

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Penryn Primary Academy
Number of pupils in school	345
Proportion (%) of pupil premium eligible pupils	33% 115/345
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Started - 2021-2022 2023-2024 - current Several objectives marked by asterisk – 2024-2025
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Chris Lee Head Teacher
Pupil premium lead	Kim Joyce Pupil Premium Lead
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185,990
Recovery premium funding allocation this academic year	£17,545
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	£203,535

Part A: Pupil premium strategy plan

Statement of intent

At Penryn Primary Academy our aims are to give all children the knowledge, skills and understanding to achieve their full potential academically, socially and emotionally through high quality teaching. This takes place in the context of a safe and nurturing school environment where each individual child is known, feels a part of the school community, and knows their learning journey is unique to them. High-quality provision is underpinned by strong relationships between all stakeholders.

We aim to give children the necessary skills to prepare them for life in modern British society and for all children to have the same opportunities and experiences as each other. We want to remove barriers, so that each child is aspirational, fulfilling their potential and reaching the highest of expectations that we have of them.

We are committed to working closely with our families, building strong relationships to ensure that they receive high quality support in order to secure the best outcomes for their children.

We want children to develop a lifelong love of learning and to narrow the attainment gap between disadvantaged children and non-disadvantaged children. Our aim is to improve children's self-esteem and instil resilience within them so they can work through any challenges they may face. Our approach will be reactive to common challenges and individual needs, informed by our assessments. The approaches we have adopted ensure children thrive in order to reach their full potential. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged and supported holistically within the school.
- To be proactive in supporting children as needs are identified.
- Ensure all staff take full responsibility for all children's outcomes and wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations, and discussions with pupils suggests disadvantaged pupils generally have a lower self-esteem and a need to be successful can deter them from challenge. They can lack the learning behaviours (effective self-regulation/metacognitive strategies and resilience) to approach learning.
2	Monitoring suggests that many pupils have under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. This can be seen from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Due to the numerous repercussions of Covid-19, children have missed a significant amount of schooling. We have identified through our assessment that this has had a negative impact on their progression throughout the curriculum. These findings are supported by national research undertaken by: DfE, Rising Stars, NFER and FFT state that the impact of COVID 19 means that that the gap is widening. https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment
4	Discussions with pupils and external stakeholder suggests there is a disengagement from some members of the community. This can sometimes be evident with supporting with home learning.
5	As outlined in our most recent Ofsted report 2021, children in receipt of pupil premium have below national and school attendance figures. At the end of 2022/2023 our school attendance was the following: PP Attendance 89.14% compared to non-PP Attendance 94.48% ,

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
Improved children's self-regulation and metacognitive strategies.	Children are using self-regulation strategies effectively and applying themselves to challenges and their learning. Children are independent learners who feel that they are 'in charge' of their learning and are proactive in challenging themselves to do their best. Children will have the necessary tools and strategies to complete work independently, even when 'stuck'. This will be evidenced through pupil conferencing, children's success in their books, improved MOTIONAL assessments and attainment data.
Improved oral language skills, acquisition and vocabulary, across all subjects to allow access to learning (2YO room to Yr6).	Assessments and observations indicate significantly improved oral language skills and vocabulary among disadvantage pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, ongoing formative assessment and improved outcomes. Children will be able to use their newly acquired language within their widening learning.
Improved attainment in reading, writing and maths among disadvantaged pupils.	KS2 Reading, writing and maths outcomes in 2024-2025 shows that our data is inline or exceeds the expected standard for disadvantaged children.
Improved working relationships between the school and community with opportunities to consider all children's aspirations for the future.	External stakeholders see the benefit with support for home learning and there is an increase in engagement with this on a weekly basis e.g. increase in reading at home and increase in parents attending meetings. They support children's attainment through a proactive working relationship.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • Attendance for the year is at or above 96% for all children, with the PPG at or above 95%. • The overall absence percentage for all pupils is no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantage peers being reduced by 3%.

