

# Penshurst CE Primary School



## Pupil premium Strategy Statement: 2020-21

1. Summary information					
School	Penshurst CE Primary School				
Academic Year	2019/20	Total PP budget	£15,105	Date of most recent PP Review	January 2021
Total number of pupils	80	Number of pupils eligible for PP	8	Date for next internal review of this strategy	July 2021

2. Current attainment – 2019 data as no end of KS2 SATs in 2020 or 2021 due to Covid19 Pandemic		
Attainment for 2019 – no end of Key Stage Tests taken in 2020 or 2021	Pupils eligible for PP National Average ( )	Pupils not eligible for PP (your school/national Y6)
% achieving expected standard or above in reading, writing and maths	50% (71%)	67% (65%)
% achieving expected standard or above in reading	100% (78%)	90% (78%)
% achieving expected standard or above in writing	50% (83%)	80% (83%)
% achieving expected standard or above in maths	50% (84%)	100% (84%)

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Low levels of well-being, self-esteem, resilience, pupils in need of emotional regulation (this may be increased due to Covid-19 lockdown). Develop internal motivation to be aspirational and set personal goals.	
<b>B.</b>	High-tier vocabulary is not developed or used consistently Develop wider opportunities to exposure to high quality texts.	
<b>C.</b>	Where wider prior experiences are limited, fewer connections will exist in learning and starting points of knowledge and skills may be lower than expected; this may lead to slower processing. Continue to provide a wide range of experiences for all pupils.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Lower attendance rates; well-being priorities may be impacted my other external issues.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils with low-levels of well-being will be identified and individual support plans put in place to provide support for the development of emotional regulation resulting in increased levels of self- esteem and confidence. Measures to include Pupil Voice / Pupil Conferencing and setting of personal goals linked to values of determination and courage.	Consultation with pupils/ parents / staff to identify pupils. 100% of targeted children will show evidence of increased levels of self-esteem and confidence through observations taken at various points in the year. (pupil voice). Pupils are able to set achievable personal goals – for both academic and wider learning. School values are able to be articulated in terms of how a pupil has made progress against their targets.
<b>B.</b>	All teachers will carefully model vocabulary and high quality talking and writing across the curriculum. This will be a focus of every lesson. Teachers will use quizzes and other high challenge low threat strategies to over learn new vocabulary.	100% of lessons observed include teacher modelling and 100% of PP pupils (without identified needs) will meet age related expectations in Reading and Writing. PP pupils will model same richness of age-related and technical vocabulary as their peers. Pupils will be able to speak confidently to peers, teachers and other adults.
<b>C.</b>	Pupils will have pre-teaching support and time with an adult each week to support and develop connections between learning and to build prior knowledge. Assessment for learning will be used to measure starting points and to identify if gaps are closing. School will adopt a less is more approach and teach in manageable chunks to promote learning.	100% of non-SEND PP pupils will access the curriculum at the same pace as peers and work independently. They will have the same starting points as their peers and therefore able to process learning and make connections as expected for their age group.
<b>D.</b>	Opportunities for PP children to complete their home work at school and take part in enrichment activities, Teachers will be aware of PP pupils and provide additional opportunities to offer pre-teaching and overlearning of key facts.	Ensure that subsidised places are available for wraparound care, afterschool clubs and trips where there will be opportunities to complete additional work set. Carefully identified PP children will be offered free places to attend enrichment activities.

5. Planned expenditure					
Academic year	2020-21				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>A - Teaching – Quality for All</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation
<p>For pupils to feel more confident and have an improved self image- Measure using Pupil Voice / questionnaires</p> <p>For pupils to have greater intrinsic motivation to learn and be successful; to understand how the school's vision and values can support this view of learning.</p>	<p>PHSE lessons are regular time for social interaction groups etc. Class ethos is positive and staff actively seek opportunities to genuinely praise and positively reinforce characteristics and achievements. Class ethos mirrors the school's vision and values – 'treat others as you wish to be treated' meaning that all pupils will feel valued and their contributions equal to their peers.</p> <p>Personal Goals Group at lunchtime to develop social behaviours and positive play to encourage the school's vision of 'the Good Samaritan' in all we do.</p>	<p>Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early and also teacher to reinforce good choices.</p> <p>Planned playground clubs which focus on developing social skills give purpose to play and support working in teams as well as individual contributions.</p> <p>Play therapy for identified pupils to provide a child centred, non-directed therapy.</p>	<p>Pupil questionnaires Learning Walks, Pupil interviews</p> <p>Structured conversations.</p>	SE	July 2021
All teachers will model quality talking and use of appropriate high level vocabulary – in all subjects and across all	<p>Training – via The Education People – Oracy Unit - esp for Early Years teachers.</p> <p>Mary Myatt – via Sevenoaks Schools</p>	<p>Research highlights how the use of high quality talk and vocabulary promotes higher academic attainment. (Hirsch)</p> <p>In school there is evidence that Write</p>	<ul style="list-style-type: none"> <li>- Providing high quality/recognised training opportunities.</li> <li>- Teacher led staff meetings to review good practice</li> </ul>	GH /SE	July 2021

