

Pupil premium strategy statement 2023 2024 (3rd year of a 3 year plan)

This statement details Penketh Primary 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Penketh Primary School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	15.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 2024
Date this statement was published	Dec 2022
Date on which it will be reviewed	Dec 2023
Statement authorised by	Local Governor Committee
Pupil premium lead	Rebecca Kayll
Governor / Trustee lead	Ms Jo Hancock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,144 tbc
Recovery premium funding allocation this academic year	£4,495
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	£58,639 tbc

Part A: Pupil premium strategy plan

Statement of intent

At Penketh Primary, our intention is that all pupils, regardless of their background or the challenges they face, make good progress and achieve across all curricular areas.

Objectives for disadvantaged pupils

1. To close the attainment gap for disadvantaged pupils across the curriculum
2. To increase % attaining greater depth across all Key Stages through improving quality first teaching and paid for targeted CPD across the curriculum
3. To increase attendance of pupil premium pupils using attendance monitoring to be above national and local data
4. To increase engagement in all extracurricular activities evidenced by monitoring engagement in extracurricular activities

How does our current pupil premium strategy plan work towards achieving those objectives?

Penketh has adopted the EEF Pupil premium guide to build a tiered approach

- **Improve high quality teaching for all pupils** through tailored CPD (First4Maths, Literacy consultant, EY2P CPD, NCETM, Maths Mastery Hub, SIL Curriculum leadership CPD)
- Ensure all teaching staff use the principles of effective teaching: they have a good subject knowledge of all subjects they teach; they present subject matter clearly; they promote discussion; they check pupils' understanding systematically and identify misconceptions accurately and provide clear feedback; and they adapt their teaching to meet the needs of all pupils, particularly those who are disadvantaged.
- **Targeted support** utilising diagnostic assessments an example for reading is NFER and PM Bench Marking. Within maths utilising the DfE maths guidance documents supported by NCETM exemplification of ready to progress criteria to accurately diagnose and reduce gaps. School will use NFER summative assessment and a range of formative assessments whilst teaching. We use Welcomm to quickly identify speech and Language barriers and target appropriately.
- Diagnostic assessments inform targeted support through tutoring and interventions delivered as 1:1 or in small groups
- **Wider strategies** – attendance monitoring for persistent absence, engagement in extracurricular activities

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Key principles of your strategy plan?

Key principles adopted are:

- Diagnose challenges accurately
- Tiered approach to address challenges:
 - Use research based evidence to continue to improve high quality teaching
 - Implementation of evidenced based, targeted academic support, that have been identified through diagnostic assessment of needs
 - Implementation of wider strategies to overcome barriers
- Implementation following EEF implementation guidance
- Monitor and evaluate strategy and then respond to implementation data to tailor and improve approach at key points
- Ongoing rigorous evaluation of pupil's attainment, challenges and needs
- Sustain and adapting plan based on evaluations

Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantaged attainment gap in identified cohorts</p> <p>Diagnostic assessment evaluation indicates specific area to focus in on are:-</p> <p>English</p> <p>1: Fluency of and application of secure phonics knowledge not embedded – action completed and rising PSC</p> <p>2: Reading comprehension techniques not securely applied :-</p> <ul style="list-style-type: none">• Inferring meaning from the text• Summarising or identifying key points from text• Using graphic or semantic organisers• Developing questioning/response strategies• Monitoring their own comprehension and then identifying and resolving difficulties for themselves <p>Maths</p> <p>Calculation and fluency</p> <p>Pupils are not able to choose and use efficient calculation methods for addition, subtraction, multiplication and division. They do not have automatic recall of a core set of multiplicative and additive facts to enable them to focus on learning new concepts</p> <p>Curriculum</p>

