

Pensans CP School

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Pensans Primary School
Pupils in school	248
Proportion of disadvantaged pupils	57%
Pupil premium allocation this academic year	£146,810
Academic year or years covered by statement	2022-2023
Publish date	28 November 2022
Review date	07 September 2023
Statement authorised by	Angela Clay (Headteacher)
Pupil premium lead	Jo Atkinson (SENCO)
Governor lead	Sian Yates (Chair)

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	52%
Writing	35%
Maths	26%

Disadvantaged pupil performance overview for last academic year (combined)

Measure	Score
Meeting expected standard at KS2	%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have training to deliver the phonics approach effectively
Priority 2	Embed Accelerated Reader to ensure there is continued accelerated progress and attainment in Reading across the school
Priority 3	Raise oracy skills to ensure that all children can speak and listen in a variety of situations with confidence
Priority 4	Ensure that children develop skills in order to write in a range of genres
Priority 5	To generate a culture of wellbeing ensuring all children are happy to come to school and learn confidently
Priority 6	Embed the mastery approach in Maths with support from the Maths Hub projects
Barriers to learning these priorities address	The level of overall need and amount of resourcing that is required to support pupils
Projected spending	£146,810

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national standard in KS2 Reading (71%)	July 23
Progress in Writing	Achieve national standard in KS2 Writing (63%)	July 23
Progress in Mathematics	Achieve national standard in KS2 Maths (67%)	July 23
Phonics	Achieve national average expected standard in PSC	July 23
Other	Improve attendance of disadvantaged pupils to National expected (96%)	July 23

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received in-house training to deliver the phonics scheme effectively

Barriers to learning these priorities address	Ensuring all staff use evidence-based whole-class teaching interventions including pupils higher up in the school who have gaps in phonological understanding
Projected spending	£0

Targeted academic support for current academic year

Measure	Activity	Breakdown of costing
Priority 1	RWI training and resources for all relevant staff	£5,000
Priority 2	Re-invest in the Accelerated Reader programme with additional training and targeted Reading Recovery interventions Librarian and online services to support reading	£10,700 Librarian £6,786 ARReader £2,270 LServices £4,200 RCloud. £700
Priority 3	Additional structured support for intervention groups (afternoons)	£24,230
Priority 4	Additional structured support for intervention groups (afternoons) 1:1 classroom support for additional need Edtransform ethos for learning - training and support Online platforms to support the curriculum IT infrastructure to support learning needs of all Pupil Premium pupils	Costing included in Priority 3 As above £4,000 TT RockStars £72 Sumdog £782 5 a day £439 Twinkle £200 Nessy £421 £45,565

Priority 5	TIS Practitioners to support individual and groups of children	£22,645
	Play therapy for individual children from external provider	£7000
	Forest Schools for targeted groups (external provider)	Shifting Horizons £1,500
	Opportunities for playground activities (resources and training)	£2,000
	Welfare support for trips/uniforms/music lessons etc	£2,000
Priority 6	Supporting the Maths mastery approach through working with the hub - training and resources	Funding allocation through project enrolment
Barriers to learning these priorities address	Encouraging wider reading and providing opportunities to support emotional wellbeing	
Projected spending	£	£129,810

121,929

Wider strategies for current academic year

Measure	Activity	Breakdown of costing
Priority 5	Breakfast club to ensure children are ready to start their learning for the day	£5,000
	Safeguarding officer to oversee and organise systems	£12,000
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils	
Projected spending		£17,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders

Targeted support	Ensuring timetabling allows for intervention that does not take away from valuable class time	Ensure that timetabling is monitored and impact measured frequently (every 6 weeks) in order to ensure the best balance for learning
Wider strategies	Engaging the families facing most challenges	Working closely with outside agencies with our in school team to ensure that engagement is maximised

Review: last year's aims and outcomes

Aim	Outcome
Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1.	<p>Communication and Language strand = 83% compared to 89% ALL.</p> <p>Phonics Screening = 38%</p>
Higher rates of Pupil Premium pupils achieving greater depth in attainment in all subjects.	<p>Y2 PP pupils exceeding at the end of the Summer term: Reading: 0% Writing: 0% Maths: 7%</p> <p>Y6 PP pupils exceeding at the end of the Summer term: Reading: 9% Writing: 0% Maths: 4%</p>

<p>Emotional issues of pupils attending TIS UK sessions addressed.</p>	<p>TIS sessions have positively impacted upon children accessing them. Sessions have continued during lockdown via Zoom with positive results which have been monitored in weekly supervision. 53 children have accessed these sessions for an average of a 12 week course.</p> <p>All staff and new members have had training and are following the same approach. Weekly assemblies and workshops are carried out. The reward system is updated to encompass the Virtues curriculum. A Virtues committee with parental support has been established and community based projects have been implemented. Virtues Ambassadors have replaced prefects and have allowed for better wellbeing with the virtues language across the school. KS2 children are leading assemblies. Virtues ambassadors have roles and responsibilities throughout the school. School involved with lots of virtue based projects outside of school. Virtues on the termly planners in each phase.</p> <p>Virtues champions have been implemented on the playground and are interlinked with the restorative justice approach.</p> <p>A positive behaviour approach policy has been fully implemented across the school incorporating TIS, Restorative Justice and Virtues in order to embed this consistent ethos throughout the school.</p>
<p>Higher rates of progress and attainment in KS 2 Reading and Maths for Pupil premium girls.</p>	<p>42% of girls are at expected or above for Reading based on end of Summer term data</p> <p>8% of girls are at expected or above for Maths based on end of Summer term data</p>

<p>The attainment of spelling will be raised and there will be consistent use of correct spelling in writing, including greater depth.</p>	<p>Implementation of Spelling Shed has begun to show improvement and enthusiasm for spelling from weekly testing.</p>
<p>Pupil premium children will come into school more calmly and with less anxiety as the school is working more effectively with these families as a unit.</p>	<p>Due to the implementation of our positive behaviour policy, we have seen an improvement on overall wellbeing of all children.</p>
<p>Children entitled to Pupil Premium will improve their attendance in line with their peers.</p>	<p>Attendance for all pupils was 90.36%. PP pupils = 89.24%</p>
<p>The attainment of reading will be raised and there will be consistent use of Accelerated Reader across the school to closely track children's attainment and progress in reading to achieve greater depth.</p>	<p>The gap for Reading at the end of KS1 was All = 56%, PP= 36 Gap = 20%</p> <p>The gap for Reading at the end of KS2 was All = 47%, PP= 52 Gap = -5%</p>
<p>For all Pupil Premium children to access the curriculum holistically and creatively.</p>	<p>This year all classes have accessed 3 REAL projects which incorporates all aspects of the school culture.</p>