

1. 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	Pennyhill Primary
Number of pupils in school	649
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	SLT Pennyhill Primary
Pupil premium lead	E Williams
Governor	J Padam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£329,525
Recovery premium funding allocation this academic year	£35,525 (estimate)
Pupil premium funding carried forward from previous years	£20,000
Total budget for this academic year	£ 395,050

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
 - When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
 - We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
 - Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Use of highly skilled AHTs for intervention and catch up support across the school
- A 'catch up' teacher one day per week, focussed on specific children in Y6.
- To allocate support staff for 'Catch Up' in KS1 and KS2 - providing small group work focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through trained school staff or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential activities. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement in Reading (including early reading)
2	Low communication skills
3	Narrowing the attainment gap across Reading, Writing and Maths
4	Attendance and Punctuality issues.
5	The impact of adverse childhood experiences

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
------------------	------------------

Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Improved communication skills and widening vocabulary	Children can communicate orally clearly and confidently. Pupils have the language to express themselves, ask questions and seek solutions
Other	Ensure attendance of disadvantaged pupils is above 96%
Improved strategies for dealing with challenges and resilience building	Children can talk about and have strategies for overcoming challenges and resilience

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: £ 170,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>AHTs are timetabled to spend some time working with small groups and/or supporting classes alongside the class teacher</i>	EEF(+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	1, 2
<i>1 AHT use Teacher Educator (TED) training to support and develop colleagues</i> <i>1 AHT to use recognised coaching and mentoring skills as</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Staff have said that CPD is more effective when someone is working alongside them with the children they are with on a day to day basis, this approach supports this.	1, 2

<i>required to improve teaching and learning</i>		
<i>Training – National College CPD (online resource)</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. This can be used to support and extend live sessions which means that all staff (including part time) have access to high quality training and development.	1,2

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

Budgeted cost: £ 140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring Xx children to receive small group tutoring for catch up	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Having analysed our cohorts we have identified that our most disadvantaged children who have gaps in their learning benefit from small group tuition. There is better connection to the learning and this enables them to focus and retrieve learning. The small group also reduces their anxiety levels which means their pathways are more open for learning.	2
Additional teacher support and intervention for identified children/small groups. Strategies and approaches might include pre/post tutoring, small group	EEF(+3) Reduced class size/ smaller groups for the teacher suggests that the range of approaches a teacher can employ and the amount of attention each student will receive will increase. This therefore improves outcomes for pupils.	3

work and /or specific intervention.		
<p>Little Wandle Letters and Sounds Revised programme and training for all staff (including SLT) who are involved in the teaching of children to read</p> <p>Purchase of decodable books to match the phonics programme</p>	<p>EEF (+5)</p> <p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p> <p>Whole school training of all staff involved in the reading process means that this is given high priority and all members of teaching /support staff can support and teach in the same way. Research says that consistent approaches bring about more positive outcomes and also reduce cognitive overload for the learner.</p>	<p>1</p> <p>1</p>
<p>Training in and use of recognised intervention programmes which specifically cater for communication and language needs.</p> <p>Nuffield Early Language Intervention (NELI) and Wellcomm will be used a primary packages</p>	<p>(EEF +4)</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact so timetables are planned to enable this</p>	<p>2</p>
<p>HLTA support and intervention for phonics language and maths interventions</p> <p>TA delivered focussed interventions to include:</p> <ul style="list-style-type: none"> • Lille Wandle Keep up and catch up • Rapid phonics • Rapid reading 	<p>(EEF +4)</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact so timetables are planned to enable this</p>	<p>1,2</p>

<ul style="list-style-type: none"> Sandwell Numeracy 		
<p>Use of digital technology - online platforms which can be used both at school and at home to include:</p> <ul style="list-style-type: none"> Lexia Bug Club SumDog 	<p>EEF report into digital technology states that technology can be used to improve the quality of explanations and modelling. Technology offers ways to improve the impact of pupil practice. Technology can play a role in improving assessment and feedback.</p>	1,2,3
<p>Third Space Learning (in school maths tutoring online)</p>	<p>EEF (+4)</p> <p>Small group tuition here is defined as a professional educator working with two to five pupils together in a group. This arrangement enables the tutor to focus exclusively on a small number of learners, in a separate working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind</p>	3

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>ACEs champion appointed to work with specific children develop strategies for dealing with trauma and building resilience</i></p> <p><i>Early Help trained staff to work with vulnerable children and families to improve parental engagement (eg family learning projects, workshops in school)</i></p> <p><i>Admin worker for attendance – first day calling, contact low</i></p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children’s learning activities; and more intensive programmes for families in crisis. 	2,3,4

<p><i>attenders, escalate to SLT.</i></p>		
<p><i>ACEs Champion, HLTA and Learning Mentor develop and use Art therapy, Lego therapy, social skills groups to meet the varying social and emotional needs of key vulnerable children</i></p>	<p>EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>3,4</p>
<p><i>Children given a range of opportunities beyond the school day in order to build their cultural capital and increased opportunities for positive well-being activities</i></p>	<p>EEF (+1) physical activities</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves as well as other potential benefits have been reported such as improved attendance. We believe that having these opportunities for our children is vitally important.</p>	<p>3,4</p>
<p>Give the children regular opportunities to build their character and develop skills of teamwork and resilience</p> <ul style="list-style-type: none"> • Commando Joe school led programme 	<p>Commando Joe's aims to provide a character learning journey that can be personalised to the needs of children, whatever their background or circumstance - encouraging our children to think critically and develop a mindset that thrives on looking at themselves and others from different perspectives.</p> <p>The School led Primary programme is progressive from Early Years phase through to Year 6 and prepares children and young people during the important transition phase to secondary school. The resources help create a smooth transition process which is based on children’s academic and pastoral needs.</p> <p>They develop their sense of adventure and increase their self-sufficiency by</p>	<p>3,4</p>

	<p>taking part in new and unfamiliar activities.</p> <p>The programme will contribute to cultural, physical, spiritual, moral and social well-being and play a part in extending each child's understanding of British values.</p> <p>Each lesson is structured to give pupils the character tools and values they need to be successful in life such as resilience, determination, empathy, and courage.</p>	
--	---	--

Total budgeted cost: £ 400,000