

Pendeen School Pupil premium strategy statement 2024 - 2025



guidance on [using pupil premium](#).

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	Pendeen Primary
Number of pupils in school	64 (December 2024)
Proportion (%) of pupil premium eligible pupils	31% (20 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025
Date this statement was published	06/09/24
Date on which it will be reviewed	08/07/25 at LMC
Statement authorised by	Chris Summerfield
Pupil premium lead	Chris Summerfield
Governor / Trustee lead	Marna Blundy

Funding overview 2024 / 25

Detail	Amount
Pupil premium funding allocation this academic year	£ 29600
Recovery premium funding allocation this academic year	£ 0
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	NA

Part A: Pupil premium strategy plan

Statement of intent

We want all of our pupils, including disadvantaged to:

Be in school regularly;

Be safe and happy;

Be able to read, write and complete maths tasks to NARE

Make accelerated progress where there are gaps

Have learnt and remembered all learning objectives for science, RE and Foundation subjects which are covered in a 2 year rolling programme (2024 being Year B)

Be physically and mentally healthy and participate in sporting activities and competitions with other schools

To move on to secondary school having enjoyed a primary school where local cultural capital is used to instil local knowledge and pride in the school, its community and environment;

Be educated in a school where British Values are reinforced and celebrated including school council elections and school council fulfil democratic roles; where diversity and tolerance are celebrated and supported by real experience; where the rule of law is understood and respected and all children understand the concept of individual liberty

We want to ensure that a disadvantaged background does not exclude any children from the intent above and that any external barriers to the intent above are pro-actively addressed and, where possible removed. Our strategy works in a clear and focussed manner – **where there is a barrier, we will remove it** – for example:

if children don't have books to read at home, we will provide them;

where financial challenges at home prevent a child from wearing school uniform or having the necessary equipment, we will enable parents to fund them;

where financial challenge prevents children accessing clubs or visits including residential (to Porthpean in 2024/25) we will ensure access;

where COVID and family circumstance has resulted in poor speech and language we will employ therapists to support the whole family.

Our key principles are to remove barriers to good attendance, safety, happiness and learning for all, including our disadvantaged children.

Challenges

Challenge	Detail of challenge
1	The current levels of attainment for some children identified as disadvantaged may prevent them from achieving nationally expected standards at the end of a key stage and achieving their full potential; this can include a lack of support with their learning at home.
2	Through efficient monitoring of children's behaviours, discussions with families and academic progress, we recognise that a proportion of children in receipt of pupil premium require further support to financially access all opportunities available to their peers to prepare them for future success.
3	Assessments and observation of some pupils in the EYFS, indicate that they typically start school with higher needs regarding their communication skills, vocabulary development and personal development. This impacts social communication and access to the curriculum.
4	Through efficient monitoring of children's behaviours, discussions with families and academic progress, we recognise that a proportion of children in receipt of pupil premium require further support with their mental health and social skills. This impacts attendance, resilience and confidence to engage in the curriculum.
5	Attendance data for PP children indicates that the percentage of persistent absentees is significant. This impacts children's academic progress and attainment.

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 develop knowledge and skills across the curriculum and achieve nationally expected standards at the end of each key stage, including EYFS	<p>Gaps in children’s knowledge and understanding within the school curriculum sequences will be rapidly identified and addressed through high quality interventions.</p> <p>All children will access high quality teaching provision in all years groups. This will be measured through work scrutiny and observations.</p> <p>Pupils eligible for Pupil Premium make more progress than ‘other’ pupils to narrow the attainment gap by the end of KS2.</p> <p>The progress of disadvantaged pupils is in line with national expectations by the end of KS2 in 2024/25. Termly teacher assessments, summative assessments and successful moderation practices will be established.</p>
All children are in school regularly	No children have attendance of less than 90% Whole school attendance is at or above national average%.
100% children are safe and happy.	100% of children say they are happy and safe in school. 100% of parents say their child is happy and safe in school. Lesson observations and progress staff meetings show all children have a good attitude to learning and interventions in place if this is not the case. Questionnaires, lesson observations, performance management cycle, SEND reviews and SHIP partners (Head teachers from partner schools spending a day a term in Pendeen school) identify a positive and inclusive school culture where all children are safe and happy.
All children choose a staff member who they can see at any time (lunchtime, break time, before school after school) to discuss any issue of concern. All safeguarding concerns logged via CPOMS and followed up by BCR - DSL. Any issues not followed up by BCR are logged with DDSL CS and then if still not followed up logged with Safeguarding LMC member.	All children have a trusted adult who they can talk to at any time. All safeguarding concerns are logged on CPOMS and followed up by DSL BCR and / or DDSL CS.