aspects of school life.	Partnership Conference The Write Stuff /Book Talk	Stuff and Book Talk have impacted positively in the range of vocabulary used in writing and speaking across the school.	<ul style="list-style-type: none"> <li>- Staff to carry out own research and further reading on the acquisition of vocabulary and the impact on learning.</li> <li>- Coaching and mentoring to ensure high quality talk in all classes.</li> </ul>		
The percentage of PP children achieving at age-related expectations in reading and writing will closely match that of non-PP children unless a specific need is identified.	In the moment marking - use of Write Stuff writing approach – adapted as necessary for needs of pupils; to enable success and motivation. Carefully chosen texts that are not gender specific and engage all pupils. Regular teacher conferencing – time allocated to this across a unit of work. High quality modelling by teacher - Write Stuff training materials and online resources to be accessed to ensure quality of teaching.	Education Endowment Fund grades effective feedback as low cost high impact.  Write Stuff approach links with Rosenshine’s work on small steps and building on prior knowledge.	Mentoring meetings Learning Walks Staff meetings Book Looks.	SE/GH/ JM	July 2021
Age-related progression of knowledge and skills will be evidenced across the curriculum	Development of progression grids Development of knowledge organisers / CQ Essentials Curriculum Milestones to assess pupil levels of attainment.	School develops knowledge/skills rich curriculum see - Ofsted – Quality of Education  Curriculum is based around well being and reconnecting with education following Covid19 Lockdowns 1 & 3 when schools have been closed for long periods of time.	Termly SLT observations Planning reviews termly Termly book looks Lesson drop-ins Subject pairing observations for all subjects across whole year.	SE	

<b>B - Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All PP pupils will develop resilience and good behaviours for learning. Pupils will use the school's vision and values to set personal targets.	PP Champion will meet each PP pupil at least once a week to give 1:1 time. PP pupils will be invited to attend pre-teaching sessions at least three times a week.	<p>Collaboration with schools in Sevenoaks Partnership has identified approach as one that promotes self-esteem and has been successful.</p> <p>Children openly discuss issues and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in schoolwork.</p> <p>The PP Champion uses the school's vision and values to set goals for improving self-esteem and resilience.</p>	<p>Monitoring the impact with children and their responses.</p> <p>Monitoring improved attitudes and how pupils deal with specific challenging situations.</p>	JM SE	July 2021
Inclusion Lead support	SENCo to work closely with disengaged non-SEND PP families 1:1 to understand needs better and build good working relationships.	Good relationships between SENCo and PP families will lead to better opportunities and learning for pupils.	Strategic and targeted planning to support individual and whole school needs and effectively close the gap for PP children	JM	July 2021

## C – Wider Strategies

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Where wider prior experiences are limited, fewer connections will exist in learning and starting points of knowledge and skills may be lower than expected; this may lead to slower processing.	<ul style="list-style-type: none"> <li>- Pre-teaching of topics will be delivered by HLTA in small groups</li> <li>- Use of CQ Essential curriculum and Curriculum companions to provide an approach that focuses on milestones for age related expectations across foundation subjects.</li> </ul>	<ul style="list-style-type: none"> <li>- Use of small steps to break down information (Rosenshine)</li> <li>- Understanding learning as a change in long term memory and providing pupils with opportunities to embed learning (NC /Ofsted)</li> <li>- Knowledge around overloading working memory.</li> <li>- Experience of the pupils that attend out school</li> </ul>	<ul style="list-style-type: none"> <li>- Coaching and mentoring</li> <li>- Review and monitoring of curriculum planning.</li> <li>- Whole school involvement in curriculum planning</li> </ul>	SLT	July 2021
Continue to provide a wide range of experiences for all pupils.	<ul style="list-style-type: none"> <li>- Provide funding for all activities that promote well being; mental health and physical health.</li> <li>- Additional support for extra curricular clubs</li> <li>- Additional support for trips and residential</li> </ul>	<ul style="list-style-type: none"> <li>- To provide PP pupils with the same opportunities as their peers.</li> <li>- To widen their experiences and introduce them to sports, arts etc that they might not have experience of</li> </ul>	<ul style="list-style-type: none"> <li>- Review of the clubs and activities children at school partake in and extend the offer to our PP pupils</li> </ul>	Monitoring by JG  Overview by SE	July 2021