	Delivering high quality teaching across the curriculum reflecting subject specific pedagogy - c Children being able to remember more and do more
2	Disadvantaged progress gap in identified cohorts/individuals for reading, writing and maths
3	Low aspirations/ low expectations by parents, pupils and staff in terms of achieving greater depth at KS1 and KS2
4	Impact of ongoing anxiety related to post COVID 19 on attendance data and levels of persistent absence for pupil premium pupils - gap is now below national data continue to sustain
5	Social, Emotional and Mental Health needs of pupils identified through pupil conferencing, engagement with extracurricular 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
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<p>1: To close the attainment gap for disadvantaged pupils through quality first teaching and the use of targeted support through tutoring and interventions in 1:1 or small group</p>	<p>Long term goal (3 year strategy plan) KS end points show no gap between disadvantaged and non-disadvantaged pupils High quality teaching is evident across all sequences of teaching and is sustained across the curriculum Targeted support is timely, impactful and sustained improvements evidenced at distance from learning</p> <p>Medium term goal Attainment gap between disadvantaged and non-disadvantaged is diminishing Evidenced through formative assessments, book looks and in year summative assessment Targeted support is closely meeting and addressing pupils needs and show improvement from baseline to end of intervention programme Subject knowledge and subject specific pedagogy is improving quality first teaching in all subject areas of the curriculum</p> <p>Short term goal (termly) Staff CPD is planned to reflect needs and followed up to ensure all ongoing CPD needs are identified and met – TAs and class teacher Appropriate and clear diagnostic assessments used to identify gaps and steps in learning identified Research and evidenced based interventions are delivered and staff members receive CPD to deliver</p>
<p>2: To increase % attaining greater depth across all Key Stages through improving quality first teaching and paid for targeted CPD</p>	<p>Long Term Goal Disadvantaged pupils attain at least in line, or better, than national data for mastery with greater depth than for non-disadvantaged pupils at key transition points in education</p> <p>Medium Term Goal All disadvantaged pupils attain age related expectations by the end of key transition points in education Disadvantaged pupils receive high quality teaching to access mastery with greater depth through pre and post teaching strategies</p> <p>Short Term Goal</p>

	Disadvantaged pupils on track for age related expectations receive targeted support to expose to mastery with greater depth curriculum
3: To increase attendance of pupil premium pupils using attendance monitoring to be above national and local data	<p>Long term goal Attendance and persistent absence will be at least in line or better than non-pupil premium national and local data</p> <p>Medium term goal Pupil premium pupil's attendance will be above national pupil premium attendance Pupil premium pupil's persistent absence will be lower than national and local data for persistent absence pupil premium pupils</p> <p>Short term goal Half termly monitoring and evaluation of pupil premium attendance and access to early help to overcome potential barriers to school attendance</p>
4: To increase engagement in all extracurricular activities evidenced by monitoring engagement in extracurricular activities	<p>Long term goal All pupil premium pupils will access and engage with an extra-curricular activity</p> <p>Medium term goal Barriers to attendance will be identified and overcome with a team around the child focus and amendments to when extracurricular activities are delivered and type of extra-curricular activities</p> <p>Short term goal Monitor attendance at all extra-curricular activities and representation in school council, eco team and anti-bullying ambassadors – half termly review to monitor improvement Identify potential barriers to attendance and ways to overcome these</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: £15,000

Activity	Evidence that supports this	Challenge
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	approach	number(s) addressed
EY2P Consultancy support and CPD Ensure the curriculum in EYFS and Y1 supports all pupils, in particular the most disadvantaged, with a particular focus on developing speech, language, communication and early reading, writing and maths skills through quality first teaching	EEF Preparing for Literacy guidance document EEF Improving Literacy in KS1 guidance document Welcomm	1 2 3
Work with local Maths Hub 3, investing in high quality CPD First4Maths and NCETM progress materials and CPD for all teachers and teaching assistants to deliver high quality teaching	EEF Improving maths in the Early Years and KS1 guidance document EEF Improving mathematics in KS2 guidance document NCETM research First4Maths consultancy and moderation Ready to progress documents to identify the most important conceptual knowledge and understanding pupils as they progress from Year 1 to year 6. These important concepts are referred to as ready to progress criteria and provide a coherent , linked framework to support pupil's mastery of the primary mathematics curriculum	1 2 3
Embed Penketh's writing approach to the teaching of English, ensuring that the most vulnerable pupils access high quality texts and vocabulary, thus impacting on their reading and writing outcomes. Delivered through paid for bespoke CPD to improve high quality	EEF Improving Literacy in KS2 guidance document Use high quality units of work using vocabulary rich vehicle texts from Reception through to Year 6. These enrich teaching of writing and contextualise spelling, grammar and punctuation.	1 2 3

teaching		
Tailored CPD package for staff focusing on 'how children learn' metacognition using evidenced based research -EEF Guidance documents and Rosenshine's principles of instruction for curriculum pedagogy	EEF Metacognition and self-regulated learning guidance report Rosenshine's principles of instruction	1 2 3
SIL Curriculum Leadership CPD improving subject specific pedagogy	EEF Metacognition and self-regulated learning guidance report Rosenshine's principles of instruction DfE Research and review papers	1 2 3