<p>Children are fit and engaged in regular PE and wider sport including swimming and surf life-saving.</p>	<p>Use of TPAT PE wheel shows all children are achieving at age related levels or making accelerated progress in PE by end of academic year. All children complete daily mile.</p>
<p>All children can regulate their emotions and feel safe to be in school and learn.</p>	<p>Sustain high levels of wellbeing by 2024-25 demonstrated by: Staff voice - Staff will feel equipped to support children following TIS training Children will be able to resolve conflict within their friendships through support such as the 'playground leaders', this will show a significant reduction in bullying and sanctions A significant increase in participation in enrichment activities, particularly amongst disadvantaged pupils</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance by 2024/25 demonstrated by: The overall absence rate for all pupils to be back to the national level and the attendance gap between disadvantaged and other pupils to be reduced. The percentage of all pupils who are persistently absent to be below the national figure and the figure among disadvantaged pupils being no more lower than peers</p>
<p>All children will have the opportunity to take part in a wide range of experiences outside of the school curriculum</p>	<p>School trips and wider experiences are subsidised by the pupil premium grant to ensure that all children participate The school develops its outdoor area to stimulate and support imaginative and active play for all children The school develop an enrichment curriculum to ensure that all pupils take part in visits which are outside the normal school curriculum, before they leave Pendeen The percentage of children involved in extra-curricular clubs will increase</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching – Reading, Writing and Maths in small groups, generally age related

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All children have one hour per day each morning direct teaching of R, W, M in small groups of 1 to 18 children, focussed precisely. All work is planned by teachers and delivered by teachers and teaching assistants. Teacher / TA / Teacher for lower; TA / Teacher / TA for higher on a termly rota.</p> <p>Full time 1:1 support for 1 child in Y1 and 1 child in Y2 without EHCs but with significant needs whose needs would impact very significantly on all other children without 1:1 support</p> <p>1:1 support for a child with SEMH needs and a behaviour plan for each lunch and break time and at all transition points during the day</p>	<p>Approximately 50% of the school and 80% disadvantage pupils are behind NARE at end</p>	<p>1, 2 and 3</p>
<p>Ensure continued investment and upskilling of staff to deliver quality phonics programmes and develop a reading curriculum across the school</p>	<p>EEF impact report of explicit and systematic teaching of phonics shows high impact for very low cost based on very extensive evidence. Skilled implementation can result in an average impact of the adoption of phonics approaches of approximately 5 months progress over the course of a year.</p>	<p>1 and 2</p>

<p>Ensure continued investment and upskilling of staff to deliver quality teaching. Fund ongoing training and teacher release time to lead in their subject and develop their curriculum</p>	<p>Effective professional development for teachers is a core part of securing effective teaching. It cannot exist in isolation, rather it requires a pervasive culture of scholarship with a shared commitment for teachers to support one another to develop so that pupils benefit from the highest quality teaching. The thousands of professional decisions that must be made every day need to be informed by the best evidence, knowledge and professional wisdom.’ Department for Education (publishing.service.gov.uk)</p>	<p>1, 2 and 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic mentor This covers: maths and English for yr6 and yr2 Phonics interventions for year 1, 2 and those catching up in years 3 and 4</p>	<p>The school acknowledges that there is a large body of evidence which states that tutoring and small-group tuition is effective, particularly when it is targeted at pupils’ specific needs and led by qualified or expert teachers. Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2 and 3</p>

<p>Outdoor nurture sessions to develop children's resilience, social communication skills and social emotional and mental health.</p>	<p>EEF indicates that outdoor experiences could have positive impacts on self-confidence, self-efficacy and motivation (+4 EEF). Outdoor adventure learning EEF(educationendowmentfoundation.org.uk) Staff will all receive training on the benefits of outdoor education and links will be made to the curriculum</p>	<p>3, 4 and 5</p>
<p>Targeted phonics and reading curriculum developed to enable children to make accelerated progress towards ARE</p>	<p>The school has been using the Phonics Bug scheme for several years and has Maintained results in line with the national figure in the Y1 phonics screening over time. There is convincing evidence of the value of systematic synthetic phonics (SSP), including the seven-year study by Johnston and Watson undertaken in Clackmannanshire, published in 2005, which has been especially influential in England. In the United States, a seminal national study in 2000 described how: ... synthetic phonics programs produced stronger growth in reading than control programs in most of the different reader groups (Reading framework 2023)</p>	<p>1, 2 and 3</p>

