

Pennyhill Primary School Pupil Premium Strategy Statement

School overview

School name	Pennyhill Primary School
Pupils in school	643
Proportion of disadvantaged pupils	33%
Pupil premium allocation this academic year	£320,420
Academic year or years covered by statement	2019, 2020
Publish date	October 2019
Review date	July 2020
Statement authorised by	E Williams
Pupil premium lead	M Matthews
Governor lead	J Padam

Disadvantaged attainment for last academic year

	Percentage meeting expected standard at KS2	All pupils
Reading	68%	71%
Writing	68%	76%
Maths	78%	78%

Strategy aims for disadvantaged pupils

	Target percentages for KS2
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Meeting expected standard at KS2 – reading	79%
Meeting expected standard at KS2 – writing	79%
Meeting expected standard at KS2 – maths	79%
Achieving high standard at KS2 – reading	30%
Achieving high standard at KS2 – writing	22%
Achieving high standard at KS2 – maths	29%
Intended outcome	Activity
<p>Improved progress in KS1 and KS2 in relation to reading, writing and maths.</p> <p>Attainment at KS1 and KS2 in reading, writing and maths which is in line with national outcomes</p>	<p>To improve quality first teaching for all pupils, via whole school CPD aimed at transforming teaching in the classroom. Whole school training and development at all levels through Ambition Institute. Use of relevant research and accurate knowledge of how children learn to become more successful in transferring knowledge into the long-term memory. Development of staff understanding of cognitive science</p> <p>Use of SLT and TEDs to improve teaching and learning across the school, developing and sharing practice so that this is embedded and sustainable across the school</p> <p>Access to mentoring and coaching for staff in order to improve the quality of teaching and learning.</p>
<p>Improved progress in KS1 and KS2 in relation to writing</p> <p>Attainment at KS1 and KS2 in writing which is in line with national outcomes</p> <p>Close the gap between disadvantaged children and their peers in reading and writing</p>	<p>To improve the teaching of writing across the school to secure better progress across the school.</p> <p>Provide regular opportunities for pupils to write and hone their writing skills.</p> <p>Provide real reasons for children to write and provide real experiences for children to write about in order to give their writing a secure context.</p> <p>Support with planning and access to high quality texts as a stimulus for writing. Use of CLPE high quality planning and identification of suitable texts to challenge and support.</p> <p>Book clubs developed across the school to extend children's reading</p>

	Successful implementation of word aware training Development of school newspaper to provide real opportunities to write for and an audience to target
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Whole school quality first teaching • Development and sharing of staff expertise • Further access to real-life experiences and opportunities in order to increase engagement with writing. • Wider reading of a range of material • Greater development of vocabulary rich speech and written word
Projected spending	£145,000

Teaching priorities for current academic year

Aim	Target	Target date
To improve progress scores in reading and for attainment to be in line with national	Achieve progress scores in line with average in KS1 and KS2. Achieve attainment in line with national outcomes in KS1 and KS2	07/2020
To improve progress scores in writing and for attainment to be in line with national	Achieve progress scores in line with average in KS1 and KS2. Achieve attainment in line with national outcomes in KS1 and KS2	07/2020
To improve progress scores in maths and for attainment to be in line with national	Achieve progress scores in line with average in KS1 and KS2. Achieve attainment in line with national outcomes in KS1 and KS2	07/2020
To maintain high quality phonics teaching and outcomes across the school	Achieve national average expected standard in phonics screening check	07/2020

To ensure that whole school attendance is in line with national figures	Attendance of disadvantaged pupils to be in line with the national average	07/2020
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Targeted academic support for current academic year