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

Budgeted cost: £20, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutor led targeted support in phonics, reading comprehension, calculation and fluency	EEF using pupil premium effectively EEF education toolkit evidenced based impact	1 2 3
Use small group pre	EEF using pupil premium effectively	1 2 3

and post teach for disadvantaged pupils falling behind age related expectations and to enable those to attain greater depth	Rosenshine's principles of instruction EEF metacognition and self-regulated learning	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide wider school experiences through access to extracurricular clubs, resources, activities	EEF Pupil Premium guide Maslow's hierarchy of need – belonging	5
Embed the role of the School Attendance Officer to support families with attendance and acute need, thus impacting on improved school attendance (inline or above national figures).	EEF Pupil Premium guide	4
Continue to fund Educational Psychology/Early Help support to ensure all pupils receive the earliest of intervention.	EEF Pupil premium guide EEF Metacognition and self-regulated learning	1 2 3 4 5

Total budgeted cost: £43,000

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

Attainment and Progress 2022 2023

Robust internal summative assessment using NFER Assessments, prior phonics and KS2 SATs to monitor and evaluate scaled scores and progress made

Formative assessments made against clear end goals

Teaching priorities

EYFS

	2020 2021	2021 2022	2022 2023	National 2022 2023
Non Pupil Premium attaining a GLD	65.5%	77.8	79.3%	TBC
Pupil premium attaining a GLD	60% -5.5%	100% +22.2	100% +20.7	TBC

Comment

2020 2021 cohort specific 5 PLAC and 1 Service pupil – impact of Covid closures

No attainment gap between disadvantaged and non-disadvantaged

Attainment and progress in Reading GD KS1 and KS2

Target to achieve positive progress scores and increase % attaining GD

Impact: Ongoing targeted support required to close the disadvantage gap in reading

	Reading 2020 2021	Reading 2021 2022	Reading 2022 2023	National 2022 2023
KS1 non pupil premium attaining GD	21%	33%	31.8%	22%
KS1 pupil premium pupils attaining GD	33% +12	0% -33	16.7% -15.1%	9%
KS1 non pupil premium attaining ARE	82.6%	90.5%	90.9%	73%
KS1 pupil premium attaining ARE	66.7% -15.9	77.8% -12.7	50% -40.9	54%

	Reading 2020 2021	Reading 2021 2022	Reading 2022 2023	National 2022 2023
KS2 non pupil premium attaining GD	33.3%	50%	15.6%	TBC
KS2 pupil premium pupils attaining GD	53.6% +20.3	35.7% -14.3	0 -15.6	TBC
KS2 non pupil premium attaining ARE	92.9%	85.7%	76.9	TBC
KS2 pupil premium attaining ARE	100% +7.1	100% +14.3	50% -26.9%	TBC

School need to continue to build consistency over time to diminish the disadvantaged gap as part of three year plan

KS2 2022 2023 contextual factors – high mobility across KS2 43.7%, 31% EAL and mobility across KS2, 2 EHCP pupils

KS1 2022 2023 contextual factors 21% with complex special educational and social and emotional needs

Attainment in Writing GD KS1 and KS2

Target to achieve positive progress scores and increase % attaining GD Sept 21 and Sep 22

Impact

Attainment: % pupils attaining GD in writing

	Writing 2020 2021	Writing 2021 2022	Writing 2022 2023	National 2022 2023
KS1 non pupil premium attaining GD	22%	14.3%	13.6	10%
KS1 pupil premium pupils attaining GD	0% -22	0% -14.3	0% -13.6	3%
KS1 non pupil premium attaining ARE	87	90.5	77.3	65%
KS1 pupil premium pupils attaining ARE	0% -87	66.7 -23.8	50% -27.3	44%

