

Pupil premium strategy statement

This statement details our school's use of pupil 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 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 | 409 |
| Proportion (%) of pupil premium eligible pupils | 63.57% (260 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 this statement was reviewed | November 2022 |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | Louise Stogdale, HoA |
| Pupil premium lead | Joanne Stuart, DHoA Tracy Hanger, AHoA |
| Governor / Trustee lead | Dean Jackson |

Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £281,105 (2021-2022) £299,160 (2022-2023) |
| Recovery premium funding allocation this academic year | £36,469 (2021-2022) £40, 879 (2022-2023) |
| 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 (2021-2022) £340, 039 (2022-2023) |

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. |

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| 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> |



| | |
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| 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.</p> <p>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: **£161,395**



| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| To provide clear, focused CPD based on analysis of pupil and academy needs (quantitative and qualitative). | <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> | 1, 2, 6, 7 |
| To provide quality TAs to support identified groups of pupils for interventions and class-based work | <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>  | 1, 2, 7 |
| To recruit additional teachers to deliver bespoke interventions and provide additionality to year groups. | <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>  | 1, 2, 6, 7 |

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|--|---|--|
| | <p>larger effects for pupils from disadvantaged backgrounds</p> <hr/> <p>Oral language interventions</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £ £ £ £ £ £ +6</p> <hr/> <p>Communication and language approaches</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £ £ £ £ £ £ +6</p> | |
|--|---|--|

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

Budgeted cost: **£99,572**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| To target attendance and punctuality of pupils through close monitoring, the use of rewards to incentivize attendance with the support of the social inclusion team | The impact of supporting children and their families through a social inclusion officer has been significant over a number of years in the school. Through the implementation of different strategies and targeted support, attendance has increased over time and continues to be a school priority. This is supported by the DfE report in March 2016 The link between absence and attainment at KS2 and KS4 (publishing.service.gov.uk) that showed that as absence across a key stage increases, the likelihood of achieving key attainment outcomes at the end of KS2 decreases. | 3, 6, 7 |
| To enhance parental engagement breaking down the barriers to the parent/school relationship | EEF parental engagement research evidence indicates parental engagement can add up to 4 months attainment for children | 4, 7 |
| To provide opportunities for children to participate in experiences linked to the wider curriculum, physical activities and after school events | Evidence shows a correlation between pupil health, well-being and attainment HT briefing layoutvFINALvii.pdf (publishing.service.gov.uk) Opportunities to experience outdoor learning does show a | 5, 7 |

| | | |
|---|---|------------|
| | <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>  | |
| To enhance positive characteristics in individuals through mentoring services | <p>EEF evidence suggests mentoring will have a positive impact on attainment.</p>  | 4, 5, 6, 7 |

Total budgeted cost: £342,313

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 2021-22

Point to note: Pennyman Primary Academy is a mainstream academy with a specialist designated unit for children with complex physical ,medical, communication and associated learning needs. Pennyman Academy was originally formed through the amalgamation of a mainstream and specialist provision.

Outcome 1 – All children develop a secure phonic knowledge which supports early reading.

The overall number of pupil premium children passing the phonic screening in 2022 was 55%. When we disaggregate our data for mainstream and unit provision our numbers increase to 63%. During 2022, our disadvantaged pupils out performed our non-disadvantaged both for all and disaggregated. When disaggregated our pupils are in line with nationally disadvantaged pupils (62%) however they remain below for all.

Throughout the remaining years of this strategy the academy will continue to assess to show progress at an expected pace to ensure we are at least in line with national phonic screening assessments.

Outcome 2 – Improved levels of language and Communication

Oracy is a key part of the academy's curriculum with experiences and opportunities for speaking and listening provided in all subject areas. There are opportunities for a separate oracy lesson in the Reading into Writing Frameworks, where drama, discussion, debating, reading aloud and practical experiences enable children to orally express their ideas before they write. Throughout the foundation curriculum the academy has subject specific golden thread vocabulary running through which is recapped and revisited each lesson and builds on each year. Reading is timetabled every day and children listen to familiar stories, as a whole class, this encourages discussion about the story and the characters which has improved both their communication and their language skills.

It is vital to improve levels of language and communication as our children enter the academy in the early years. Children that require intervention have access to Blast, A time to talk, Attention Autism and many have individual support from the Speech and

language therapy team. Within the Unit provision teachers use Makaton and reinforce vocabulary through modelling long side daily teaching, stories, songs and the interventions which are used to develop children's communication and language skills.