Focus	Activity
Securing high quality teaching and learning on a daily basis Impact seen on outcomes for children	Training received through high quality CPD will ensure that all staff have an awareness of how to support and scaffold learning for lower attaining disadvantaged learners, whilst extending and deepening learning for higher attaining pupils.
To improve and embed teaching and learning of spelling and grammar across the school Impact to be seen progress measures throughout the school year and on end of year data	Establish small group writing interventions focused upon basic skill acquisition to support disadvantaged pupils falling behind age related expectations. Increased focus upon grammar and spelling to support writing development – use of ‘Spelling Shed’ and small group interventions.
Use of additional adults and resources Impact seen in learning mentors records, behaviour logs and support plans	Increasing awareness of how teachers and support staff can positively impact progress through small group or 1:1 intervention, both within the classroom and through planned interventions. Use of learning mentors to address barriers to learning and trauma within children and families to ensure children feel safe and are able to learn and develop Development of trauma informed practice across the school
Projected spending	£100,000

Wider strategies for current academic year

Focus	Activity
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Ensure joint working with families to provided children stronger support networks Impact seen in numbers attending workshops, evaluations from parents and children	To increase and improve parental engagement through a programme of workshops and activities, supported by school learning mentors
Provide children with a range of opportunities beyond the school day in order to build their cultural capital Impact seen in evaluations from children and parents	To increase the numbers of disadvantaged pupils taking part in wider-curricular activities either at lunchtime or after school.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Attendance • Wider school experience and cultural capital
Projected spending	£80,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching and learning	Ensuring that key messages from CPD are embedded and visible in classroom practice daily.	<p>Whole school approach with dedicated time for training and development.</p> <p>Key messages reinforced by all members of SLT</p> <p>Selected staff trained as Teacher Educators to support the programme and delivery of coaching and mentoring.</p> <p>Regular monitoring by SLT to assess impact on pupil learning and outcomes.</p>
Targeted support	Ensuring all staff are supported effectively in the teaching of writing,	English Lead dedicated time to support staff.

	<p>including all key elements related to this.</p> <p>Ensuring that support staff are sufficiently trained to deliver small group interventions for writing and basic skill development effectively.</p>	<p>English lead identifies other teachers who can support staff in order to spread expertise</p> <p>Specialist resources purchased to support planning</p> <p>Writing development given high priority in terms of overall school improvement to ensure impact.</p>
Wider strategies	<p>Ensuring that the most disadvantaged families attend workshops and activities offered.</p> <p>Ensuring that a wide range of clubs and activities are offered to pupils across the academic year.</p>	<p>Additional learning mentor with family liaison experience employed.</p> <p>Member of SLT to co-ordinate actions of learning mentors to ensure impact of work across the school.</p> <p>PP lead to co-ordinate club provision in liaison with school council reps to ensure that pupil interests are catered for.</p>

Impact 2019- 2020

<p>Context</p> <p>COVID 19 has meant that there has been many changes for schools starting in March 2020. For schools, this resulted in the reduced opening of school for children from March to July 2020. From 20th March 2020, the school was instructed to close to most pupils as a result of COVID 19. The school remained open to children of critical workers and those children who were classified as vulnerable. Statutory assessments were not conducted this year in line with government expectations and guidance. Below are the teacher assessments for KS2. Year 6 completed a 'mock' SATs test using the 2019 SATs tests, the results shared here are indicative of their results in these tests.</p>			
<p>Targets set for 2019/2020 and outcomes</p>			
	Target percentages set for KS2	Internal results (<i>using previous SATs paper and Teacher Assessments</i>)	
Meeting expected standard at KS2 – reading	79%	82%	

Meeting expected standard at KS2 – writing	79%	84%	
Meeting expected standard at KS2 – maths	79%	78%	
Achieving high standard at KS2 – reading	30%	33%	
Achieving high standard at KS2 – writing	22%	16%	
Achieving high standard at KS2 – maths	29%	23%	