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: £ 122,121

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuous Professional Development (CPD) to improve high quality first wave teaching and support from all staff.</p> <p>Fund ongoing teacher training release time/overtime for support staff.</p>	<p>The evidence indicates that great teaching is the most important lever schools to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>1, 2, 3</p>
<p>Training and purchase of vocabulary resources.</p> <p>Reviewing curriculum to ensure that it is vocabulary rich.</p> <p>Using the EEF's oral language interventions to support the school's curriculum.</p> <p><i>2022-2023 – Introduction of Voice21 across the school</i></p>	<p>NAEYC 2014 – “By 3 years of age, there is a 30 million word gap between children from the wealthiest and poorest families”</p> <p>Waldfoegel and Washford identified in 2010 a 27% word gap between disadvantaged and non-disadvantaged.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions EEF toolkit +6months</p> <p><i>“Research from the EEF shows that on average pupils who take part in spoken language interventions make approximately 5 months of additional progress over a year, with some studies showing the progress of up to six months for pupils from economically disadvantaged backgrounds. Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language approaches might include: targeted reading aloud and book discussion with young children; explicitly extending pupils’ spoken vocabulary; the use of structured questioning to develop</i></p>	<p>2,3</p>

	<i>reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.”</i>	
<p>Extensive CPD for all staff on metacognitive approach, self-regulation strategies and learning being embedded across the curriculum.</p> <p>Fund ongoing teacher training release time/overtime for support staff.</p> <p><i>2022-2023 – start of a three year ‘Creativity Project’ in partnership with the University of Exeter to further develop our staffs understanding of metacognitive strategies with a specific focus on the review stage.</i></p>	<p>Evidence suggests the use of ‘metacognitive strategies’ can be worth the equivalent of an additional +7 months’ progress when used effectively by children during their learning.</p> <p>Sutton Trust: Metacognitive and self-regulation +7 months EEF Toolkit Social and Emotional learning +4 months</p>	1, 2
<p>Enhancement of our feedback in line with EEF guidance ensuring consistency with staff following our assessment and feedback policy.</p>	<p>The EEF toolkit identifies that when done effectively, feedback can have high effects on children’s learning. Our assessment policy is written and is reflective of the EEF’s feedback review.</p> <p>Sutton Trust: Feedback +8 months Sutton Trust: One to one tuition +5 months EEF Feedback Report 2021</p>	2, 3

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

Budgeted cost: £40,707

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Where appropriate, 1:1, 1:2 and small focus groups to discuss their next steps in learning, make links to previous learning and promote independence. Focused teaching groups within the day are used where appropriate. 1:1 used meticulously for phonics and early reading catch up. Catch up not keep up marking feedback</p>	<p>Research (EEF) evidence high quality one to one support that is purposeful and focused has a high impact on raising attainment (+5 months).</p> <p>See EEF COVID-19 Documents.</p> <p>EEF Feedback guidance report 2021</p> <p>EEF toolkit: feedback +8 months</p>	1, 2, 3

on the same day where possible. KS2 - Pre teach sessions		
Building on from the strong EYFS provision that children receive, Year 1 to be taught using a developmentally appropriate continuous provision model.	Piaget (1952) describes the preoperational stage which runs from 2 – 6 years as a period which children learn to use language, think symbolically, and represent their ideas using pictures and objects: they are highly active, learning through pretend play and first-hand experiences. It is not until around the age of 7 that major developmental changes take place; when children begin to think in the abstract (Bredekamp, 1987), develop the ability to plan ahead, to approach problems more logically and understand another’s point of view (Robinson, 2008). Many European studies demonstrating that children from the age of 7 are ready to access more formalised learning.	2
Small group intervention. PEEP studies Basic concept groups.	Research and the Preparing for Literacy report (EEF) shows a positive impact from implementing early oral language programs, especially the Nuffield Early Literacy Intervention.	2
Use of WellComm screening and intervention programme to identify speech and language gaps and accelerate progress.	Evidence suggests that oral language interventions has a positive impact of children’s progression. NELI Sutton Trust: Oral language interventions +6 months Sutton Trust: Early Years Intervention +5 months	2
<i>Use of Voice 21 from 2YO- Year 6 to improve oracy across all subjects and access to learning</i>	The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2,1
Use of Numbersense to improve rapid recall facts and accelerate progress <i>2023/2024 Introduction of Numbersense multiplication to teach children the essential multiplication facts needed to apply to their learning in order to increase progress</i>	Research shows that enabling pupils to develop a rich network of mathematical knowledge will increase attainment and the understanding of mathematics. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	

