

Penshurst CE Primary School – Pupil Premium Strategy Statement 2019-22

Due to Covid 19 School Closure there are no pupil outcomes for 2019/20. We have reviewed the barriers to learning for our pupils who we have highlighted as vulnerable or disadvantaged and incorporated these into our strategy/plan for the academic year 2020/21. We will review these 'desired outcomes' again in December 2020 and regularly thereafter so that they reflect what is happening in the school community.

All stakeholders at Penshurst CE Primary are committed to support disadvantaged pupils and our school vision 'walking in the shoes of others' supports us to engage with all members of the school community to ensure that all pupils reach or exceed age related expectations. We strive to remove barriers to academic success and encourage our pupils to have a positive self image and a 'can-do' attitude. All staff and governors have high expectations for all our pupils regardless of their backgrounds.

We strive for good relationships with all parents so that we can discuss openly barriers to learning and how we can work together to reduce these. We will monitor progress of vulnerable groups and those who might be disadvantaged and endeavour to provide them with an knowledge and experience rich education.

1. Summary Information					
School	Penshurst CE Primary School				
Academic Year	2019/20 2020/21	Total PP budget 2020/21	£13,450 (2020/21)	Date of most recent review	9/2020
Total numbers of pupils	82 (academic year 2020/21)	Number of pupils eligible for PP	10 (12%)	Date for next internal review of this strategy	12/2020

2. Attainment 2018/2019 (no data for 2019/2020 due to Covid 19 School Closure)		
Penshurst CE Primary School data for pupils eligible for PP	KS1	KS2
% achieving expected standard in reading, writing maths	-	50%
% achieving expected standard in reading	-	100%
% achieving expected standard in writing	-	50%
% achieving expected standard in maths	66%	50%
% achieving higher standard in reading, writing maths	-	50%
% achieving higher standard in reading	-	50%
% achieving higher standard in writing	-	50%
% achieving higher standard in maths	-	50%

3. Barriers to future attainment	
In-school barriers	
A	Pupils being ready to learn and seeing themselves as learners and able to achieve alongside their peers
B	Poor learning skills eg organisation, perseverance – pupils do not demonstrate positive learning behaviours
C	Gaps in prior learning; not reaching age related levels across reading, writing and maths.
External barriers	
D	Consistent attendance and punctuality
E	Access to resources, such as books, libraries, life experiences
F	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit)

4. Desired Outcomes	
A	Pupils' can access learning. In class because their physiological, safety, belongingness and esteem needs are met
B	Gaps are identified and targeted teaching/interventions teach to gaps
C	Pupils are exposed to a wide range of social/cultural and sporting experiences.
External barriers	
D	Consistent attendance and punctuality
E	Access to resources, such as books, libraries, life experiences
F	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit)

5. Planned expenditure				
Desired Outcome A: Pupils' can access learning. In class because their physiological, safety, belongingness and esteem needs are met				
Chosen action/approach to meet the desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented?	Staff Lead	When will you review implementation?
QfT – every child receives teaching that is good or in some cases outstanding	EEF research indicates that QfT is imperative in pupils are to make good progress across the curriculum. The school has a focused approach to ensuring high quality teaching is evidenced in all subjects.	Lesson drop-ins / observations. Use of high quality teaching techniques eg Write Stuff, Book Talk, RWI spelling, Nelson handwriting and Herts for Learning Maths. High quality planning resources to ensure good outcomes for teachers.	SE GH JM KF	End of each ½ term.

Achievement for All	Research undertaken by Achievement for All shows an increase in attainment for those pupils who are disadvantaged. Diagnostic testing identifies pupils in need of additional support and identifies groups vulnerable to underachievement.	Achievement for All coach delivers training for all staff but in particular for Teaching Assistants. Achievement for All coach supports SLT to review impact of the approaches	SE	Ongoing – AfA ends in December 2020
School provides budget for children in receipt of PP to be spent on specific school related items such as school uniform and resources	Evidence is limited but there is a general feeling that school uniform ensures that pupils feel part of the school community and aids the sense of belonging. Teachers report improved behaviour when pupils are in school uniform	Parent /Pupil meetings and conferencing – well being discussions and Leuven Scales	SE JM	Ongoing
Early Morning Club & After School Club offers free places for PP children.	EEF suggests that pupils attending a breakfast club made additional progress of up to 2 months. In addition to this behaviour improved in the study undertaken. Use of Breakfast Club/ After School Club has increased attendance for targeted pupils	Numbers of PP children booking places will be monitored. Attendance will be monitored to support comparison between each academic year and between pupils taking up places and those who do not take up a place.	SE JG KB	Termly review Places available every day.
Access to range of additional clubs available to pupils in school	EEF indicates offering a wider range of approaches that are specific to our school setting will be required in order to meet the needs of our learners.	Pupils attendance / take up of any additional clubs offered is monitored	JG SE	½ Termly review
Desired Outcome B Gaps are identified and targeted teaching/interventions teach to gaps				
QfT – teaching is good or better in all classes. Teaching supports pupils to make good progress because it is precise and focused on key skills	EEF evidence indicates that high quality teaching is the most important factor in increasing attainment for lower attaining pupils. HLTA support for the whole class so that teachers can target disadvantaged pupils in class.	Pupil attainment is monitored in terms of progress and attainment compared to their peers.	SLT	½ termly review

Additional 1:1 teaching with HLTA or Class Teacher	EEF evidence indicates that specific targeted small group teaching in linked to class teaching. Teachers to understand that pupils need to do more than their peers and timetabling sessions to support this.	Teachers planning and interventions show that the best person available is completing small group or targeted intervention.	SE GH KF	½ termly review
Feedback	EEF research indicates that targeted, clear feedback can support pupils to make good progress. Feedback ensures that children are clear regarding their next steps or areas for development	Book scrutiny and progress meetings	SLT	½ termly review
Desired Outcome C Pupils are exposed to a wide range of social . cultural and sporting experiences				
Extra-Curricular / Individual Lessons	EEF suggests that pupils benefit (making additional progress) as well as improving attendance, behaviour and peer relationships	Pupil conferencing Structured Conversations Parent consultations. Monitoring up-take	SE JG	½ termly
Residential visit and trips	School provides pupils with support in relation to sports and creative clubs as well as music lessons. Support is available for families with the costs of residential 'school journey' and school trips/visits.	School office will provide all families in receipt of PP with a leaflet about the additional facilities / resources they can access free of charge.	KB SE	Termly Annually update information
Specific coaching and resources	School vision and values 'walking in the shoes of others' supports all learners to demonstrate empathy and understanding. Providing pupils with additional opportunities – (Kent Test, sports clubs, sports clubs etc) could increase their chances of achieving well in later life.	Through PPM we will identify pupils or groups of pupils who might need additional support – whether this is time (adult support/mentoring etc) or financial support for clubs, kits or tutoring.	SE GH J<	Termly through PPM