

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 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 | Penryn Primary Academy |
| Number of pupils in school | 371 |
| Proportion (%) of pupil premium eligible pupils | 36% 129/371 |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | Started - 2021-2022 2022-2023 - current Several objectives marked by asterisk – 2024-2025 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Chris Lee Head Teacher |
| Pupil premium lead | Kim Joyce Pupil Premium Lead |
| Governor / Trustee lead | Aspire Trust Board |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £186,030 |
| Recovery premium funding allocation this academic year | £20,391 |
| 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 | £206,421 |

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 (effective 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 | Due to the numerous repercussions of Covid-19, 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. 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. https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment |
| 4 | Discussions with pupils and external stakeholder suggests there is a disengagement from some members of the community. This can sometimes be evident with 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. At the end of 2021/2022 our school attendance was the following: PP Attendance 90.23% compared to non-PP Attendance 93.02% , PP PA 37.91% compared to non-PP PA 25% , SEN Attendance 90.63% , compared to non-SEN 92.7% , |

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, children's success in their books, improved MOTIONAL assessments and attainment data. |
| Improved oral language skills, acquisition and vocabulary, across all subjects to allow access to learning (2YO room to Yr6). | 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 outcomes. Children will be able to use their newly acquired language within their widening learning. |
| Improved attainment in reading, writing and maths among disadvantaged pupils. | KS2 Reading, writing and maths outcomes in 2024-2025 shows that more that our data is inline or exceeds the expected standard for disadvantaged children. |
| 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 there is an increase in engagement with this on a weekly basis e.g. increase in reading at home and increase in parents attending meetings. 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"> • Attendance for the year is at or above 96% for all children, with the PPG at or above 95%. • 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%. |

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: £111,630

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Continuous Professional Development (CPD) 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 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>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</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><i>2022-2023 – Introduction of Voice21 across the school</i></p> | <p>NAEYC 2014 – “By 3 years of age, there is a 30 million word gap between children from the wealthiest and poorest families”</p> <p>Waldfoegel and Washford identified in 2010 a 27% word gap between disadvantaged and non-disadvantaged.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions EEF toolkit +6months</p> <p><i>“Research from the EEF shows that on average pupils who take part in spoken language interventions make approximately 5 months of additional progress over a year, with some studies showing the progress of up to six months for pupils from economically disadvantaged backgrounds. Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language approaches might include: targeted reading aloud and book discussion with young children; explicitly extending pupils’ spoken vocabulary; the use of structured questioning to develop</i></p> | <p>2,3</p> |

| | | |
|--|---|------|
| | <i>reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.”</i> | |
| <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><i>2022-2023 – start of a three year ‘Creativity Project’ in partnership with the University of Exeter to further develop our staffs understanding of metacognitive strategies with a specific focus on the review stage.</i></p> | <p>Evidence suggests the use of ‘metacognitive strategies’ can be worth the equivalent of an additional +7 months’ progress when used effectively by children during their learning.</p> <p>Sutton Trust: Metacognitive and self-regulation +7 months EEF Toolkit Social and Emotional learning +4 months</p> | 1, 2 |
| <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>Sutton Trust: Feedback +8 months Sutton Trust: One to one tuition +5 months EEF Feedback Report 2021</p> | 2, 3 |

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

Budgeted cost: £37,200

| 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. Focused teaching groups within the day are used where appropriate. 1:1 used meticulously for phonics and early reading catch up. Catch up not keep up marking feedback</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> | 1, 2, 3 |

| | | |
|---|---|-----|
| on the same day where possible. KS2 - Pre teach sessions | | |
| Building on from the strong EYFS provision that children receive, Year 1 to be taught using a developmentally appropriate continuous provision model. | 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. | 2 |
| Small group intervention. ELKAN work. PEEP studies Time to talk sessions. Basic concept groups. | Research and the Preparing for Literacy report (EEF) shows a positive impact from implementing early oral language programs, especially the Nuffield Early Literacy Intervention. | 2 |
| Use of WellComm screening and intervention programme to identify speech and language gaps and accelerate progress. | Evidence suggests that oral language interventions has a positive impact of children’s progression. NELI Sutton Trust: Oral language interventions +6 months Sutton Trust: Early Years Intervention +5 months | 2 |
| <i>Use of Voice 21 from 2YO-Year 6 to improve oracy across all subjects and access to learning</i> | The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 2,1 |
| Use of Numbersense to improve rapid recall facts and accelerate progress | Research shows that enabling pupils to develop a rich network of mathematical knowledge will increase attainment and the understanding of mathematics. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 | |