6. Review of expenditure 2019 -20		Pupil Premium Budget £ 14820		
Previous Academic Year		2018/2019		
Intervention/Additional Support	Cost	Description	Impact	Review
<p>For pupils to feel more confident and have an improved self image- Measure using Pupil Vocie / questionnaires</p> <p>For pupils to have greater intrinsic motivation to learn and be successful; to understand how the school's vision and values can support this view of learning.</p>	£250	<p>PHSE lessons are regular time for social interaction groups etc.</p> <p>Class ethos is positive and staff actively seek opportunities to genuinely praise and positively reinforce characteristics and achievements.</p> <p>Class ethos mirrors the school's vision and values – 'treat others as you wish to be treated' meaning that all pupils will feel valued and their contributions equal to their peers.</p> <p>Personal Goals Group at lunchtime to develop social behaviours and positive play to encourage the school's vision of 'the Good Samaritan' in all pupils.</p>	<p>Covid school closure meant that some pupils in targeted group were not in school to complete activities.</p>	<ul style="list-style-type: none"> <li>- During academic year 2019/20 schools were closed from 23/3/2020 until September 2020 for many pupils in our targeted group.</li> <li>- School provided additional support and funding for parents of PP pupils with school equipment and resoruces.</li> </ul>
<p>All teachers will model quality talking and use of appropriate high level vocabulary – in all subjects and across all aspects of school life.</p>	£1500	<p>Purchase of materials to support and promote high quality talk and use of high level vocabulary.</p> <ul style="list-style-type: none"> <li>- Write Stuff – writing approach (training and resources)</li> </ul>	<p>School offers a consistent approach across the school. Visuals and teacher talk is mirrored in all classes and enables pupils to quickly reconnect with routines</p> <p>Covid 19 lockdown 1 meant that this was not easy to sustain over the period of school closure.</p>	<ul style="list-style-type: none"> <li>- Write Stuff provides a small steps approach to writing and ensures all pupils (without identified needs) are able to move forward at the same speed and teachers are able to adapt teaching to the needs of individual learners.</li> <li>- Pupils are able to see success quickly and are rewarded for their efforts through in the moment feedback.</li> </ul>
<p>The percentage of PP children achieving at age-related expectations in reading and writing will closely match that of non-PP children unless a specific need is</p>	£750 (1:1 support) £10,000	<p>PP pupils were supported through 1:1 tuition provided by HLTAs to enable them to be secondary ready for ready for the next academic year (Terms 1 &amp; 2 2019).</p> <p>Additional support through 1:1 targeted approach for</p>	<p>Pupils not in school have been supported to continue with their learning and engagement in</p>	<ul style="list-style-type: none"> <li>- Pupils who were identified as 'shielding' have been fully supported and communication maintained along with continued</li> </ul>

identified.		pupils not able to attend school. TA in class support for pre-teaching and revisiting learning	education.	engagement in education.
Age-related progression of knowledge and skills will be evidenced across the curriculum	£1500	Provision of a curriculum materials and goals to support learning during periods of Lockdown and/or self isolation. Classroom Secrets, Bug Club, TTRS, Spag.com, MyMaths	Pupils have been able to continue to engage with age appropriate materials	- School has provided access to high quality materials that are in line with NC expectations – giving pupils a well balanced choice of activities
Provision of Clubs, swimming and extra curricular activities including wraparound care	£1000	<ul style="list-style-type: none"> <li>- Pupils have received funding to ensure they are able to participate in all activities on offer at school.</li> <li>- Provision of funding for wraparound care to promote attendance and provide working parents with child care support</li> </ul>		- Wraparound care provided and additional support for clubs and 1:1 support
			Budget Allocation	£15,000



