

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.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Pennyman Primary Academy
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	57.42% (209 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Louise Stogdale
Pupil premium lead	Joanne Stuart
Governor / Trustee lead	Dean Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£281,105
Recovery premium funding allocation this academic year	£36,469
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£317, 574

Part A: Pupil premium strategy plan

Statement of intent

At Pennyman Primary Academy we have high expectations and ambitions for all of our children. Therefore, our main objective is to ensure that all disadvantaged children, irrespective of their background or challenges faced, have the same opportunities, experiences and access to a high quality education as their peers. We endeavour to identify all barriers to support children in overcoming them. In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged. We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals

Through careful evaluation of the academic and pastoral needs of our disadvantaged children, this pupil premium strategy looks to ensure that we break down any barriers to disadvantaged children thriving in school and achieving their potential. We have considered the research findings from the Department of Education which is aimed at identifying factors that have the most impact on raising the achievement of disadvantaged children.

Our Key Principles of this policy are:

- To ensure that all disadvantaged children at Pennyman Primary Academy reach their potential and are challenged to succeed.
- To raise the aspirations and life chances of all disadvantaged children ensuring the gap is closed in comparison to non-disadvantaged.
- To enrich the lives of disadvantaged children by developing their cultural capital and wider curriculum experiences.

Challenges

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

Challenge number	Detail of challenge
1	Phonic language – early reading Pupils' early experiences may offer limited opportunities to engage in language and exposure to books. Entry to nursery is significantly lower than would be typical for children of a similar age.

2	<p>Poor language and communication skills – oracy</p> <p>Pupil experiences beyond home and school can be limited and therefore may reduce the opportunities for rich exposure to language and conversation in the early years</p>
3	<p>Attendance and punctuality</p> <p>Vulnerability of families attending Pennyman Primary Academy mean support is needed from the school environment and an understanding of how to access services</p>
4	<p>Poor parental engagement and home support</p> <p>Family experiences mean there are difficulties in supporting pupils' education alongside the academy. A high proportion of children are exposed to risk factors that can affect success.</p>
5	<p>Lack of wider experiences and opportunities</p> <p>A range of factors, beyond school, can inhibit pupils from having the same as their peers</p>
6	<p>Accelerated progress in the core curriculum</p> <p>All pupils should have the opportunities to be equal to their peers irrelevant of the risk factors they may face.</p>
7	<p>Deprivation</p> <p>79% of pupils attending Pennyman Primary Academy are in the 10% most deprived in the country.</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
All children develop a secure phonic knowledge which supports early reading skills.	<p>Read Write Inc is embedded and if needed, alternative strategies are used at the earliest point to identify and support.</p> <p>Assessments show progress at the expected pace.</p> <p>Reading application improves and allows access into the wider curriculum.</p> <p>Achieve above national average in PSC.</p> <p>Children beyond RWInc have access to a catch up programme</p>

Improved levels of language and communication	<p>Children are confident to communicate in different settings for different purposes.</p> <p>Early identification of speech delays in order to embed timely interventions and ensure suitable support.</p>
Pupils are in school, on time to ensure no loss of learning time	<p>Attendance and punctuality continues to improve. Attendance will be at least 96% for mainstream and in line with national averages for Unit provision.</p> <p>Persistent absenteeism reduces in order to maximise learning opportunities.</p>
Parental engagement will support the development of children	<p>Increased attendance at school events.</p> <p>Parents understand how and what their child is being taught to enable support at home.</p>
Reduce the effect of poverty on education and improve opportunities for children	<p>More children have access to trips, visits and sporting activities to enrich their life experiences.</p> <p>Knowledge and understanding of the curriculum is deepened.</p>
All children access a high quality education regardless of background and academic ability	<p>The attainment of disadvantaged children is at least in line with non-disadvantaged.</p> <p>Pennyman Primary Academy disadvantaged children are at least in line with children nationally who are disadvantaged.</p>

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: **£148,190**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide clear, focused CPD based on analysis of pupil and academy needs (quantitative and qualitative).</p>	<p>EEF states that 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 the top priority for Pupil Premium spending.</p> <p>EEF research shows that high quality teaching can narrow the disadvantage gap Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>CPD improves teaching and pupil learning https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Teacher-professional-development.pdf</p>	<p>1, 2, 6, 7</p>
<p>To provide quality TAs to support identified groups of pupils for interventions and class-based work</p>	<p>TAs are employed to add value to the classroom and support what teachers do. They are fully prepared for their role in the classroom https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf</p> <p>EEF research shows that TAs can add value to the progress of pupils</p> <p>Teaching Assistant Interventions  Moderate impact for moderate cost based on moderate evidence</p>	<p>1, 2, 7</p>
<p>To recruit additional teachers to deliver bespoke interventions and provide additionality to year groups.</p>	<p>Small group work can make a difference to pupils' progress according to EEF research</p> <p>Small group tuition  Moderate impact for low cost based on moderate evidence</p>	<p>1, 2, 6, 7</p>

	<p>EEF research suggest that interventions focused on children’s metacognition has a significant impact</p> 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 76,061

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To implement a high quality phonics programme to accelerated progress in reading and outcomes for children</p>	<p>EEF early literacy and phonics research evidence suggest that delivering high quality phonic programmes can have a significant impact on children’s progress</p>  <p>Small groups support this.</p> 	<p>1, 2, 7</p>
<p>To enhance and improve access to technology</p>	<p>EEF evidence suggests that planned for technology improve pupil learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>Research suggests that supplementing teaching with technology can have a positive impact TechnologyEducation_systemview.pdf (ednfoundation.org)</p>	<p>6, 7</p>
<p>To improve communication and language</p>	<p>Language should be a priority according to the EEF as a foundation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?utm_source=/education-evidence/guidance-reports/literacy-ks-1&utm_medium=search&utm_campaign=site_search&search_term=improving%20literatecy</p> <p>EEF research shows that early language skills are vital for the future of children, with possible</p>	<p>2, 4, 7</p>