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

Budgeted cost: £40,707

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on cultural capital with the aim of creating opportunities for disadvantage children to experience a wide range of activities.</p> <p><i>2023/2024 – Introduction and planning phase of the 'Penryn Passport' giving our children the essential knowledge that they need to prepare them for future successes and to become well-rounded people</i></p>	<p>"The essential knowledge that children need to be educated citizens" (p31 Ofsted EY Inspection Handbook). It goes on to say: Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education" DfE – Early Years Inspection Handbook</p> <p>https://www.gov.uk/government/publications/early-years-inspection-handbook-eif</p> <p>Ofsted Schools Inspection Handbook 2019: "As part of making the judgement about quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Ofsted's understanding of this knowledge and cultural capital matches the understanding set out in the aims of the national curriculum. It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement."</p>	<p>4, 5</p>
<p>Forest School intervention sessions and whole class lessons offer our learners the opportunity to learn in a different environment, a different set of skills, which they're able to transfer in to every day practice.</p> <p>Forest school is led and supported by two highly skilled practitioners (L3).</p>	<p>Based on our experiences and those of similar schools to ours, we know a Forest school setting will encourage pupils to take managed risks appropriate to the environment and to themselves and will build on an individual's innate motivation, positive attitudes and/or interests. This will then be able to be applied to their academic learning.</p> <p>Sutton trust: Collaborative Learning +5 months</p> <p>Sutton Trust: Enrichment</p> <p>Forest School Principles</p> <p>Sutton Trust: Outdoor adventure learning +4 months</p> <p>Forest School Research</p> <p>Forest School Principles – Principle 3</p>	<p>1</p>
<p>Whole school TIS approach adopted and targeted TIS sessions. Release time for practitioners to</p>	<p>TIS is recognised as an effective approach supporting emotional resilience which improves progress and attainment in the classroom.</p> <p>Sutton Trust: Behaviour Interventions +3 months</p> <p>Sutton Trust: Social and emotional learning +4 months</p>	<p>1, 3, 5</p>

continue to be Tis accredited and upskilled.		
<p>Parent support advisor provide/facilitate a range of services to support families through the use of the Penryn Community Hub.</p> <p>Adult education offered through the Community Hub.</p> <p>Using a variety of ways to communicate with parents to close the 'gap' between parents and the school. This is a multi-media approach using texts, letters, newsletters, social media and information videos to inform parents about what is happening in school.</p>	<p>The Sutton Trust / Education Endowment Foundation's Teaching and Learning Toolkit finds that parental involvement is consistently associated with pupils' success at school. There has been strong evidence on the importance of the home learning environment in determining educational and social outcomes.</p> <p>Sutton Trust: Parental engagement +3 months Students aspirations, expectations and school achievement</p> <p>Engaging with parents and staff to raise aspirations for all pupils</p>	4,5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to our, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £203,535

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 2022 to 2023 academic year.

Review of expenditure	
Previous Academic Year	2022/23

Intended outcomes	Impact – 22/23	Lessons learned and next steps 2022/2023
Improved children's self-regulation and metacognitive strategies.	<ul style="list-style-type: none"> • Through observations internally and externally, select children in focus groups are using metacognitive strategies when reflecting in lesson. As a result, children are checking their work and correcting any errors. • Through monitoring, steps to success are being used in all subjects core subjects and in specific subjects, this is allowing children to become more independent with their learning. • End of Year 2 of the Creativity project - significance of these findings: it is clear from this research, that visualisers have a positive impact when used as a tool to enhance the modelling and teaching of metacognitive strategies. Visualisers have allowed more children to access 'live' modelling of strategies on children's learning and 'live' addressing of whole-class misconceptions. There has been a significant positive impact for the children to be able to see how the 	<ul style="list-style-type: none"> • To embed steps to success across all subjects to support independence • HH to continue the Creativity Project and focus on metacognitive strategies in specific subjects

	<p>strategies can be applied instantly to the work in their books.</p> <ul style="list-style-type: none"> Monitoring visits and recent learning walk have highlighted how competent most pupils are at using self-help skills to support their learning. Most were aware of 'SNOT' including our Year 1 pupils. Pupils are mostly able to share what they did to support them in being independent learners. Our pupils are being able to confidently use self-help skills allowing them to be independent. In addition, this means when pupils do need adult intervention, it is immediate (as seen on learning walk/monitoring visit). 	
<p>Improved oral language skills, acquisition and vocabulary, across all subjects to allow access to learning (2YO room to Yr6).</p>	<ul style="list-style-type: none"> Science and music leads have created and shared a vocabulary progression document with staff. As a result, staff are now using the document and revisiting previous years vocabulary and teaching new tier 3 words. EYFS - Staff continue to deliver speech and language programmes provided by SALT. They ensure that new vocabulary is identified on planning and that there are daily opportunities for children to practise speech and language skills through talk partner work, stem sentence work and talking to peers and adults within provision. As a result, children are accessing language intervention which is developing their oracy skills. Introduction of 'Topic webs' (please see improved work relationships section) with a key focus on vocabulary this has meant parents are able to discuss key vocabulary with their children. PP lead and English lead have undergone Voice 21 training and visited a Voice 21 school to gain further CPD. From this, Teachers have received CPD around Voice 21 principles and the teacher frame work. 	<ul style="list-style-type: none"> Implement and embed Voice 21 strategies from 2YOR to Year 6 to promote key oracy skills

