

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Petworth CofE Primary School
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	17.6% (30 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	18 th October 2021
Date on which it will be reviewed	23 rd July 2022
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	£35280
Recovery premium funding allocation this academic year	£4350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
	£39630

Part A: Pupil premium strategy plan

Statement of intent

Our intention is for our children to have access to every opportunity available to them irrespective of their background. We want our children to make good progress and achieve high attainment across all of the curriculum subjects. Our Pupil Premium Strategy is to enable and support all of our disadvantaged children to achieve in all aspects of their life.

Some of our children will need access to outside agencies to ensure they are fully supported in their well-being and getting them ready to the challenges within the classroom.

Quality first teaching is our aim in every classroom, which we are continually evaluating. Through our 'critical friend' and collaborative professional development approach our teachers work together to continually develop their own practise, which is always based on research.

Through our clearly identified intervention programme we are able to direct our resources to the children who require it the most. These interventions started at the start of the academic year. Our recovery funding will be spent on teacher and training teacher assistants to deliver support for children, who have been identified through our assessment procedures.

Key principles:

- Close the gap between disadvantaged children and other groups of children
- Effective intervention implemented to ensure children can access all aspects of school work
- Quality first teaching across the school where all adults take responsibility for progress and attainment for every child

Challenges

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

Challenge number	Detail of challenge
1	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 or developed phonological awareness.

2	Speech and Language difficulties
3	Less developed oral language skills/vocabulary gap when starting school.
4	Ability to self-regulate
5	Insecure application of phonics, which affects reading fluency.
6	Disadvantaged children with additional SEND needs have a range of difficulties, including memory, dyslexia and specific difficulties in literacy, which are a significant barrier for individual children. Disadvantaged SEND children are doubly disadvantaged.

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
Improving comprehension skills in Reading	Standardised scores for every child will improve; more children will be at ARE. 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 that children meet at least the same standard they met at the end of EYFS
Improving our phonics across key stage one	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

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: £12750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Teacher Research Groups (TRGs)	Teachers to collaborate to develop their teaching in maths, reading and GPS across the school. This has had a positive impact on our Maths teaching previously (NCETM) and we now rolling out the model to develop other areas of the curriculum – phonics, reading and GPS.	1, 3, 5 and 6
Allocation of Recovery funding and targeted support	To train a TA to support children (November 2021) and implement targeted interventions focusing on maths, reading and writing.	1, 3 and 6
Developing Phonics Teaching	EEF – organised sequence to learning; four sessions per week for identified children; explicit teaching of reading comprehension strategies	1, 2, 3 and 5

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

Budgeted cost: £19200

Activity	Evidence that supports this approach	Challenge number(s) addressed
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-	1, 2, 3, 5 and 6

	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.	
pre/post teaching and Retrieval Practice (R.P.)	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 R.P. into every lesson. SLT to work with teachers to develop resources to embed R.P. (Karpicke and Roediger 2008; Karpicke et al. 2014)	1, 3, 5 and 6

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

Budgeted cost: £7680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop ELSA (Emotional Literacy Support Assistant) and Play Therapy	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. (EEF; Babcock; Beacon House)	1 and 4
Total inclusion and access to wider opportunities	Allow children to access music lessons, paid clubs, trips, school uniform and residential.	1

Total budgeted cost: £39630

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 2020 to 2021 academic year.

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.	<p>SATs were cancelled, so no data, however it enabled the teachers to focus more on areas that the children did not fully embed.</p> <p>Although less interventions took place, due to not being able to mix classes, a wide range of interventions were implemented:</p> <p>Reading 48% at ARE</p> <p>Writing 24% at ARE</p> <p>Maths 39% at ARE</p>
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>