

Pupil premium strategy statement –

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

Petworth CofE Primary School

This statement details our 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|--------------------------------|
| Number of pupils in school | 154 |
| Proportion (%) of pupil premium eligible pupils | 25 children 16.2% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024 - 2025 |
| Date this statement was published | 1 st September 2024 |
| Date on which it will be reviewed | 15 th July 2025 |
| Statement authorised by | John Galvin |
| Pupil premium lead | John Galvin |
| Governor / Trustee lead | Eileen Lintill |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £37000 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £37000 |

Part A: Pupil premium strategy plan

Statement of intent

At Petworth CofE Primary School, we believe that an inclusive curriculum allows all our children, regardless of background or need, to achieve their full potential. We use our Pupil Premium funding to improve educational and pastoral outcomes for the disadvantaged children in our school.

All members of staff and the Governing Body are committed to meeting their needs in a caring and nurturing environment. Our overall objective for our disadvantaged children is to achieve at least in-line with non-disadvantaged children in our school and nationally by the time they leave our school. Through reducing the identified barriers to learning, including for SEND and more able children, it is important that our children reach their academic potential.

We prioritize pastoral care, supporting children to be ready to learn each day.

Key principles

- Close the gap between 'disadvantaged' children and 'other' groups of children.
- Implement effective intervention, to ensure children do not fall behind.
- Reduce the gap in attainment for disadvantaged children across the school.

Challenge

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | High levels of emotional need across the school, which is demonstrated by a lack of resilience and engagement. High proportion of our PP children are currently receiving support from a social work or another support agency. |
| 2 | Language skills are not secure and cannot be applied to written work. This is more prevalent among our disadvantaged pupils and therefore signifies a language and vocabulary gap. On entry to Oak Class (reception), significant speech and language delays from some pupils. |
| 3 | Life experiences and general knowledge is a barrier to reading comprehension and in the children's writing. |

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| 4 | Expressive language in Early Years is often limited. Early identification of difficulties has led to a growing proportion of children now receiving specific speech and language support across the school. |
| 5 | Self-regulation and low self-esteem affect a significant proportion of our disadvantaged children, often linked to poor mental health in families. |

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 |
|---|---|
| <p>Further develop the Phonics teaching and give children the opportunity to develop their phonological awareness.</p> <p>To have targeted interventions for children not on track; to ensure all children are read to and for children who need further support read at least three times a week</p> | <p>Year 2 - achieve at least 90% expected standard in PSC by July 2025</p> <p>Year 1 - achieve at least 81% expected standard in PSC by July 2025</p> |
| <p>Further develop the teaching of writing across the school to improve the attainment and progress of children in all classes.</p> | <p>All teachers to participate in TRGs across the year – to focus on modelling and questioning.</p> <p>All teachers to use modelling in the classroom.</p> <p>Writing across the school is in line with national by year 6.</p> |
| <p>To provide pupils with rich and wide pastoral support so that children with social and emotional need can access all aspects of school life. SEMH (Social, Emotional and Mental Health) needs are met</p> | <p>Disadvantaged children in need of additional support for SEMH may be offered Play therapy, ELSA (Emotional Literacy Support Assistant) or Thoughtful.</p> |
| <p>Disadvantaged children make good progress year on year (gaps are reduced over time and targeted early on)</p> | <p>Monitoring shows quality first teaching with the principles of Rosenshine, metacognition and Retrieval Practice is embedded.</p> <p>Children make good progress and reach their potential. Work scrutiny would not identify PP as all able to succeed and excel.</p> |

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| | An increased proportion of disadvantaged pupils will achieve ARE yearly and at the end of phase assessments |
| Children explore and experiment with a wide range of different experiences to establish what they like, what they are good at and what they enjoy outside of regular classroom learning – developing self-esteem & resilience | Our disadvantaged children have access to and equipment for Forest School, school trips, clubs and music lessons Children are offered at least three school trips a year and disadvantaged pupils are supported to attend. |
| To improve the attendance of disadvantaged children to be more in line with the whole school (2023 – 2024 91.73%) | Attendance is 95+ for most disadvantaged children. |

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: £ 8760

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Continued training for staff on oral language skills and vocabulary development . Embedding dialogic activities across the school | Strong evidence that oral language interventions and dialogic activities, with a focus on discussion and extending vocabulary, have high impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 2 and 3 |

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| curriculum; introduce Philosophy 4 Children | | |
| Staff to use high-quality, language-rich texts as inspiration for writing lessons. | Access to high-quality texts, with rich vocabulary exposes pupils to a wider vocabulary, thus improving reading comprehension and language skills. EEF cite the importance of using vocabulary-rich texts. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 3 |
| Implement Teacher Research Groups (TRGs) (High Quality Teaching) | All teachers to collaborate to develop their teaching in writing across the school. Teachers will work in groups of three (one will be English lead) and will plan, deliver and review lessons. Will repeat each term. | 3 |

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

Budgeted cost: £ 23260

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Small group and one-to-one interventions for phonics, reading and for child to attend mainstream education | Good evidence to show that phonics, reading comprehension and oral language interventions have high impact. Oral language interventions EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) | 2, 3 and 4 |
| Teaching Assistants to provide interventions for identified children. e.g. Precision Teaching, SNIP, Phonics boosters | Research shows that the impact of using Teaching Assistants to deliver targeted small group or one to one interventions is moderate to high. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Best impact is seen where interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. | 1, 2, 4 and 5 |

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| | Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4980

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>ELSA & Play Therapy</i> - To develop behaviour for learning strategies to support children who lack resilience as well as struggle to self-regulate and are not ready for learning. | ACEs: Adverse Childhood Experiences in Schools (nationalcollege.com) | 1 and 5 |
| Offer disadvantaged families free for Breakfast and After-School Clubs; to help fund school trips, residential. | Disadvantaged pupils have less access to wider extra-curricular activities, and by providing these in school, funding them when necessary, there is a positive impact on outcomes. Aspiration interventions EEF (educationendowmentfoundation.org.uk) | 1, 3 and 5 |
| Whole staff training on de-escalation skills to be delivered through 'Team Teach' with the aim of developing the skills of all staff to improve children's attitudes and 10 where needed, behaviour to learning across the school. | | 1 and 5 |

Total budgeted cost: £ 37000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 data – one of the children achieved 100+ (standardised score) in reading and GPS; other two children (one with EHCP) achieved 90+ (standardised score) in reading, maths and GPS.

MTC – 100% scored 25/25

Phonics Screening - 100% of PP children scored 32+ in year 1; 5 out of 6 scored 32+ by the end of year 2.

Good Level of Development - 1 out of 3 reached GLD (one child had long periods off absence)

Attendance for disadvantaged children 2023 – 2024 91.73% (*two children had long periods of time off school – one child was a school refuser last year, they were 96.32% this year.*)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
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