

Pupil premium strategy statement 2023-2024



Pensans CP School

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

School overview

Detail	Data
Number of pupils in school	121
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	01.09.23
Date on which it will be reviewed	01.09.23
Statement authorised by	Chris Gould
Pupil premium lead	Niki Ambrose/Jo Atkinson
Governor / Trustee lead	Chris Gould

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,130
Recovery premium funding allocation this academic year	£ 14,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£139,130



Part A: Pupil premium strategy plan

Statement of intent

At Pensans School, we have a high proportion of disadvantaged children, many of whom face barriers to learning. Common barriers can be less support at home, poor language and communication skills, lack of confidence and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

We have the same high expectations for all our children, regardless of background, and aim to provide the support children need to achieve their potential. We aim to use the pupil premium funding to address the challenges our children face to enable them to go on to secondary school with a strong sense of self-belief and the ability to succeed, both academically and emotionally. In order to achieve this, we believe it is also vital to build strong, supportive relationships with our parents and carers.

Challenges

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

Challenge number	Detail of challenge
1	Learning Progress and attainment are impacted by lack of parental confidence to support children, financial constraints and low aspirations due to the context of the local area.
2	Mental health and well-being A high proportion of our children have suffered some degree of trauma which impacts on their relationships and ability to learn. Our children have experienced a range of trauma. Research shows that being supported with self-regulation can have a significant impact based on learning. It also shows that social and emotional learning has a moderate impact.
3	Poor speech and language skills Speech, language and communication needs in primary school can seriously affect children's learning. For example, poor language predicts poor literacy skills and without the right help, between 50% and 90% of



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	children with persistent communication needs go on to have reading difficulties.
4	<p>The impact of Covid</p> <p>Despite ensuring all families had the necessary technology and offering an engaging online curriculum which meant that the vast majority of children were able to continue their learning at home, the pandemic has taken its toll on our families. The impact can be seen on mental health, relationship break downs, loss of jobs, financial hardship and evictions. This has resulted in a lot of uncertainty which negatively impacts on the children's ability to learn and their attendance.</p>
5	<p>Attendance</p> <p>Attendance has historically not shown any significant difference between our pupil premium and non-pupil premium children. However, with the uncertainty of the pandemic there has been a noticeable drop in the attendance of our disadvantaged children.</p>

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
Pupils will make at least expected progress in reading and phonics, writing and maths.	The gap will close between our disadvantaged and non-disadvantaged children. All EYFS children will be able to blend when they leave Foundation. High phonics pass rate will demonstrate our commitment to high quality phonics provision. Our children will be able to talk about their love of reading. Children will show confidence and resilience in mathematics and writing.
Our pupils will have access to adults who are trained to support development of their individual social and emotional needs	TIS emotional support will be provided for identified children. Our PSHE and Cherish programmes will be used effectively to support children socially as a place to practise mindfulness. Adult support in the playground will mean that behaviour is good.
Speech and language intervention will have an impact on our children's ability to communicate and express themselves	The Speech and Language Progression Tool will identify and demonstrate impact on the language skills of EYFS children. Individual speech and language

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	interventions will show impact through children meeting targets.
Targeted support will be provided to address any gaps in learning.	Attainment will be in-line with national standards.
Attendance will improve for our pupil premium children.	An Attendance Strategy will be established to support improved attendance EWO will consult with school on current practises and advise on improvements. EWO will work with and support families. Children will show good progress as a result of regular attendance.
Financial restraints will not be a barrier for children accessing enrichment experiences.	Pupil premium children will be able to access all clubs and enrichment activities such as learning a musical instrument, surf lessons, theatre visits as there will be financial support available.

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)

High quality teaching Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending

Budgeted cost: £8,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development – RWI EYFS	+6 EEF: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their	1, 3, 4

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Speech & Lang	<p>early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>+5 Phonics</p> <p>Speech, language and communication needs in primary school can seriously affect children's learning. For example, poor language predicts poor literacy skills and without the right help, between 50% and 90% of children with persistent communication needs go on to have reading difficulties.</p>	
Training, cover and support for ECT	+6 EEF Reading Comprehension Strategies Additional training to support the teaching of KS2 comprehension as a part of our reading strategy.	1,4
Recruitment and retention	Recruitment of experienced upper key stage 2 teacher to enable consistency after a period of instability.	1,2,4
Training, cover and resources for 2 teachers on ASD intervention £1k	+4 EEF Social & Emotional Learning We Thinkers –social understanding to support pupils with ASD and trauma based needs.	1,2,4

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

Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.