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

Budgeted cost: £9,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Implementation of new Attendance strategy including free access to Breakfast club, nurture support and refreshed playtimes</p>	<p>Breakfast Club offered to ALL children.</p> <p>Nurture support will be provided at lunch times to ensure pupils are successful in and out of the classroom. Attendance weekly class awards, half termly individual awards</p>	<p>3 and 4</p>
<p>Outdoor nurture sessions to develop children's resilience, social communication skills and social emotional and mental health</p>	<p>EEF indicates that outdoor experiences could have positive impacts on self-confidence, self-efficacy and motivation (+4 EEF)</p> <p>All staff will be trained in outdoor learning it will become an integral part of the curriculum.</p>	<p>3 and 4</p>
<p>All children in School ave 3 full days learning to surf, life-save and swim in the sea, fully funded by the school, including transport and hire of equipment - Summer Term 2025. £3000</p>	<p>COVID isolation and lack of physical activity</p>	<p>1, 2, 3, 4 and 5</p>
<p>Subsidised residentials and significant trips. Provide further opportunities for pupils to access wide and rich curriculum experiences in teaching through visits/visitors and other enrichment opportunities.</p>	<p>These wider curriculum experiences form a key part in our curriculum that seeks to broaden children's cultural capital. By providing financial support to all disadvantaged families we ensure that all pupils have the opportunity to attend residentials and educational visits.</p>	<p>4 and 5</p>
<p>Class reading books from Book Trust 100 best books to be purchased for home library for all children in receipt of PP</p>	<p>Lack of access to books at home, no library within travelling distance</p>	<p>1, 2, 3</p>
<p>Participation for all children in various events celebrating British Values and respecting and using local cultural capital including: Black History Month, link with Half For Cornwall, Play in a Day, Children's University, travelling theatre companies, St. Michaels Mount, Newquay Zoo, London Residential £3000</p>		<p>1, 2, 3</p>

Total budgeted cost: £29,600

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 2023 to 2024 academic year.

