

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

School overview

| Detail | Data |
|---|-------------------------------------|
| School name | Pensilva Primary School |
| Number of pupils in school | 94 |
| Proportion (%) of pupil premium eligible pupils | (14 pupils across Y1 to 6) (15%) |
| Academic year that our current pupil premium strategy plan covers | 2021 - 2022 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | April 2021 |
| Statement authorised by | Teresa Clinick |
| Pupil premium lead | Teresa Clinick |
| Governor | Alex Hunt |

Funding overview

| Detail | Amount |
|--|------------------|
| Pupil premium funding allocation this academic year | £22,760 |
| Recovery premium funding allocation this academic year | £1822.50 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £24582.50 |

Part A: Pupil premium strategy plan

Statement of intent

- **Key focus areas** for this academic year are to boost performance in Reading and in Writing.
- Strategies used for **Recovery** funded sessions will be delivered through one to one or very small group sessions for targeted pupils. Interventions will include:
 - >additional phonics and reading sessions, closely linked to individual pupil attainment levels and performance;
 - >writing sessions for targeted pupils, also linked to individual pupil's targets and performance and will include direction from the class teacher in collaboration with the teacher delivering the intervention.

At Pensilva Primary School, we have opted to deliver **School Based Tutoring** as we are keen to use staff that are known to both to us and to the children. It is planned that Recovery sessions for Reading and Writing linked to the Recovery Fund will be delivered by qualified teaching staff. Pupils in receipt of Recovery sessions may have been identified as performing below the National Average for a specific subject, making below average progress or both.
- In addition to this support, targeted pupils will receive support for to develop their personal, social, emotional and mental health and wellbeing. Targeted sessions will be delivered by our THRIVE, Trauma Informed Schools (TIS) and Forest School practitioners.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | 57% of disadvantaged that need to boost reading (8 pupils) |
| 2 | 64% of disadvantaged that need to boost writing (9 pupils) |
| 3 | Staffing levels for delivery of Read Write Inc would benefit from increase to enable more groups / smaller groups, enabling provision to target levels of progression with greater accuracy. Also, to enable additional, targeted tutoring. |
| 4 | 21% of disadvantaged pupils targeted for Mental Health and Wellbeing support and / or emotional development. |
| 5 | Low income making it difficult for families to meet the costs of enrichment activities. |

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 |
|--|--|
| Accelerated progress in Reading: APS | Read Write Inc – or Accelerated Reader - assessments show above average progress |
| Accelerated Writing Progress | Teacher assessments and APS above 6 across the year on tracking system (2 APS per term is average) Pupils' achievements of specific targets set. |
| Clear progress within emotional levels noted for targeted pupils. | Clear progress evident through individual THRIVE assessments. |
| Pastoral care enables pupils to recognise, talk about and share a range of emotions and also strategies to address concerns. | Possible outcomes: Increased level of resilience noted. Increased self-esteem noted. Progress on THRIVE assessments. Pupil feedback. Increased social skills / able to interact more effectively with others. |
| Pupils are able to partake in trips | Support for payments of trips enable pupils to broaden learning and life experiences through access to planned opportunities. |
| Assessment systems support careful tracking of progress and supports provision planning and review. | Accelerated Reader assessment data show individual progress and any gaps so this can be addressed and accelerated progress supported. (KS2 / beyond Read Write Inc) Read Write Inc regular assessments and reviews enable early intervention to support progress, where required. |
| Adequate resources to effectively support the teaching of reading groups. | Accelerated progress within reading is aided through access to quality resources which are carefully matched to pupils' needs. |
| Staffing to deliver support for targeted pupils. | Pupils are well supported to attain individual targets set. These may be academic or SEMH targets. |

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: £13634

| Activity | Approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| THRIVE training updates £134 | Recognised approach to supporting emotional development and wellbeing. (We have 1 staff member who is a THRIVE practitioner and 3 staff members who are Trauma Informed Schools (TIS) practitioners) | 4 |
| English Network and update meeting £45 Other training, including access to Princess Trust Institute. £500 | Opportunities to share expertise, consider new / current resources and approaches and to evaluate practice and impact with other professionals. Staff training to support teaching and learning. | 1 & 2 |
| Staffing 13,000 | Staff needed to deliver support for pupils. This includes costs for delivery of Recovery premium funding. | 1, 2, 3 & 4 |

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

Budgeted cost: £6827

| Activity | Approach | Challenge number(s) addressed |
|--|--|--|
| School contribution to School Led Tutoring for Recovery £607.50 | DfE funded initiative... this is the school's 25% contribution. We will receive £1822.50 Recovery fund. We have chosen to use School based tutoring as we know the teaching quality of our staff and the staff know the children well. | 135 hours to be delivered. 11 pupils targeted to boost Reading and / or writing. Several of these pupils also have Special Educational Needs. |

| | | |
|---|---|-------|
| Ruth Miskin Literacy subscription £1,300 | On-line resources to support training and delivery of Read Write Inc., which is a recognised, successful and systematic reading and phonics programme. | 1 & 2 |
| Rennaisance / Accelerated Reader Programme £4,519.50 (3 year subscription) | On-line reading tests and quizzes support assessment of reading comprehension levels and children progress through banded book levels to extend their reading comprehension challenge to aid progression. | 1 |
| Resources to support the delivery of reading. (Books, phonics cards, charts, etc.) £400 | This is to support the effective delivery of Read Write Inc and Accelerated Reader. | 1 |

Wider strategies

Budgeted cost: £3880

| Activity | Approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| I-Track Assessment System £530 | This tracking system enables leaders to monitor progress against key endpoints / criteria and highlight gaps and. | 1 & 2 |
| Forest School Training £1200 | Training for a member of staff who will deliver support for pupils to support emotional wellbeing and also the development of social / collaborative skills. | 4 |
| Resources for delivery of THRIVE and TIS support £300 Costs to enable access to THRIVE on-line £350 | Trained staff carry out on-line assessments which look at emotional development / gaps; action plan produced. Support delivered. | 4 |
| Support for payments of trips, etc., to enable pupils to broaden learning and life experiences through access to planned opportunities. £1500 | Subsidising of trips, as may be required, to enable full access to enrichment activities. | 5 |

Total budgeted cost: £24341