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

Budgeted cost: £37,200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Whole staff training on cultural capital with the aim of creating opportunities for disadvantage children to experience a wide range of activities.</p> | <p>"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 https://www.gov.uk/government/publications/early-years-inspection-handbook-eif Ofsted Schools Inspection Handbook 2019: "As part of making the judgement about quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Ofsted's understanding of this knowledge and cultural capital matches the understanding set out in the aims of the national curriculum. It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement."</p> | <p>4, 5</p> |
| <p>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.</p> <p>Forest school is led and supported by three highly skilled practitioners (L3).</p> | <p>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. This will then be able to be applied to their academic learning.</p> <p>Sutton trust: Collaborative Learning +5 months</p> <p>Sutton Trust: Enrichment</p> <p>Forest School Principles</p> <p>Sutton Trust: Outdoor adventure learning +4 months</p> <p>Forest School Research</p> <p>Forest School Principles – Principle 3</p> | <p>1</p> |
| <p>Whole school TIS approach adopted and targeted TIS sessions.</p> | <p>TIS is recognised as an effective approach supporting emotional resilience which improves progress and attainment in the classroom.</p> <p>Sutton Trust: Behaviour Interventions +3 months</p> | <p>1, 3, 5</p> |

| | | |
|--|--|------------|
| <p>Release time for practitioners to continue to be Tis accredited and upskilled.</p> | <p>Sutton Trust: Social and emotional learning +4 months</p> | |
| <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>Sutton Trust: Parental engagement +3 months Students aspirations, expectations and school achievement</p> <p>Engaging with parents and staff to raise aspirations for all pupils</p> | <p>4,5</p> |
| <p>Contingency fund for acute issues.</p> | <p>Based on our experiences and those of similar schools to our, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | |

Total budgeted cost: £206,421

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.

| Review of expenditure | |
|------------------------|---------|
| Previous Academic Year | 2021/22 |

| Intended outcomes | Impact | Lessons learned and next steps |
|---|--|--|
| Improved children's self-regulation and metacognitive strategies. | <ul style="list-style-type: none"> • Increase in children's self-esteem through forest school observations in small group interventions. Children's resilience has increased when faced with a challenging situation. • Children are using attack skills in core subjects in order to plan their learning. They are using these metacognitive strategies in order to increase independence with their learning • Steps to success embedded across core subjects to support independence with learning – including use of widget symbols to be inclusive for all children • MOTIONAL assessments carried out on a termly basis to inform next steps for all pupils. From the MOTIONAL assessments, vulnerable pupils are identified. The inclusion and welfare team meet to discuss whether TiS, forest school or external interventions are necessary. | <ul style="list-style-type: none"> • Start of a three year 'Creativity Project' in partnership with the University of Exeter to further develop our staff's understanding of metacognitive strategies with a specific focus on the review stage • To embed steps to success across all subjects to support independence • To embed attack skills across all areas of learning |

| | | |
|--|---|---|
| | <ul style="list-style-type: none"> • TiS approach is embedded within the school and PACE teaching methods are adopted by school staff to support self-esteem. | |
| <p>Improved oral language skills, acquisition and vocabulary, across all subjects to allow access to learning (2YO room to Yr6).</p> | <ul style="list-style-type: none"> • Aspire Summer monitoring visit – “KS2 vocabulary is consistently taught and children are being exposed to range of tier 2 and 3 vocabulary. Taught attack skills (e.g. words in words) are being modelled and used.” • Progression of vocabulary has been carefully tracked from EYFS-Year 6 in select subjects • Tier 2 and Tier 3 CPD and resources have been delivered to staff and increased subject knowledge • All children reviewing tier 2 vocabulary in order to break down the vocabulary barrier before a lesson • Children using stem sentences in order to talk like a specialist e.g. “As a historian...” • NELI is being used with EYFS and children receiving specialist interventions • Opportunities for early identification for SALT referrals through 2/3/4 year old provision prior to starting school. • Speech and language referrals ongoing throughout time within school. • Social skills interventions which support speech development in small groups such as lego therapy and ‘time to talk / socially speaking.’ • School communication approach. Makaton use being embedded across the whole school, Nursery to year 6. | <ul style="list-style-type: none"> • Become a Voice 21 Oracy School and implement key strategies from 2YOR to Year 6 to promote key oracy skills • Develop a vocabulary progression document in selected subjects |