KS2 progress over time (%) (note 8 children PP in 2022)	KS2 attainment over time (%) (note 8 children PP in 2022)	KS1 attainment over time (%) (note Babcock Moderation in 2022)																																																																																																																																																																																																																																																																														
<table border="0"> <tr> <td></td> <td>17</td> <td>18</td> <td>19</td> <td>21TA</td> <td>22</td> </tr> <tr> <td>R Sch</td> <td>-0.15</td> <td>-7.11</td> <td>-2.23</td> <td></td> <td>3.54</td> </tr> <tr> <td>R PP Sch</td> <td></td> <td>-11.5</td> <td>-7</td> <td></td> <td>5.2</td> </tr> <tr> <td>W Sch</td> <td>1.77</td> <td>-5.27</td> <td>1.63</td> <td></td> <td>6.9</td> </tr> <tr> <td>R PP Sch</td> <td></td> <td>-8.05</td> <td>0.12</td> <td></td> <td>9.84</td> </tr> <tr> <td>M Sch</td> <td>-5.16</td> <td>-7.34</td> <td>-6.5</td> <td></td> <td>2.99</td> </tr> <tr> <td>R PP Sch</td> <td></td> <td>-10.6</td> <td>-6.37</td> <td></td> <td>4.93</td> </tr> </table> <p>The school is proud of the progress data in 2022, for all children and particularly for disadvantaged children. Of 15 children in the Y6 cohort, 1 had been EHE for much of Y4 and all of Y5 and was working at a pre-key stage level and therefore did not sit SATS.</p> <p>The progress of our children from the end of Key Stage 1 to the end of Key Stage 2 has clearly improved significantly over time.</p>		17	18	19	21TA	22	R Sch	-0.15	-7.11	-2.23		3.54	R PP Sch		-11.5	-7		5.2	W Sch	1.77	-5.27	1.63		6.9	R PP Sch		-8.05	0.12		9.84	M Sch	-5.16	-7.34	-6.5		2.99	R PP Sch		-10.6	-6.37		4.93	<table border="0"> <tr> <td>Reading</td> <td>17</td> <td>18</td> <td>19</td> <td>21TA</td> <td>22</td> </tr> <tr> <td>R Sch</td> <td>67</td> <td>61.5</td> <td>69.2</td> <td></td> <td>67</td> </tr> <tr> <td>R PP Sch</td> <td></td> <td>20</td> <td>50</td> <td>40</td> <td>50</td> </tr> <tr> <td>Nat.</td> <td>71</td> <td>75</td> <td>73</td> <td></td> <td>74</td> </tr> <tr> <td>Writing</td> <td>17</td> <td>18</td> <td>19</td> <td>21TA</td> <td>22</td> </tr> <tr> <td>W Sch</td> <td>75</td> <td>61.5</td> <td>100</td> <td></td> <td>73</td> </tr> <tr> <td>W PP Sch</td> <td></td> <td>40</td> <td>50</td> <td>100</td> <td>63</td> </tr> <tr> <td>Nat.</td> <td>76</td> <td>78</td> <td>78</td> <td></td> <td>69</td> </tr> <tr> <td>Maths</td> <td>17</td> <td>18</td> <td>19</td> <td>21TA</td> <td>22</td> </tr> <tr> <td>M Sch</td> <td>33</td> <td>46.2</td> <td>69.2</td> <td></td> <td>60</td> </tr> <tr> <td>M PP Sch</td> <td></td> <td>20</td> <td>25</td> <td>80</td> <td>38</td> </tr> <tr> <td>Nat.</td> <td>75</td> <td>76</td> <td>79</td> <td></td> <td>71</td> </tr> <tr> <td>RWM</td> <td>17</td> <td>18</td> <td>19</td> <td>21TA</td> <td>22</td> </tr> <tr> <td>RWM Sch</td> <td>33.3</td> <td>30.8</td> <td>46.2</td> <td></td> <td>60</td> </tr> <tr> <td>RWMPP Sch</td> <td></td> <td>20</td> <td>25</td> <td>20</td> <td>38</td> </tr> <tr> <td>RWM Nat</td> <td>61</td> <td>64</td> <td>65</td> <td></td> <td>59</td> </tr> </table> <p>Attainment in 2022 for combined RWM and Reading was above national average but below in writing and maths.</p> <p>The attainment of our children at the end of Key Stage 2 has improved significantly over time but with a clear focus needed on improving outcomes in maths.</p>	Reading	17	18	19	21TA	22	R Sch	67	61.5	69.2		67	R PP Sch		20	50	40	50	Nat.	71	75	73		74	Writing	17	18	19	21TA	22	W Sch	75	61.5	100		73	W PP Sch		40	50	100	63	Nat.	76	78	78		69	Maths	17	18	19	21TA	22	M Sch	33	46.2	69.2		60	M PP Sch		20	25	80	38	Nat.	75	76	79		71	RWM	17	18	19	21TA	22	RWM Sch	33.3	30.8	46.2		60	RWMPP Sch		20	25	20	38	RWM Nat	61	64	65		59	<table border="0"> <tr> <td>EXS</td> <td>17</td> <td>18</td> <td>19</td> <td>21TA</td> <td>22</td> </tr> <tr> <td>R Sch</td> <td>70</td> <td>72.2</td> <td>76.5</td> <td></td> <td>82</td> </tr> <tr> <td>R PP</td> <td>100</td> <td>57.1</td> <td>50</td> <td></td> <td>67</td> </tr> <tr> <td>R Nat.</td> <td>76</td> <td>75</td> <td>75</td> <td></td> <td>67</td> </tr> <tr> <td>EXS</td> <td>17</td> <td>18</td> <td>19</td> <td>21TA</td> <td>22</td> </tr> <tr> <td>W Sch</td> <td>60</td> <td>66.7</td> <td>52.9</td> <td></td> <td>82</td> </tr> <tr> <td>W PP</td> <td>1100</td> <td>42.9</td> <td>33.3</td> <td></td> <td>67</td> </tr> <tr> <td>W Nat.</td> <td>68</td> <td>70</td> <td>69</td> <td></td> <td>58</td> </tr> <tr> <td>EXS</td> <td>17</td> <td>18</td> <td>19</td> <td>21TA</td> <td>22</td> </tr> <tr> <td>M Sch</td> <td>80</td> <td>72.2</td> <td>52.9</td> <td></td> <td>82</td> </tr> <tr> <td>M PP</td> <td>100</td> <td>57.1</td> <td>33.3</td> <td></td> <td>67</td> </tr> <tr> <td>M Nat.</td> <td>75</td> <td>76</td> <td>76</td> <td></td> <td>68</td> </tr> <tr> <td>GDS</td> <td>17</td> <td>18</td> <td>19</td> <td>21TA</td> <td>22</td> </tr> <tr> <td>R Sch</td> <td>20</td> <td>27.8</td> <td>0</td> <td></td> <td>45</td> </tr> <tr> <td>R PP</td> <td>0</td> <td>14.3</td> <td>0</td> <td></td> <td>33</td> </tr> <tr> <td>R Nat</td> <td>25</td> <td>29</td> <td>28</td> <td></td> <td>18</td> </tr> <tr> <td>W Sch</td> <td>20</td> <td>11.1</td> <td>0</td> <td></td> <td>9</td> </tr> <tr> <td>W PP</td> <td>00</td> <td>14.3</td> <td>0</td> <td></td> <td>0</td> </tr> <tr> <td>W Nat</td> <td>16</td> <td>18</td> <td>17</td> <td></td> <td>8</td> </tr> <tr> <td>M Sch</td> <td>0</td> <td>11.1</td> <td>0</td> <td></td> <td>9</td> </tr> <tr> <td>M PP</td> <td>0</td> <td>0</td> <td>0</td> <td></td> <td>0</td> </tr> <tr> <td>M Nat</td> <td>21</td> <td>25</td> <td>24</td> <td></td> <td>15</td> </tr> </table> <p>Good Key Stage 1 outcomes in 2022, especially at greater depth, which at 45% is the highest of 26 schools in our Trust. The attainment of children at the end of KS1 has improved very significantly over time.</p>	EXS	17	18	19	21TA	22	R Sch	70	72.2	76.5		82	R PP	100	57.1	50		67	R Nat.	76	75	75		67	EXS	17	18	19	21TA	22	W Sch	60	66.7	52.9		82	W PP	1100	42.9	33.3		67	W Nat.	68	70	69		58	EXS	17	18	19	21TA	22	M Sch	80	72.2	52.9		82	M PP	100	57.1	33.3		67	M Nat.	75	76	76		68	GDS	17	18	19	21TA	22	R Sch	20	27.8	0		45	R PP	0	14.3	0		33	R Nat	25	29	28		18	W Sch	20	11.1	0		9	W PP	00	14.3	0		0	W Nat	16	18	17		8	M Sch	0	11.1	0		9	M PP	0	0	0		0	M Nat	21	25	24		15