	Writing 2020 2021	Writing 2021 2022	Writing 2022 2023	National 2022 2023
KS2 non pupil premium attaining GD	21.7%	21.4%	19.2%	TBC
KS2 pupil premium pupils attaining GD	0% -21.7%	25% +3.6	0% -19.2	TBC
KS2 non pupil premium attaining ARE	92.9%	89.3%	80.8%	TBC
KS2 pupil premium pupils attaining ARE	100% +7.1	100% +10.7	66.7% +14.1	TBC

Attainment in Mathematics GD KS1 and KS2

Target to achieve positive progress scores and increase % attaining GD

Impact

Attainment: % pupils attaining GD in maths

	Maths 2020 2021	Maths 2021 2022	Maths 2022 2023	National
KS1 non pupil premium attaining GD	13%	28.6	22.7	19%
KS1 pupil premium pupils attaining GD	33% +20	0% -28.6	0% -22.7	8%
KS1 non pupil premium attaining ARE	87%	90.5%	86.4	75%
KS1 pupil premium pupils attaining greater ARE	66.7% -20.3	77.8% -12.7	50 -36.4	56%

	Maths 2020 2021	Maths 2021 2022	Maths 2022 2023	National 2022 2023
KS2 non pupil premium attaining GD	42.9%	42.9	34.6	TBC
KS2 pupil premium pupils attaining GD	33.3% -9.6	0% -42.9	33% -1.6	TBC
KS2 non pupil premium attaining ARE	96.4%	89.3%	92.3%	TBC
KS2 pupil premium pupils attaining ARE	100% +3.6	100% +10.7	50% -42.3	TBC

Phonics to attain above national Phonic screening check

Impact:

Little Wandle CPD programme delivered to all staff across the school

Investment in fully decodable books to match pupils phonic level

	Phonics 2020-2021	Phonics 2021-2022	Phonics 2022-2023	National 2022 2023
Non Pupil premium	91.67	83.3	88.9	83%
Pupil premium	100% +8.33	66.7% -16.6	100% +11.1	69%

Targeted academic support 2020 2021, 2022 2023

Establish small group pre and post teach for disadvantaged pupils falling behind age related expectations and to enable those to attain greater depth.

Pre and post teach continued throughout remote education

Tutor model to close gaps in learning and deepen understanding, knowledge, skills and *concepts in maths, reading and writing for disadvantaged pupils.*

Impact

Within school league tables demonstrated that the greatest progress was made by disadvantaged pupils and pupils who have additional SENs for reading which reflects the quality of provision and impact both during remote education and whilst in school

Within school attainment tracking demonstrated the disadvantaged gap was closing in Year 1, 2 and 6 demonstrating the positive impact of transition year group focus throughout the lockdown in reading, writing and maths

In Year groups 3, 4 and 5 the disadvantaged gap was broadly in line with previous year.

Other 2021 2022, 2022 2023

Provide wider school experiences through access to extracurricular clubs, resources, activities and Burnett News Club.

Impact

All Pupil premium pupils attending extracurricular clubs has been monitored and

demonstrates an increase in attendance. Approximately 89% to 100% of pupil premium pupils attended extracurricular activity.

Embed the role of the School Attendance Officer to support families with attendance and acute need, thus impacting on improved school attendance (inline or above national figures)

Impact

ABSENCES										
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-2023	LA	National
All pupils	2.9	3.0	3.2	3.3	4.4	3.8	4.7	2.69	3.0	3.6
Pupil Premium	2.8	4.6	7.5	4.8	15.1	10.2	6.0	5.5	5.1	5.8
Not Pupil premium	2.9	4.8	2.8	3.1	2.4	2.6	4.4	4.2	2.4	2.8

Attendance is still an area for improvement and monitored weekly for identified pupils

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading Plus	Reading plus
Reading Eggs	Reading eggs
Nessy Assessment	Nessy
Little Wandle	Little Wandle

Service premium funding

Measure	Detail
How did you spend your service pupil premium allocation last academic year?	Due to low numbers of Service Premium pupils, they access the same support and intervention as their Pupil Premium peers. They are considered a fully integrated part of the Pupil Premium Cohort
What was the impact of that spending on	Progress was in line with school

service pupil premium eligible pupils?	expectations Attendance in school was in line for all pupils
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