| | | |
|--|---|---|
| | <ul style="list-style-type: none"> • ARB parent communication sessions, supporting parents with developing children's language skills at home. Aim to expand this further to include Makaton training for parents. • Extended reading lessons are resulting in more explicit teaching of vocabulary with this being referred to in different contexts. • A designated vocabulary lesson with opportunities for children to apply their knowledge of new words in discussions with peers and in their own sentences. • WellComm screening took place for N4's and groups of children showed progress Daily RWI sessions/daily phonics interventions planned and delivered by skilled practitioners based on regular assessments to support • Early Years expected speaking: PP 60% compared to non PP 78.3% | |
| <p>Improved attainment in reading, writing and maths among disadvantaged pupils.</p> | <ul style="list-style-type: none"> • If a child is on the record of need, their IEP targets are SMART and are reviewed regularly as part of the APDR process. Interventions are put in to place to support this eg) RWInc and Fresh Start to support writing in particular. • Interventions also include pre-teaching and guided writing. • Tutoring sessions taking place to support PP children • GW+ used to support WTS children for writing. • Year groups have tailored GW+ plans to support key writing skills and to plug any significant gaps that have been missed. This supports their independence with writing. | <ul style="list-style-type: none"> • Develop our KS2 reading structure focusing on the link between fluency and comprehension in order to raise attainment • Focus on monitoring, tracking and raising attainment for the lower PAG groups in core subjects |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> • In the first term, the Year 1 provision supports pupils who have significant gaps missed from their Early Years. This includes: fine motor activities, specifically designed writing/maths/SEMH activities. • End of KS2 Data: Writing: EXP PP 58.6% compared to EXP PP comparator 55.3% Maths: EXP PP 58.6% compared to EXP PP comparator 56.3% • End of KS1 Data: Reading: EXP PP 72.7% compared to EXP PP comparator 51.6% Writing: EXP PP 63.6% compared to EXP PP comparator 41.2% Maths: EXP PP 81.8% compared to EXP PP comparator 52% • Year 1 Phonics screening: 76.5% PP passed • EYFS GLD: PP 40% compared to non PP 60.9% | |
| <p>Improved working relationships between the school and community with opportunities to consider all children's aspirations for the future.</p> | <ul style="list-style-type: none"> • SENDCO is in regular contact with parents where children are on (or at risk of being put on) the RON due to attainment and progress. Stakeholders involved in the APDR process x 3 per year. • Where children are making less than expected progress, even when on SEN support with multiple interventions, SENDCO discusses with parents the possibility of external agencies to support. • Parental engagement with ARB communication session where parents met with SALT and ARB lead to discuss AAC and communication progress. | <ul style="list-style-type: none"> • Increase in visitors attending the school, and educational visits pupils attend for cultural capital benefits linked to enhance learning through experiences • Parents to be informed with developmentally appropriate strategies on how to support |

| | | |
|--|--|---|
| | <ul style="list-style-type: none"> • Parent meetings with SLT, PSA and class teacher to discuss barriers to engagement and support put in place • EYFS open afternoons – parents are invited in to learn about the curriculum and how best to support their children at home • Teachers monitor home learning and offer additional interventions where needed • 100% of PP children who wanted to attend Year 6 camp did | <p>their children at home with their learning</p> |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <ul style="list-style-type: none"> • Vulnerable children are offered a place on our school mini bus five days a week – this list is assessed weekly and individual cases discussed at welfare meetings • Half termly meetings with the EWO to create focus groups and support for parents. Specific meets are they help by either the HOS, AHOS, PSA or SENCO • The school runs a breakfast club allowing parents to bring their children to school before school hours to support with any barriers • Teachers are having termly meetings with parents whose children's attendance is below a certain percentage. • Work closely with outside agencies to support vulnerable children getting to school • At the end of 2021/2022: PP Attendance 90.23% compared to non-PP Attendance 93.02%, PP PA 37.91% compared to non-PP PA 25%, SEN Attendance 90.63%, compared to non-SEN 92.7%, | <ul style="list-style-type: none"> • Implement Aspire Attendance policy – please see the policy for more information • Implement an emotionally based avoidance programme to support target key vulnerable groups to improve attendance |

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 |
|-------------------------|---------------------------|
| RWI | Oxford University Press |
| Fresh start | Oxford University Press |
| Talk for Writing | Talk for Writing |
| AR | Renaissance |
| White Rose Maths | White Rose |
| Trauma Informed Schools | Trauma Informed Schools |
| Forest School | Forest School Association |
| Voice 21 | Voice 21 |

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 with a particular focus around deployment of parents |
| What was the impact of that spending on service pupil premium eligible pupils? | Pupil's needs being met through additional SEMH support, enabling them to access the wider curriculum |

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.

