendance.</li> <li>• Successful transition between current and incoming PSA.</li> </ul>   |

**Summer 2021 review**

| <b>Barrier</b>                             | <b>Progress made</b>   | <b>Next steps</b>   |
|--|--|---|
| A – EYFS outcomes from low starting points | <ul style="list-style-type: none"> <li>• Groups &amp; individual TIS Sessions post lockdown</li> <li>• Read Write Inc Tutoring</li> <li>• Finger Gym interventions</li> <li>• Maths interventions to address gaps in Counting Principles</li> <li>• Additional Reading meeting to encourage parental engagement.</li> <li>• NELI S&amp;L project started.</li> <li>• Schema training has not been completed but all EYFS staff completed ICAN SLCN Modules to support S&amp;L</li> </ul>   | <ul style="list-style-type: none"> <li>• Continue to explore ways of supporting PP parents to engage with reading at home.</li> <li>• Consider targeting these parents to attend PEEP Group.</li> <li>• Use WellComm to identify and support pupils with additional speech and language needs.</li> </ul> |
| B – Emotional wellbeing of pupils          | <ul style="list-style-type: none"> <li>• TIS lead met individually with all class teachers and supported them to create programs based on class emotional assessments. This will lead to improved emotional well-being of pupils. 74 pupils identified through screening as needing TIS support (19% of pupils) Of those 74 pupils 47 are PP pupils (64%)</li> <li>• 65% of children receiving 1:1 or small group TiS work led by a TiS practitioner made rapid progress in their areas of need.</li> <li>• Catch- up funding continued to be used to release staff to support specific pupils with 1:1 and small group TIS sessions.</li> </ul> | <ul style="list-style-type: none"> <li>• Reviewing the data, children who received small group TiS work didn't make as much progress. Next year to ensure that every year group has ring-fenced time to delivery TiS provision.</li> </ul>  |
| C – PP attainment gap                      | <ul style="list-style-type: none"> <li>• Pupil Premium Subject Leader Report Summer</li> <li>• Pockets of PP outperforming non-PP in both EXS and GDS for RWM.</li> <li>• Strongest attainment in maths and reading. These are the subjects that metacognitive strategies are being used most effectively.</li> </ul>  | <ul style="list-style-type: none"> <li>• Monitor cultural capital offer. Children who attend Penryn will have experienced...</li> <li>• Independence monitoring to take place following CPD and support from SENDCo</li> </ul>  |

- Non – PP outperforming PP. Need to continue to identify and target chn through pre-teach, use of attack skills and focus groups to close the gap further.
- Writing attainment. Training needed on independent writing including editing and scaffolding children. Need to consider cognitive loads and how we ease this for children during independent writes.
- Phil Armstrong (Early Excellence) visited Summer 2 for Y1 classroom design for this and next year. Ongoing support developing our continuous provision with a specific focus on classroom design and the structure of the day.
- Follow up success criteria input as part of metacognition training 27.5.21. Staff can recognise good examples of Success criteria but have asked for further support in writing these.
- Attack skills follow up as part of metacognition training 27.5.21. Whole school using language of attack skills and children have understanding of what these are and why we use them.
- Develop cultural capital - CPD 6.5.21 to upskill teaching staff around opportunities for developing cultural capital in and out of school. Staff have adjusted existing plans as well as plans for 2021/22 to create opportunities to increase cultural capital for children including educational visits.
- Reading monitoring day with external expertise including SLE and Trust English lead. Learning walk and book look showed clear progression throughout the school, appropriate challenge and good quality teaching for early reading.

|                                     |  |   |
|-------------------------------------|--|---|
|                                     | <ul style="list-style-type: none"> <li>• High quality texts for class sets purchased in Summer 2. Promoted the love of reading across the school.</li> </ul>   |   |
| D – External stakeholder engagement | <ul style="list-style-type: none"> <li>• Continued to utilise both learning platforms to support learning at home. E.g. Google classroom used for Year 6 homework and is utilised during computing lessons. When bubbles are closed, learning has continued on online platforms.</li> <li>• In line with COVID restrictions, whole school events completed i.e. sports day, trips and whole school sponsor event however restrictions prevented families from joining in with activities on site.</li> <li>• Successful transition between current and incoming PSA.</li> </ul>  | <ul style="list-style-type: none"> <li>• Research into Google Classroom equivalent now Kami free trial has expired.</li> <li>• In line with COVID restrictions, organise whole school events e.g. Christmas fair, concerts, maths mornings, spelling workshops, online activities etc.</li> </ul> |
| E – PP attendance                   | <ul style="list-style-type: none"> <li>• Sustained the improved attendance.</li> <li>• Reviewing the DfE’s figures from June 2021, looking at statistics for 23/3/21 to 24/6/21, National attendance was 87.4%. As a school, our attendance was 90.8%, which is above the national average. Our PP attendance was set at 88.7% compared to 91.3% for non-PP children.</li> <li>• PP attendance 2020/21 92.6%. Post lockdown (8/3) 95.2%</li> <li>• PA data post lockdown 8/3: 8.9% - 5.6% non-PP, 3.3% PP. All year – 11.05%, however, this includes vulnerable children eligible for schooling during lockdowns.</li> </ul> | <ul style="list-style-type: none"> <li>• Rigorous monitoring of attendance, particularly PP children.</li> <li>• Teachers to meet with parents as soon as concerns or patterns arise.</li> </ul>  |



## 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                  |
|-------------------------|---------------------------|
| Fresh start             | RWI                       |
| Talk for Writing        | Talk for Writing          |
| AR                      | Renaissance               |
| White Rose Maths        | White Rose                |
| Trauma Informed Schools | Trauma Informed Schools   |
| Forest School           | Forest School Association |

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure  | Details  |
|--|----------|
| How did you spend your service pupil premium allocation last academic year?    | As above |
| What was the impact of that spending on service pupil premium eligible pupils? | As above |

## Further information (optional)

Our provision:

### High Quality Teaching and Interventions

- Pupils have access to high quality first wave teaching.
- Pupils will receive targeted interventions as appropriate which could include specialist Forest School, TIS and subject specific support.
- Pupils will spend time with staff discussing their next steps in learning as appropriate.
- Pupils will have access to pre-teach sessions as appropriate .

### Raising Aspirations

- Our emotionally rich curriculum offer will inspire a love of learning.
- Throughout the year there will be assemblies led by inspirational people.
- Visits within our community to identify local opportunities for further education/ training.

### Enrichment Activities and Music Tuition

- Free music tuition is available.
- Enrichment activities are available for pupils at different times throughout the year. Children will receive specific experiences throughout their time at Penryn Primary Academy.

### Working Together

- Families can work with the school to develop their understanding of the topics and concepts being taught in school (in particular reading) through 'Parent Workshops'.
- Families have access to events where they can take part in different activities together.
- If appropriate, pupils will be allocated spaces on the school bus.

