

# PENSHURST CE PRIMARY SCHOOL



Pupil Premium Strategy Statement 2021-24 Pupil Premium Strategy Review 2020-21	Current version revised: <b>October 2021</b>	Statutory: Yes
Policy Owner: Headteacher / Teaching and Learning Committee / FGB	Next revision due: October 2022	Review period: Annual
<p>Approved by the Governing Body on</p> <p>Signed by the Chair of Teaching and Learning Committee</p> <p>.....</p> <p>Signed by Full Governing Body</p> <p>.....</p> <p>Signed by the Headteacher:</p> <p>.....</p>		

## Pupil Premium Strategy Statement 2021-2024

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	Penshurst CE Primary School
Number of pupils in school	92 (October 2021)
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years (2021-2024)
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Sue Elliott
Pupil premium lead	Sue Elliott
Governor / Trustee lead	Sophie Curra (Teaching & Learning)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,795
Recovery premium funding allocation this academic year	£1000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18,795

## Part A: Pupil premium strategy plan

### Statement of intent

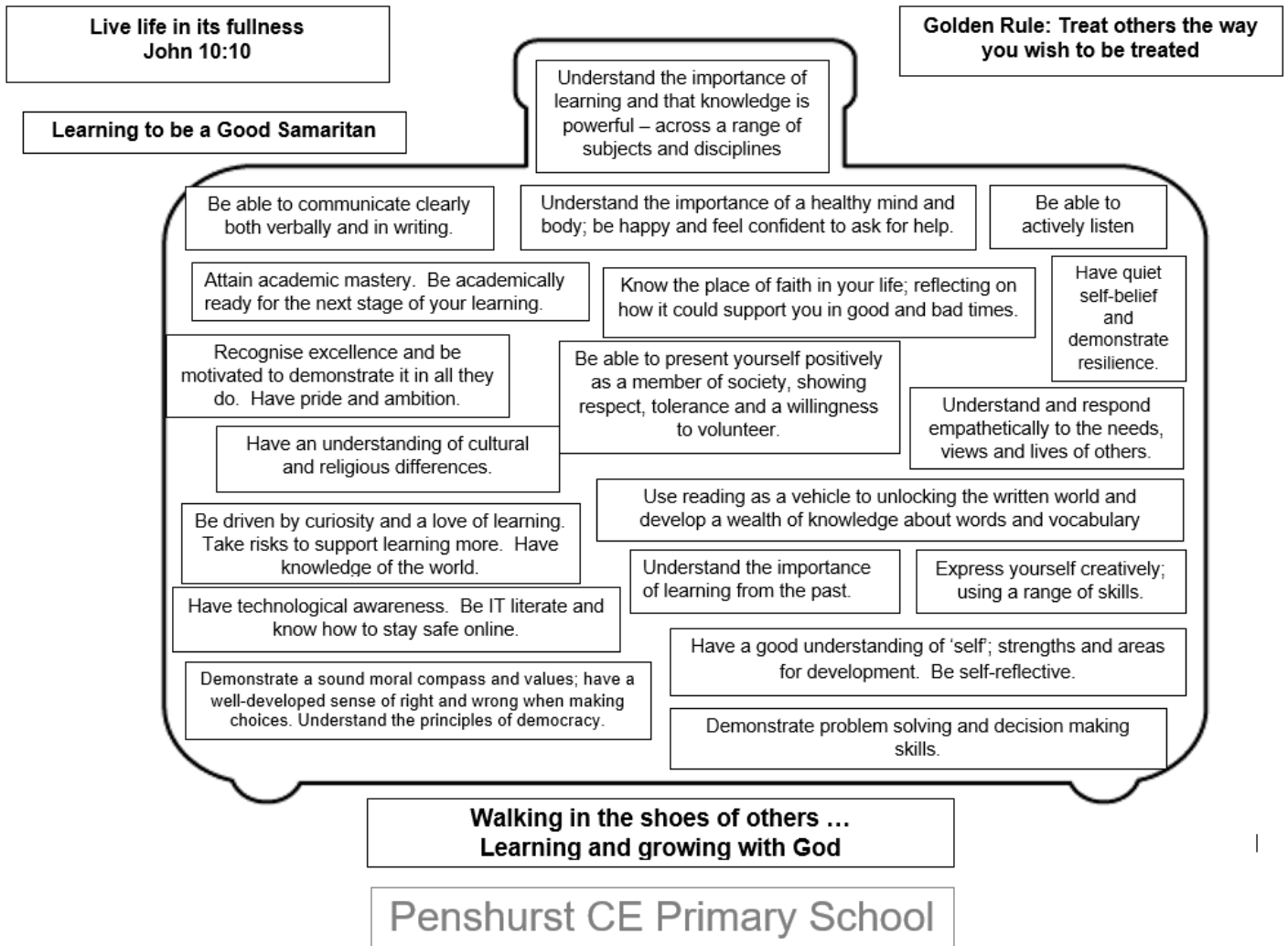
At Peshurst CE Primary we have a child- centred approach that is underpinned by our vision and values. We aim to ensure all pupils leave Peshurst CE Primary School with the knowledge and skills that will enable them to carry on with their learning, to become successful in life and to make a purposeful contribution to society; walking in the shoes of others and understanding – not just their own needs – but the needs of others.