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Budgeted cost: £81,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted academic support – structured small group intervention afternoons</p> <p>1:1 additional support - mornings</p>	<p>+4 EEF</p> <p>Interventions to support language development, literacy, and numeracy</p> <p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p> <p>Teaching assistant deployment and interventions EEF+4 months</p> <p>One to one and small group tuition EEF+4 months</p> <p>EEF Tiered approach</p>	<p>1, 3, 4</p>
<p>Arts Participation</p> <p>Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p>	<p>+3 EEF</p> <p>Local festivals and cultural events eg. Golowan and Minack Theatre.</p> <p>Financial support for residential trips that include theatre visits, museums etc.</p>	<p>1, 2, 5</p>
<p>ICT Strategy</p>	<p>KS 2 iPads</p> <p>Adaptation iPads</p> <p>Computing platforms</p> <p>Technology assists with the delivery and access to the curriculum.</p>	<p>1,3</p>

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

Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment

Budgeted cost: £49,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club staff & resources	Social and Emotional Learning EEF +4	2,5
Recruitment of a Pastoral Lead <ul style="list-style-type: none"> - To support attendance, behaviour and emotional support - to provide individual TIS support for identified children who need support with self-regulation due to experiencing trauma - To liaise with outside agencies regarding safeguarding & behaviour needs of individual pupils 	+4 EEF Behaviour Interventions Seek to improve attainment by reducing challenging behaviour in school	2,5

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Investment in play therapist and play resources to support self-regulation for targeted pupils when socialising with other children.	Social and Emotional Learning EEF +4	2, 4, 5
Forest school to support SEMH	EEF Outdoor adventure	2,5
Music lessons Uniform support Trip support	Arts participation EEF+3months	1, 2,

Total budgeted cost: £8,100 + £81, 630 + £49, 400 = £139,130.00



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim	Outcome
<p>Ensure all relevant staff (including new staff) have training to deliver the phonics approach effectively</p>	<p><i>Pensans has been supported by the Literacy Hub for the year and has invested in the Read Write Inc Programme. All staff have been trained to a high level and the frequent support visits from the hub have enable the programme to be delivered to a high standard. The Y1 phonics screening test shows an increase of 12% for pupil premium pupils from last year. End of EYFS data shows that all pupil premium pupils met the communication and language early learning goals.</i></p>
<p>Embed Accelerated Reader to ensure there is continued accelerated progress and attainment in Reading across the school</p>	<p><i>The school's librarian, under the leadership of the Literacy leader has ensured that the AR programme has been consistently effective for all pupils. End of key stage data shows that pupil premium pupils are not attaining as well as their peers, however the school is confident that this approach to reading is supporting pupils to make progress.</i></p>
<p>Raise oracy skills to ensure that all children can speak and listen in a variety of situations with confidence</p>	<p><i>Oracy is a golden thread that runs throughout the curriculum. The school has moved away from project based learning and now has a curriculum focussed on single subjects. Oracy remains key to developing understanding across all subjects.</i></p>
<p>Ensure that children develop skills in order to write in a range of genres</p>	<p><i>Writing remains a whole school focus. The gap between pupil premium pupils and their peers is notable across the school apart from last year's Year 5 where the 50% Pupil Premium pupils exceeded their peers in Writing.</i></p>

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To generate a culture of wellbeing ensuring all children are happy to come to school and learn confidently	<i>There have been many changes in the school in the recovery period from Covid and there is an emphasis on wellbeing and behaviour to ensure all feel safe with a sense of belonging. As the school's staffing stabilises, this will develop further.</i>
Embed the mastery approach in Maths with support from the Maths Hub projects	<i>The school continues to develop its Maths curriculum and pedagogy, receiving support from the trust to ensure that learning outcomes are maximised.</i>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Forest School	Shifting Horizons
Group booster sessions	Additionally employed teacher

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
No Service Pupil Premium allocation.
The impact of that spending on service pupil premium eligible pupils

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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.