	<p>wider impact on children’s well-being according to the EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>EEF evidence shows physical activity benefits pupils in health, well-being and development</p>  <p>Physical activity The impact on pupils' well-being is moderate evidence. EEEEE DDDD +1</p>	
<p>To enhance positive characteristics in individuals through mentoring services</p>	<p>EEF evidence suggests mentoring will have a positive impact on attainment.</p>  <p>Mentoring The impact on pupils' attainment is moderate evidence. EEEEE DDDD +2</p>	<p>4, 5, 6, 7</p>

Total budgeted cost: £320,595

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Impact statement 2020- 21

<p>Strategy aims</p> <p>Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments are held centrally in the academy.</p>	
Aim	Evidence of impact
<p>Priority 1- Quality of education: Recovery curriculum</p>	<p>Curriculum development continued during the year. This was led by the Ambition Institute training to ensure staff have an understanding of the science of learning and therefore all have a joint language. So far, staff have an emerging understanding of the science of learning and how this impacts on a planned sequence of learning.</p> <p>As a staff team we developed pedagogical systems for the acquisition of knowledge and subsequent curriculum delivery and evidenced through Ambition Teacher Training. This has supported the remote offer throughout the pandemic.</p> <p>Communication, core subjects and the broader curriculum was a focus for all remote learning across the academic year and pandemic.</p> <p>Despite the disruption caused by Covid19 and partial school closures, year group teams provided a high-quality remote offer that was mirrored for children in the academy. Individual children were still targeted, although some were learning from home.</p> <p>Staff provided home learning activities and lessons via the Seesaw app, the school website, live lessons and paper work packs in order to ensure a continuity of education provision.</p>

	<p>Overall engagement online was on average 54%. 35% of the whole school were accessing the in school offer.</p> <p>Children in school continued to use online learning platforms to support progress in spelling and mental arithmetic.</p> <p>In addition to the online platforms, paper-based activities continue to be utilised: weekly spelling sheets, reading books, library books, handwriting challenges and comprehension tasks (linked to home/school reader or the reading genre from the English unit of work). Homework tasks are generated weekly in both a paper form and through Seesaw.</p>
<p>Priority 2 – Language development</p>	<p>Pupils across the academy have had increased exposure to new language and vocabulary through a well- developed curriculum (evidenced through knowledge organisers, communication boards, stories used etc). To develop this further in both the formal and semi-formal provisions, specific focus on oracy, and vocabulary acquisition across all pathways will be a focus in 2021- 2022.</p> <p>Pupils have regular access to sensory integration therapies.</p>
<p>Priority 3 – Targeted support to reduce barriers to learning for vulnerable pupils</p>	<p>Vulnerable pupils/PPG children who were not engaging with home learning were offered a place in school, which had a good take up. Workbooks were purchased for all pupils. On returning to school in March, teachers focused on teaching a recovery curriculum.</p> <p>Pupil progress meetings took place with a renewed focus on targeted interventions and support identified. As a result, accelerated progress was made in the spring term for a significant majority of children.</p> <p>Individual pupils were identified for additional support. Pupil Premium Grant and Catch up Fund money was used to provide release time for teachers/teaching assistants to work with individual pupils/groups of children to ensure gaps in learning were closed as quickly as possible.</p>

	<p>Emotional support was provided for parents and pupils by teachers through regular welfare visits/calls. PPG and vulnerable pupils were contacted on a weekly basis. Families were sign posted to where they could access support from outside agencies. Parental consultation evenings were conducted via telephone to allow staff to keep parents feedback on pupil progress. Children continued to take part in counselling sessions virtually if necessary.</p>
<p>Priority 4 – reducing the gaps to learning currently identified for vulnerable pupils</p>	<p>Over the academic year, a significant number of individuals and year group bubbles had to self-isolate. Teaching staff continued to provide quality activities for parents to use at home in these instances. A range of resources were employed including daily live lessons, paper packs and the delivery of daily sessions.</p> <p>Pupil Engagement with home learning was tracked. Any pupil showing a pattern of disengagement were prioritised by staff and parents were contacted.</p> <p>Where there have been changes in presentation linked to the pandemic and other aspects, further personalised support has been implemented and this will continue to be an area to continue in 2021/22.</p> <p>Regular welfare visits/ calls on a weekly basis were completed.</p> <p>Where parents identified they did not have access to online learning, they were given the opportunity to loan I.T. equipment such as school laptops and iPads. School was able to access grants to purchase more I.T equipment to loan out for home learning. School also helped parents to gain access to the internet via purchasing portable routers.</p> <p>During the summer holidays, the academy offered all families the opportunity to attend holiday club, this was supported by Teesside University and Tees Valley Sport.</p> <p>We have supported families who have needed it during the difficult times. This has included hampers of food, food vouchers, and donations of school uniform.</p>

	An early Intervention Lead was appointed to add capacity to the pastoral team.
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Externally provided programmes

Programme	Provider
Sensory Integration Therapy	Treetops Occupational Therapists
Movement skills	Madeline Portwood
SPLASH/BLAST	Developed in Stockton
Art Therapy	The Paul Hamlyn Foundation
Enterprise and aspirations	Spark Aspirations
Counselling	Time for You
Attention Autism	Gina Davies