	<p>Teachers have begun trialling key aspects in their classrooms. External monitoring saw vocabulary strategies being used across the school. As a result, Voice 21 visitors saw children speaking in full sentences and using subject specific vocabulary which elevated their answer to questions and deepened their understanding</p> <ul style="list-style-type: none">• Sentence stems have been implemented into the new reading approach: scaffolding learning and increasing accessibility for all children	
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<p>Improved attainment in reading, writing and maths among disadvantaged pupils.</p>	<p><u>End of key stage data</u></p> <p>Provisional End of KS2 results: narrowing of PP v Non PP gap 2023 (2022)</p> <p>Reading: -11.8% (-34.5%) increase of 22.7%</p> <p>Writing: - 15.5% (-23) increase of 7.5%</p> <p>Maths: - 8.6% (-24%) increase of 15.4%</p> <p>End of KS1 results: PP outperformed non PP in maths achieving EXP– PP 75% v non PP 73.8%</p> <p><u>KS2 End of Year PP Data</u></p> <p>*D = difference between school PP v non PP national</p> <table border="1" data-bbox="808 794 1585 1209"> <thead> <tr> <th>Year</th> <th>Num of chn</th> <th>R</th> <th>D</th> <th>W</th> <th>D</th> <th>M</th> <th>D</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>28</td> <td>50%</td> <td>-7</td> <td>60%</td> <td>-6</td> <td>53%</td> <td>-8</td> </tr> <tr> <td>2022</td> <td>29</td> <td>45%</td> <td>-10</td> <td>59%</td> <td>-4</td> <td>58%</td> <td>-5</td> </tr> <tr> <td>2023</td> <td>25</td> <td>64%</td> <td>-3</td> <td>68%</td> <td>-2</td> <td>80%</td> <td>0</td> </tr> </tbody> </table>	Year	Num of chn	R	D	W	D	M	D	2019	28	50%	-7	60%	-6	53%	-8	2022	29	45%	-10	59%	-4	58%	-5	2023	25	64%	-3	68%	-2	80%	0	<ul style="list-style-type: none"> • Develop our KS2 reading structure focusing on the link between fluency and comprehension in order to raise attainment • Focus on monitoring, tracking and raising attainment for the lower PAG groups in core subjects
Year	Num of chn	R	D	W	D	M	D																											
2019	28	50%	-7	60%	-6	53%	-8																											
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<p>Improved working relationships between the school and community with opportunities to consider all children’s aspirations for the future.</p>	<p>All staff have updated our cultural capital offer at Penryn. Teachers have linked meaningful experiences to improving learning.</p> <p>Introduced half termly ‘topic webs’. This focuses on what the children are learning, key vocabulary linked to each subject</p>	<ul style="list-style-type: none"> • Creation of the ‘Penryn Passport’ to be rolled out in 24/25 																																

