

Pupil premium strategy statement – Pennyhill Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	N-6: 647 R-6: 610
Proportion (%) of pupil premium eligible pupils	33%
Academic years that our current pupil premium strategy plan covers	2024-25 to 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	E Williams, Headteacher
Pupil premium lead	L Bradley, Deputy headteacher
Governor lead	A Wackett, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£322,640
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£322,640

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, focused on specific children in Y6. To allocate support staff for 'Catch Up' in KS1 and KS2 - providing small
- group work focused 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	Low communication skills
2	Attendance and punctuality issues
3	Narrowing the attainment gap across Reading, Writing and Maths
4	Poor parental engagement in Reading (including early reading)
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 skills to express themselves, ask questions and seek solutions
Improved attendance for disadvantaged pupils	Attendance of disadvantaged pupils is above 96% and persistent absence is reduced amongst disadvantaged pupils
Improved strategies for dealing with challenges and resilience building	Children can talk about, and have strategies for overcoming, challenges and demonstrate 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: **£160,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
AHTs regularly spend time working with small groups and/or supporting classes alongside the class teacher Training for staff to ensure assessments are interpreted and administered correctly.	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

<p>AHTs to lead Teach Like A Champion (TLAC) including instructional coaching and Steplab</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Staff feedback indicates 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.</p>	<p>1, 2</p>
<p>Purchase of decodable books to support the DfE validated Systematic Synthetic Phonics programme Little Wandle to secure stronger phonics teaching and rehearsal / retrieval for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>Whole-school training of all staff involved in teaching phonics means that this is given a high priority and all members of teaching / support staff can support and teach in a consistent manner. Research says that consistent approaches bring about more positive outcomes and also reduce cognitive overload for the learner.</p>	<p>1, 3, 4</p>
<p>Whole-staff training – National College CPD (online resource)</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority including CPD.</p> <p>This resource can be used to support and extend face-to-face CPD which means that all staff (including part time) have access to high-quality training and development.</p>	<p>3</p>

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

Budgeted cost: **£80,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School-led, small-group tutoring for keep up and catch</p>	<p>EEF (+4)</p>	<p>1, 3</p>

up including after-school tuition for Y6	Small-group tuition (2-5 pupils working with an adult) is shown to be effective in closing gaps and in teaching challenging topics or skills. Small group teaching can improve focus and reduce anxiety levels which may otherwise be a barrier to learning. Small group tuition Teaching and Learning Toolkit EEF	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support within Y1 and Y2.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2
Purchase of Early Talk Boost programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1, 4

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

Budgeted cost: **£80,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	5
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance .	The DfE guidance has been informed by engagement with schools that have significantly	6

<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>reduced levels of absence and persistent absence.</p>	
<p>Attendance Officer and Family Liaison Officer employed full-time by school to monitor and support attendance, behaviour and wellbeing.</p>	<p>In order to support pupils to achieve their potential both academically and socially, pupils need to be in school. EEF - Attendance Interventions: Rapid Evidence Assessments</p>	<p>2 1, 3, 5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, 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>	<p>All</p>

Total budgeted cost: £320,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that, although our school has a greater proportion of disadvantaged pupils than National, our school's disadvantaged pupils achieved in line with National disadvantaged pupils in Writing and achieved above National in Maths and RWM Combined. Our disadvantage gap was narrower than National in Writing and Maths.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

The data demonstrates that in RWM Combined both our disadvantaged and non-disadvantaged pupils outperformed National at the higher standard, and we also had a narrower gap between our disadvantaged and non-disadvantaged pupils. However, the disadvantaged gap in Reading for pupils achieving the expected standard was wider than National.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that disadvantaged pupils need school support to address a high level of persistent absence. Significant levels of support were also provided to disadvantaged pupils through our uniform hub, food bank and trusted adult provision.

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations in some areas and did not meet expectations in other areas, and we largely achieved the outcomes we had set out to achieve by end of 2023/24, as stated in the Intended Outcomes section of our previous Pupil Premium Grant report.

Our evaluation of the approaches delivered last academic year indicates that it is valuable to continue to support attendance, including attendance at after-school targeted intervention groups. The data suggests that we have further work to do to support disadvantaged pupils in Reading and action has already been taken this academic year (2024-25) to address this.