Outcome 3 – Pupils are in school, on time to ensure no loss of learning time.

September 21 - July 22

Mainstream All attendance – 90.5%

Mainstream PP Attendance – 89.3%

Mainstream None PP Attendance – 92.9%

Unit provision All attendance – 87.6%

Unit provision PP Attendance – 89.7%

Unit provision None PP Attendance – 82.2%

Attendance and persistent absence remain a clear and important priority for 2022-2023 with a focus on closing the gap and increasing attendance overall. To improve attendance and persistent absence across mainstream and unit provision, the following has been put in place for this academic year:

- Assistant Head attendance lead put in place.
- Two Attendance Graduated Responses have been implemented, one for compulsory school age and one for pre-5.
- Persistent absentees are tracked weekly
- Regular SMS text messaging service to parents through School Gateway informing them of percentage attendance and days of lost learning.
- Develop links to enhance knowledge of good practice and apply where appropriate.

Outcome 4 – Parental engagement will support the development of children.

Our drive to increase parental engagement is beginning to show impact in all areas across the academy. We were unable to offer the usual parental workshops due to the pandemic therefore we offered online videos to support parents in understanding the phonic offer. From the Spring term parents were invited into school for Sports' Day, Summer fair, parent workshops such as 'meals on a budget', finance and first aid. We offered several open afternoon sessions for parents to work alongside their children in the classrooms. Events were shared through social media, the website and by letters to engage parents in their child's learning.

Disadvantaged families have also been offered subsidised places on a variety of school trips and residential across the year.

Outcome 5 – Reduce the effect of poverty on education and improve opportunities for children.

Pupil premium funding has been used to subsidise a range of educational visits across the year. This has included trips to the seaside, Sensory centre and residential visit to Carlton and experience days in school such as Pennyman Rocks, WW2 day and the Romans. The aim of these visits was to further enrich the curriculum and provide real life experiences that children might otherwise not have the opportunity to access. We provide a wide variety of afterschool clubs that all pupils are able to attend such as, art, gardening, sports, Boogie Bounce, football and languages.

This year, due to the global energy crisis and the rising costs of food and other necessities will disproportionately impact on families with low income. As a school it is a priority to work closely with our families to support them in this e.g. breakfast club, bagels in classes, food hampers and support available from the pastoral and welfare team.

Outcome 6 – All children access a high-quality education regardless of background and academic ability

| Attainment 2021-22 | | | | |
|--|-------------------|---------------------------|-------------------------------------|----------------------------|
| End of key stage Attainment | | Academy performance - ALL | Academy performance - disaggregated | PP National average (2022) |
| % achieving GLD | Pupil premium | 57% | 64% | unavailable |
| | Non-pupil premium | 57% | 73% | |
| % achieving the expected standard or higher in reading – KS1 | Pupil premium | 51% | 62% | 51% |
| | Non-pupil premium | 85% | 85% | |
| % achieving the expected standard or higher in writing – KS1 | Pupil premium | 46% | 55% | 41% |
| | Non-pupil premium | 77% | 77% | |
| % achieving the expected standard or higher in maths – KS1 | Pupil premium | 54% | 66% | 52% |
| | Non-pupil premium | 92% | 92% | |
| % achieving the expected standard | Pupil premium | 61% | 76% | 62% |

| | | | | |
|---|-------------------|-----|-----|-----|
| or higher in reading – KS2 | Non-pupil premium | 77% | 83% | |
| % achieving the expected standard or higher in writing – KS2 | Pupil premium | 58% | 72% | 55% |
| | Non-pupil premium | 70% | 75% | |
| % achieving the expected standard or higher in maths – KS2 | Pupil premium | 58% | 72% | 56% |
| | Non-pupil premium | 77% | 83% | |
| % achieving the expected standard or higher in R, W & M – KS2 | Pupil premium | 53% | 66% | 43% |
| | Non-pupil premium | 69% | 75% | |

In all areas our pupil premium children perform at least in line with the national pupil premium percentages and in many cases above. There are still gaps to close between disadvantaged and non-disadvantaged performance which will continue to be a focus of this strategy.

Externally provided programmes

| Programme | Provider |
|-----------------------------|----------------------------------|
| Read Write Inc | Ruth Miskin |
| 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 |