	<p>which parents can discuss/preteach and areas which give parents helpful tips on how they can help their child at home e.g. putting subtitles on the t.v , reading with them and useful apps they can use.</p> <p>From the parent survey, parents commented on the difficulties of parking. Introduction of the new car parking system. Gates are now closed from 8.35 in the morning and from 15:00 in the afternoon. Parents have commented on the school site feeling safer and they feel more comfortable walking.</p> <p>PSHE lead delivered CPD to staff linked to 'Character Education'. As a result, teachers have strategies to interweave our virtues into their daily practice. Virtues are more prominent in the school and virtue assemblies happen on both sites. This has meant children are being specifically taught fundamental skills to allow them to become well-rounded citizens.</p> <p>There has been an increase in parent sessions throughout the school and parents have commented on the positive impact these sessions have had on their engagement with the school.</p>	<ul style="list-style-type: none"> • Parents to be informed with developmentally appropriate strategies on how to support their children at home with their learning
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<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Through half termly meetings with the EWO, key families have been identified and support put in place. Key documents have been sent out and monitoring of focus groups is happen on a two weekly basis. The new attendance information system has been shared with staff and CPD given on this.</p> <p>The attendance lead has created a new tracking system for all pupils which then highlights 'on alert' children. The system can also be filtered to show key groups e.g PP, SEN, ECHP and CIC. From this, families have been identified quicker and support put in place by the class teacher or Welfare Team.</p> <p>EBSAs have been reviewed and staff have received CPD regarding this. Attendance lead and SENCO have worked together to identify new children who require an EBSA and key children who need further support to improve attendance.</p> <p>Through half termly meetings with the EWO, key documentation has been sent out (letter 1, 2 and warning letters and meetings held with HOS and EWO).</p> <p>Staff have received CPD to embed our end of half term text system. Parents are receiving praise texts if their child's percentage has increased and support offered if they are on the 'cusp' (91%-94%). Parents have welcomed praise texts from the school and commented on receiving positive texts from the school. It has increased awareness of the government attendance percentage and parent's knowledge of what is seen as 'below the national expectation'.</p> <p>Case studies have been created focusing on what interventions/strategies have had the most impact and areas which the school could improve in for next year. Finalised monitoring system in place analysing key children on a biweekly schedule. Key meetings held with external agencies and families. EBSA reviewed and next steps given – this was a</p>	<ul style="list-style-type: none"> • Continue to embed Aspire Attendance policy – please see the policy for more information
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part of the teacher to teacher transition to ensure specific children are being monitored by the teacher from September.

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
RWI	Oxford University Press
Fresh start	Oxford University Press
Talk for Writing	Talk for Writing
White Rose Maths	White Rose
Trauma Informed Schools	Trauma Informed Schools
Forest School	Forest School Association
Voice 21	Voice 21
Numbersense	Numbersense

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	As above with a particular focus around deployment of parents
What was the impact of that spending on service pupil premium eligible pupils?	Pupil's needs being met through additional SEMH support, enabling them to access the wider curriculum

Further information (optional)

Our provision:

High Quality Teaching and Interventions

- Pupils have access to high quality first wave teaching.
- Pupils will receive targeted interventions as appropriate which could include specialist Forest School, TIS and subject specific support.
- Pupils will spend time with staff discussing their next steps in learning as appropriate.
- Pupils will have access to pre-teach sessions as appropriate.

Raising Aspirations

- Our emotionally rich curriculum offer will inspire a love of learning.
- Throughout the year there will be assemblies led by inspirational people.
- Visits within our community to identify local opportunities for further education/ training.

Enrichment Activities and Music Tuition

- Free music tuition is available.
- Enrichment activities are available for pupils at different times throughout the year. Children will receive specific experiences throughout their time at Penryn Primary Academy.

Working Together

- Families can work with the school to develop their understanding of the topics and concepts being taught in school (in particular reading) through 'Parent Workshops'.
- Families have access to events where they can take part in different activities together.
- If appropriate, pupils will be allocated spaces on the school bus.





THE PENRYN PRIMARY OFFER



THESE ARE THE 5 PILLARS OF OUR HOLISTIC APPROACH TO HELPING EVERY CHILD BE THE BEST VERSIONS OF THEMSELVES



ENAGAGING CURRICULUM

Our curriculum has been carefully designed to build on prior knowledge and make meaningful links between learning.

They are driven by our curriculum drivers, which are: **Curiosity, Aspiration, Community and Diversity.**



FOREST SCHOOL AND OUTDOOR LEARNING

We have two Forest School sites in our grounds. All pupils access them at least fortnightly.

Sessions are run by our amazing, Forest School accredited practitioners.

We use our extensive grounds to support and further our learning in the classroom, outside!



OUR INDOOR SWIMMING POOL

Our recently refurbished, indoor, heated pool is perfect for learning to swim!

All pupils from Year 2 - Year 6 have fortnightly swimming lessons throughout the year.

This allows them to learn essential life skills for where we live.



KEY EXPERIENCES AND RESIDENTIAL VISITS

All pupils attending Penryn Primary take part in activities and trips that give them the opportunity to experience many things for the first time! Pupils are given the opportunity to be away from home overnight from year 2. They start with an overnight stay at school and gradually build to our 'City Residential' in year 6.



COMMUNITY LINKS

We have strong links with our community and we are always looking to make new ones.

These range from working with local artists to our choir performing for local residence.