Area	Outcome
Teaching and learning	<p>PP pupils achievement in Phonics was considered to be broadly in line with non PP pupils due to targeted intervention and tracking. 76% of PP children passed the phonic test. Of these 4 children were SEND with cognitive and learning needs and will need longer to achieve the expected standard. Disapplying these children from the data shows that 87% of PP children passed the phonics, in line with non PP</p> <p>Staff CPD has led to evidence of strategies such as direct instruction and retrieval being used to support all learners. These strategies are effective in supporting disadvantaged learners in terms of building schemas. Teacher Educators trained by Ambition Institute have been used to coach colleagues. Training and development has enabled staff to see clearly where improvements can be made to ensure that no child is left behind. The Senior Leadership Team and identified members of staff have mentored colleagues in specific items to improve teaching and learning on a case by case basis. This has enabled teachers to make clear improvements in their current practice. The Teacher Educators have led coaching sessions with 4 members of staff which has supported practice and been effective in supporting disadvantaged learners</p> <p>Teachers have received accredited training in 'high leverage teaching' from Ambition Institute. This training has linked very clearly the science of how children learning to the principles of teaching and learning, meaning that teachers are now more skilled in planning effectively and teaching in a manner which transfers learning into the long term memory. This work will need to continue to be embedded due to the unforeseen school closure which the school faced. Internal monitoring and evaluations show that the profile of consistently good teaching is increasing across the school.</p>

<p>Targeted support</p>	<p>The phonics workshops was well attended (in comparison to previous years) with 59% attending. This means that parents are better equipped to support their children in the learning of phonics and early reading.</p> <p>In order to improve writing outcomes a school newspaper was started which provided children with a real opportunity to write. 24% of children were PP and this club produced a termly newspaper.</p> <p>Writing progression documents have been used effectively. Staff are clear about how to plan to meet the needs of the children and address any gaps in learning.</p> <p>16 pupils accessed Third Space between September and March. 14 out of 16 were PP. Of these pupils, 88% ended the year at ARE</p> <p>Those pupils premium who are eligible for pupil premium and used Lexia on a regular basis made on average – 4.5 steps progress from September 2019 to March 2020. The ‘expected’ progress in 12 months would be 4 steps progress.</p>
<p>Wider strategies</p>	<p>Whole school attendance for the year up the 20th March was 93.5%. school continue to take a robust stance in terms of attendance. Regular attendance is encouraged and praised. Attendance was monitored so that it doesn’t not fall below an unacceptable level. Parents are given advice and support with attendance. Ultimately if parents cannot or will not support in attendance then legal action is taken in line with Local Authority procedures.</p> <p>Participation of PP pupils in a wider range of extra-curricular activities has increased. Sports clubs report an average of 54% PP pupils attending across the year. With PP pupils well presented (approx. 50%-70%) across a range of other clubs and activities. These clubs included clubs such as: DT creative building club (50%), cooking club (71%), drama and performing arts club.</p> <p>55% of children who had access to the Learning Mentor team were eligible for PP. This has provided the children with quality 1:1 time/small group work based on their specific needs and barriers to learning. Often this has been due to work which needs to take place in terms of social and emotional well-being which must be addressed before the academic potential can be fully realised. Children have responded well to this work and as a result appear more settled in the class situation or larger groups and able to then access the full curriculum effectively.</p>

	<p>Early help has been offered, where necessary, and targeted intervention given in school. 13/18 (72%) children were PP accessed Early Help. Families have accessed outside agencies such as DECCA, Cranston, Young Carers, Women's Aid and Targeted Family Support.</p> <p>As a result of the pandemic, we have noticed that more of our families have slipped into poverty. In particular, some families who were PP and just about managing have found themselves in a financial crisis. We have provided meals and groceries for families to support them in this time. Staff hand delivered food for families in need.</p> <p>Educational visits went ahead during Autumn and Spring terms. Due to COVID19 and subsequent school closures no visits were undertaken during the Spring and Summer term. Visits taken: 3 were taken Visits missed: 4 missed trips + Residential trip to Plas Gwynant. Our visits are used to provide children with real life experiences to write about we therefore use some funding to supplement these trips so that they are financially viable.</p> <p>Parents have continued to support class assemblies and staff have received positive feedback from these. The school's first pantomime was well supported by parents; 44% of cast members were PP .</p>
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