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W Sch	60	66.7	52.9		82																																																																																																																																																																																																																																																																											
W PP	1100	42.9	33.3		67																																																																																																																																																																																																																																																																											
W Nat.	68	70	69		58																																																																																																																																																																																																																																																																											
EXS	17	18	19	21TA	22																																																																																																																																																																																																																																																																											
M Sch	80	72.2	52.9		82																																																																																																																																																																																																																																																																											
M PP	100	57.1	33.3		67																																																																																																																																																																																																																																																																											
M Nat.	75	76	76		68																																																																																																																																																																																																																																																																											
GDS	17	18	19	21TA	22																																																																																																																																																																																																																																																																											
R Sch	20	27.8	0		45																																																																																																																																																																																																																																																																											
R PP	0	14.3	0		33																																																																																																																																																																																																																																																																											
R Nat	25	29	28		18																																																																																																																																																																																																																																																																											
W Sch	20	11.1	0		9																																																																																																																																																																																																																																																																											
W PP	00	14.3	0		0																																																																																																																																																																																																																																																																											
W Nat	16	18	17		8																																																																																																																																																																																																																																																																											
M Sch	0	11.1	0		9																																																																																																																																																																																																																																																																											
M PP	0	0	0		0																																																																																																																																																																																																																																																																											
M Nat	21	25	24		15																																																																																																																																																																																																																																																																											

Y1 Phonics over time (%)	17	18	19	21	22	GLD over time (%)	17	18	19	21	22
Phonics School	25	50	100	88		GLD Sch	43	44.4	45.5	63 *	70
Phonics School PP Chn		NA	75	100	67	GLD PP ²⁰	66.7	0	0	100	
Phonics National	81	82	82			GLD Nat.	71	72	72		65
Children at risk of falling behind have daily phonics intervention from trained staff. 1 child did not pass in 2022 and will have intensive, daily RWINC and SALT intervention in 2022. Attainment in phonics has improved significantly over time.						Cornwall Indicative					66
						7 of 10 pupils attained GLD in 2022. The 3 who did not were boys, 2 on the SEND register and the other receiving intensive SALT. Attainment at the end of EYFS has improved significantly over time.					

From IDSR October 2022

Reading Progress at key stage 2 - 2022 Key stage 2 progress in reading (3.3) was significantly above national and in the highest 20% in 2022.

Writing Progress at key stage 2 - 2022 Key stage 2 progress in writing (6.7) was significantly above national and in the highest 20% in 2022