

Pupil premium strategy statement 2024-2025

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	114
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	01.12.24
Date on which it will be reviewed	01.12.25
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	£97,680
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£97,680



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



	children with persistent communication needs go on to have reading difficulties.
4	<p>Lack of Cultural Capital</p> <p>Level of deprivation restricts our pupils from access to opportunities and life experiences that enhance and support their educational outcomes. Research indicates that children will find life more challenging without adequate cultural capital from everyday social interactions to job interviews.</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 programme will be used effectively to support children socially. The provision of bespoke therapies e.g play therapy, art therapy, forest school etc are in place for children with SEMH need
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. Taff will be trained in Talkj Boost in early years. Screening & intervention in will be in place in the Nursery. NELI screening & intervention in Reception. Individual speech and language 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.

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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.
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Activity in this academic year

This details how we intend to spend our pupil 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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development – RWI EYFS Speech & Lang Talk Boost NELI Makaton Gestalt Provision Map (subscription & training) £2000 Inc Provision map subscription	+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 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. +5 Phonics Speech, language and communication needs in primary school can seriously affect children's learning. For example, poor language predicts poor literacy skills and	1, 3, 4

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	without the right help, between 50% and 90% of children with persistent communication needs go on to have reading difficulties.	
Recruitment and retention COSTINGS £10,000	Recruitment of part time Enhanced Learning Provision teacher supporting SEMH 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.

Budgeted cost: £44,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic support – structured small group intervention afternoons 4xTA £26,000 Phonics/Speech & Language additional support – mornings CC/SC £12,200	+4 EEF Interventions to support language development, literacy, and numeracy Activity and resources to meet the specific needs of disadvantaged pupils with SEND Teaching assistant deployment and interventions EEF+4 months One to one and small group tuition EEF+4 months EEF Tiered approach	1, 3, 4
Arts Participation	+3 EEF	1, 2, 5

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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. £2,000	Local festivals and cultural events eg. Golowan and Minack Theatre. Financial support for residential trips that include theatre visits, museums etc.	
ICT Strategy £4,500	KS 1 iPads Adaptation iPads Computing platforms Technology assists with the delivery and access to the curriculum.	1,3

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: £????

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club staff & resources £3000	Social and Emotional Learning EEF +4	2,5
Retention of a Pastoral Lead £29,000 - To support attendance,	+4 EEF Behaviour Interventions Seek to improve attainment by reducing challenging behaviour in school	2,5

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<p>behaviour and emotional support</p> <ul style="list-style-type: none"> - 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 		
Investment in play therapist and play resources to support self-regulation for targeted pupils when socialising with other children. £4000	Social and Emotional Learning EEF +4	2, 4, 5
Forest school to support SEMH £3000	EEF Outdoor adventure	2,5
Music lessons Uniform support Trip support £1980	Arts participation EEF+3months	1, 2,

Total budgeted cost: £12,000 + £44,700 + £40,980 = £97,680.00



Part B: Review of 2024-2025 Pupil Premium Strategy

Outcomes for disadvantaged pupils

Aim	Outcome
<p>Pupils will make at least expected progress in phonics, Reading, Writing & Maths</p>	<p><i>Pensans has been supported by the Literacy Hub for the year and continues to invest 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 a decrease of 39% for pupil premium pupils from last year i.e. 83% to 44%. This indicates that our PP pupils were 36% below the national average. This data owes directly to the cohort context for this group of children. End of EYFS data shows that GLD for pupil premium pupils rose by 20%.</i></p> <p><i>KS2 data indicates a decrease of 6% in Reading, an increase of 6% in Writing and a rise of 16% in Maths</i></p> <p><i>Although still not in line with National Averages there is largely a positive trajectory in the data</i></p>
<p>Our pupils will have access to adults who are trained to support development of their individual social and emotional needs</p>	<p><i>SLT are trained TIS/Thrive practitioners</i></p> <p><i>'Pastoral Lead' – The role continues to develop to support behaviour, attendance, social & emotional needs of individuals</i></p> <p><i>PRICE training for all staff – includes de-escalation techniques</i></p> <p><i>A bespoke nurture provision has been established for children with a high level of SEMH need</i></p>
<p>Speech & Language will have an impact on our children's ability to communicate and express themselves</p>	<p><i>Nursery practitioners have been trained in the Talk Boost screening and intervention in order to provide a rich language environment in the setting and support individual needs</i></p> <p><i>Early Years Lead and SENDCo are fully trained in NELI and progression tools</i></p> <p><i>Trained Speech & Language TA to deliver programmes to individuals</i></p>

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	<p><i>Successful application to the PINS programme will develop this area further</i></p> <p><i>A "bought in" day of SALT to support universal provision in EYFS/KS1 and ARB</i></p>
Targeted support will be provided to address any gaps in learning	<p><i>Pre-teach and consolidation of concepts taught on a daily basis. Other targeted interventions delivered by TAs in the afternoon</i></p> <p><i>Success shown in improvement in data and steps of progress for individuals for disadvantaged pupils</i></p>
Financial restraints will not be a barrier for children experiencing enrichment experiences	<p><i>Pupils are subsidised to engage in wider opportunities e.g trips and residential opportunities, theatre trips, museums etc</i></p> <p><i>Music lessons, Sport experiences e.g surfing, watersports</i></p>

Externally provided programmes

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

Programme	Provider
Forest School	Shifting Horizons
Creative Art	Little Artists
Play Therapy	West Cornwall Play Therapy

<p><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></p>
<p>Two children within the ARB received some additional funding that was used on some OT resources to support level of need.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

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Additional sensory regulation has led to better participation in learning activities.