

Pupil premium strategy statement

School overview

Metric	Data
School name	Petworth CofE Primary School
Children in school	170
Proportion of disadvantaged children	14.7% (25)
Pupil premium allocation this academic year	£35 280
Academic year or years covered by statement	2021 - 2022
Publish date	1 st October 2021
Review date	23 rd July 2022
Statement authorised by	John Galvin
Pupil premium lead	John Galvin
Governor lead	Eileen Lintill

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No end of year data due to CV19
Writing	No end of year data due to CV19
Maths	No end of year data due to CV19

Strategy aims for disadvantaged children (2021-2022)

Measure	Score
Meeting expected standard at the end of KS2 in reading	75%
Achieving high standard at KS2 at the end of KS2 in reading	37.5%
Meeting expected standard at the end of KS2 in writing	62.5%
Achieving high standard at KS2 at the end of KS2 in writing	25%
Meeting expected standard at the end of KS2 in maths	75%
Achieving high standard at KS2 at the end of KS2 in maths	50%

Measure	Activity
Targeted Intervention	To provide targeted intervention. The EEF Toolkit suggests that targeted interventions matched to specific children with particular needs or behaviour issues can be effective, especially for older children. This will be overseen by the SENCo, ensuring children who require the support are identified and targeted fairly and transparently. Teaching Assistants will be up-skilled in particular areas to maximise the impact of their skill set and to ensure that there is consistency of approach and that intervention is high quality.
Improving comprehension skills in Reading	To provide focused reading interventions for PP children to improve their reading comprehension, which will benefit all areas of the curriculum.
Embedding mastery in maths and writing	To develop the learning journey for children in maths and especially writing to ensure teachers are embedding tasks, which enable mastery learning.
Implement Teacher Research Groups (TRGs)	Teachers to collaborate to develop their teaching in maths and GPS across the school. Teachers will work in groups of three (one will be English or maths lead) and will plan, deliver and review lessons. Will repeat at least three times throughout the year.
Barriers to learning these priorities address	Pupil Premium children are more likely to have been adversely affected by the COVID-19 lockdown and school closure. They are less likely to have engaged with home learning. Children less likely to have opportunities to read at home. Teachers engaging in TRGs.
Projected spending	£19 200

Teaching priorities for current academic year

Aim	Target	Target date
'Recovery' Curriculum	For all children 1-6 to take part in a school wide recovery curriculum in order to ensure they are able to progress onto the appropriate curriculum with as few gaps in learning as possible	Mid-review Dec 2021 July 2022
Progress in Reading	Achieve national average attainment and progress scores in KS2 Reading; so that children meet at least the same standard they met at the end of KS1. Achieve at least national average progress scores in KS1 reading. So	July 2022

	that children meet at least the same standard they met at the end of EYFS	
Progress in Writing	Achieve national average attainment and progress scores in KS2 Writing; so that children meet at least the same standard they met at the end of KS1. Achieve at least national average progress scores in KS1 writing. So that children meet at least the same standard they met at the end of EYFS	July 2022
Progress in Mathematics	Achieve national average attainment and progress scores in KS2 Maths; so that children meet at least the same standard they met at the end of KS1. Achieve at least national average progress scores in KS1 maths. So that children meet at least the same standard they met at the end of EYFS	July 2022
Phonics	Year 2 - achieve at least 77.8% expected standard in PSC by July 2022 Year 1 - achieve at least 80% expected standard in PSC by July 2022	July 2022
Other	Improve attendance of disadvantaged children to bring in line with non-PP children	July 2022

Remember to focus support on disadvantaged children reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1: Impact of Interventions	Ensure that high quality interventions, including tuition and specialist phonics intervention teacher are implemented and monitored for impact.
Priority 2: pre/post and Retrieval Practice	Considered use of pre-teaching and post-teaching consolidatory work, to increase identified pupil's understanding and enable learning to be embedded in their long-term memory. Further embed retrieval practice (R.P.) into every lesson. SLT to work with teachers to develop resources to embed R.P.
Barriers to learning these priorities address	Pupil Premium children with additional SEND needs have a range of difficulties, including memory, dyslexia and specific difficulties in literacy which are

