

Penshurst CE Primary Scholl



Pupil premium strategy statement: 2019-2020

1. Summary information					
School	Penshurst CE Primary School				
Academic Year	2019/20	Total PP budget	£14, 820	Date of most recent PP Review	July 2020
Total number of pupils	87	Number of pupils eligible for PP	8	Date for next internal review of this strategy	July 2020

2. Current attainment		
Attainment for: 2019 (Covid19 school closure meant no end of Key Stage Tests were taken)	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%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Low levels of well-being, self-esteem, resilience, pupils in need of emotional regulation (this may be increased due to Covid-19 lockdown).
B.	High-tier vocabulary is not developed or used consistently
C.	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.

External barriers (issues which also require action outside school, such as low attendance rates)

D. Lack of support with learning and variable routines (attendance, sleep, homework).

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils with low-levels of well-being will be identified and individual plans put in place to support the development of emotional regulation resulting in increased levels of self-esteem and confidence. Measure using SDQ, Questionnaire/ pupil interview	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).
B.	All teachers will carefully model vocabulary and high quality talking and writing across the curriculum.	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.
C.	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.	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.
D.	Opportunities for PP children to complete their home work at school and take part in enrichment activities. Pupil voice, academic data.	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

2019/20

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.

i. Quality of teaching for all

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?
For pupils to feel more confident and have an improved self image- Measure using Pupil Vocie / questionnaires	PHSE lessons are regular Circle time, social skills groups etc. Class ethos is positive and staff actively seek opportunities to genuinely praise and positively reinforce characteristics and achievements. Nurture Group at lunchtime to develop social behaviours and positive play Play Therapy	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 Planned playground clubs/ activities which focus on developing social skills give purpose to play and support skill building/social interaction. Play therapy for identified pupils to provide a child centred, non-directed therapy.	Pupil questionnaires Learning Walks, Pupil interviews	SE	September 2020
All teachers will carefully model vocabulary and high quality talking and writing across the curriculum.	Training on 'The Vocabulary Gap' for all staff	Hirsch study of ability of children raised in vocabulary rich homes. This supports the direct teaching of vocabulary. Points of discussion in 'The Vocabulary Gap' by Alex Quigley Observation and coaching to develop consistent best practice.	Termly SLT observations Termly English lead observations Termly coaching/ mentoring pairings Termly writing moderation following book scrutiny	SE / GH	January 2021

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 – adapted as necessary for needs of pupils; to enable success and motivation. Carefully chosen success criteria Regular teacher conferencing High quality modelling by teacher Write Stuff training materials and online resources.	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/J M	July 2021
Age-related progression of knowledge and skills will be evidenced across the curriculum	Development of progression grids Development of knowledge organisers	School develops knowledge/skills rich curriculum Ofsted – Quality of Education	Termly SLT observations Planning reviews termly Termly book looks Lesson drop-ins Subject pairing observations for all subjects across whole year.	SE	July 2021

ii. Targeted support

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?
All PP pupils will develop resilience	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.	Collaboration with schools in Sevenoaks Partnership has identified approach as one that promotes self esteem and has been successful. 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 school work.	Monitoring the impact with children and their responses.	JM	July 2021

Inclusion Lead support	SENCo to work closely with identified 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	
			Total budgeted cost		£14,820

6. Review of expenditure 2018-19		Pupil Premium Budget £6600 (5 Pupils)		
Previous Academic Year		2018/2019		
Intervention/Additional Support	Cost	Description	Intended Outcome / Impact	Review
Achievement for All (A)	£2000 (2018-19)	2 year programme to raise attainment for pupils (focus PP children in cohort)	Improved home / school communication. Improved rates of attainment and progress for PP pupils.	Home school communication has improved and school is able to work with parents to impart important information about progress of pupils.
Funding Play Therapy	£500	Professional counsellor working with identified pupils to provide nurture and support t	Pupils become more confident at school, they settle well and as a result are able to focus on learning.	Therapy provided pupils with opportunity to talk through worries and anxieties.
TA support	£5000	Support for identified children who have no pre-school experience	Pupils are given exposure to experiences and learning that would have taken place in a nursery or pre-school setting	TA support in each class provides pupils with support and intervention across the curriculum.
Pupils Welfare support TA support	£500	Working with families with poor attendance to support and identify barriers to improving attendance.	Collaborative partnerships are forged; that allow parents and carers to feel supported by school to improve attendance of pupils with persistent absenteeism or poor attendance. Pupil welfare support working with parents and carers to identify triggers to poor attendance and the effect on learning.	Attendance data is gathered and provides information for face to face meetings with parents. Spaces at our early morning clubs are allocated to PP pupils to ensure they are offered additional support to be in school.
TA support		Small group work to support pupils to accelerate progress and identify good learning behaviours	Pupils are able to make accelerated progress and close the gaps between their progress and 'other' children.	Targeted support is used to enable pupils to access the curriculum.
Enrichment Activities	£800	Pupils (more able) given opportunities to participate in enrichment activities with challenge group schools and schools offering outreach opportunities.	Pupils are able to extend their learning experiences and achieve GDS in maths and English. Challenge group activities include writing workshops, maths challenge mornings and outreach opportunities at Sevenoaks School	School provides payment for enrichment clubs, residential trips etc.
Total	£8800			