	<p>a significant barrier for individual children. PP SEND children are doubly disadvantaged.</p> <p>Less developed oral language skills/vocabulary gap when starting school. This has been negatively impacted by school closures. Insecure application of phonics which affects reading fluency.</p>
Projected spending	£3700

Wider strategies for current academic year

Measure	Activity
KS1 Progress in Reading	Achieve at least national average progress scores in KS1 reading. So that children meet at least the same standard they met at the end of EYFS – daily readers for identified children; each child in year to be heard reading at least twice a week.
KS1 Phonics	For year 2 children to catch up to show fluency up to phase 5. For Disadvantaged year 1 children (3) to catch up to year 1 standard with 100% achieving the pass mark for the phonics screen 2022; phonics support group twice a week.
Play Therapy and/or ELSA	Disadvantaged children have appeared to be adversely effected by the lockdowns and missed education. To address this, to give children opportunity to meet with trained individuals to address any barriers to learning, which cannot be addressed in the classroom.
Other	Allow children to access music lessons, paid clubs, trips, school uniform and residential.
Barriers to learning these priorities address	Lack of parental involvement; attendance; targeting the needs of specific families, providing additional social and emotional support in addition to the universal pastoral support offered in school.
Projected spending	£12 380

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring sufficient time is given over to allow for staff professional development.	Use of INSET days, staff meetings sessions, 'release mornings' and additional cover being provided to enable staff to participate in training.
Targeted support	Ensuring enough time is allocated to SENDCo, subject leaders, Assessment lead and	Senior Leadership Team to monitor and evaluate for impact and to give clear feedback so

	Key Stage leaders to ensure staff are effectively implementing interventions and tuition.	that interventions are well planned and delivered so that that they are specifically tailored for targeted children. Teachers to take ownership of assessing and monitoring pupil progress and feeding back to the SENDCo who will monitor the effectiveness of the intervention.
Wider strategies	Ensuring that funding is available to promote access to wider opportunities Ensuring all families entitled to Pupil Premium have registered, especially new families who may be eligible following the pandemic.	Attend finance meetings Track attendance at clubs Prioritise needs Develop school website Develop flyers/ noticeboard Conversations with parents during initial Early Years consultations.

Review: last year's aims and outcomes

Aim	Outcome
Staffing - pupil support e.g. Success at Arithmetic, Dynamo Maths, S & L, ELSA, School Start, Phonics, Lego Therapy, Westford, Narrative Therapy, daily readers, Precision Teaching and Fresh Start. Reading - more focus on speed of reading text because of children struggling to get through SATs paper in year six.	SATs were cancelled, so no data, however it enabled the teachers to focus more on areas that the children did not fully embed. Although less interventions took place, due to not being able to mix classes, a wide range of interventions were implemented: Reading 48% at ARE Writing 24% at ARE Maths 39% at ARE
Play therapy	Six children engaged with our Play Therapist. This helped the children have a space they could talk and therefore concentrate on their schoolwork in the classroom. Their behaviour for learning and behaviour around the school was of a high standard.
Year 6 small group tuition – one afternoon per week with the focus on writing and GPS	Completed except during lockdown. Less children than what we hoped due to having two year six 'bubbles' and we did not want to mix.
TA training x 8 Dyslexia, trawling and in class support, questioning, scaffolding, getting rid of the Velcro, communication, grammar and maths	All Teaching Assistants completed training and the school achieved their DASA award.

Clubs, trips, residential	All children attended our residential in year six; no child missed a school trip.
Refurbished laptops to made available	We received six laptops from DfE and we also refurbished 24 other laptops, which went to families who needed.
Social and emotional resources, including transition	<p>Completed one transition with disadvantaged children, where two members of staff escorted them to their secondary school.</p> <p>A wide range of social and emotional related books were purchased.</p>