What we want for all our pupils – no matter what their starting points or backgrounds:

- To access consistently high quality learning opportunities
- To be able to read fluently with good comprehension skills so that they can access learning across and beyond the National Curriculum.
- To have developed self-confidence and to have their own voice; speaking up for what they believe in and having their views listened to.
- To leave our school having a necessary skills and knowledge to support them as they move to secondary school; understanding the value of education.
- To have achieved the expected standards in English and Maths so that they can build on their learning and be fully literate.
- Our Pupil Premium Strategy is built on research evidence and aims to ensure good relationships between pupils, school and parents so that we are all working together towards the same goals – the goals that our Peshurst Suitcase identifies ( see below) and the our biggest priority – to ensure all children are readers.

It is our firm belief that by ensuring we have a rich and well-resourced phonics / reading programme we will enable our youngest pupils to become good readers who draw primarily on their phonic knowledge. Once a pupil is a fluent reader this will allow pupils to access independently the school's rich curriculum. Our curriculum is designed to support all learners to 'know more and remember more', it is subject based and we support all teachers to have good subject knowledge so that they can inspire and motivate our pupils to have a love of learning. Through our Pupil Premium Strategy we also involve the parents of our pupils, providing them with information and skills to support their children at home.

The well-being of all our school community is of paramount importance – one of the key objectives of this strategy is to ensure that we support parents and pupils to identify what good mental health is and its importance in learning, We also aim to support parents to feel confident when working with teachers / staff in school so that we have a shared language and so that parents share our high expectations of all learners at Peshurst. We work alongside parents through delivery of a range workshops and access to parent support from our SENDCo; the aim is to provide parents with information on how they can secure good outcomes at home when tackling homework or home learning.



## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Well-Being / Healthy Lifestyles</b> - Pupils may face a range of barriers to their wider development at school; for example they may not be aware of the importance of:</p> <ul style="list-style-type: none"> <li>• personal well-being</li> <li>• good mental health</li> <li>• dealing with anxiety</li> <li>• building resilience</li> <li>• having a positive view of themselves as a learners.</li> </ul> <p>The Link between positive self image, good mental health and healthy lifestyles and their progress in learning.</p>
2	<p><b>High quality outcome in phonics</b></p> <p>Parents may not have the necessary knowledge to fully support their child/children in the acquisition of phonic skills or the development of reading comprehension skills. School will</p>

	support parents to create an environment at home that promotes the acquisition of key reading skills through a range of 1:1 meetings, workshops and whole school events.
3	<p><b>Understanding the role of reading in future success</b></p> <p>Pupils with poor phonological awareness are less likely to be fluent readers at the end of Key Stage 1. As pupils move through the school the time given to implementing phonic interventions is reduced and teachers in Key Stage 2 may not have the relevant training to use a phonic approach / strategies to teaching reading or intervention.</p> <p>Poor reading comprehension skills impedes access to the school's wider curriculum offer. Poor reading comprehension is linked to poor phonic knowledge.</p> <p>Vocabulary acquisition is not extensive and impacts reading and writing outcomes.</p>
4	Financial barriers mean that pupils may not have access to a wider range of activities and opportunities.
5	Ensuring that parents and pupils understand the important of good attendance to support lifelong learning.

## 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>For all pupils to have an understanding of what good mental health and well-being are and why they are important to them as individuals and learners.</p> <p>Pupils to have a good understanding of healthy lifestyles including being physically active and how these impact positively on learning and personal development.</p> <p>Pupils are able to face challenges and have a range of strategies to deal with different situations.</p> <p>Pupils develop a positive self image.</p> <p>Pupils talk about themselves as learners, have self-belief and are ambitious.</p>	<ul style="list-style-type: none"> <li>• Pupils can discuss ways in which they look after their mental health and well-being. Through 'pupil voice' activities / discussions they are able to articulate how this helps them in lessons and with learning.</li> <li>• Learning across the curriculum (DT/Science/PSHE/PE) embeds and advocates the need for a healthy lifestyle to support good development of the body and mind.</li> <li>• Pupil behaviour is good and pupils are able to demonstrate / articulate how they deal with situations.</li> <li>• Pupils are not involved in behaviour incidents and are able to be role models of the school's vision and values.</li> <li>• Through pupil voice, leadership/governor monitoring pupils are confident in talking about themselves as learners, what they are good at, what they can improve and what their aspirations are.</li> <li>• Pupils have a sense that the school supports them through the curriculum we teach and the pastoral support we provide.</li> </ul>
<p>Parents are able to support pupils at home with the acquisition of key reading skills (phonics – for reading and spelling/ reading fluency and comprehension)</p> <p>Parents understand the importance of reading fluency in determining future achievement –</p>	<ul style="list-style-type: none"> <li>• Parents attend workshops and events that provide the necessary information and training to support pupils at home.</li> <li>• SENDCo/Liaison Officer provides support for parents who need additional support; Parent</li> </ul>

not just at school now but achievement in the future.	<p>Surgery is attended by a range of parents how find supporting their children challenging.</p> <ul style="list-style-type: none"> <li>• Parent surveys indicate that parents feel supported by the school to improve their knowledge and skills linked to home learning.</li> <li>• Parents engage with home reading and understand the importance of regular home reading – for all pupils.</li> </ul>
<p>Pupils are fluent readers and have the necessary skills and knowledge to access the school's wider curriculum.</p> <p>Their ability to reading fluently and accurately means that they 'know more and remember more'</p>	<ul style="list-style-type: none"> <li>• Pupils have good reading comprehension skills and this is evidenced across the curriculum as well as in more formal assessments.</li> <li>• Subject leader monitoring evidences that pupils have good understanding in a range of subjects and pupils can access reading materials in the subjects that we teach.</li> <li>• Governor monitoring evidences that pupils are able to read fluently, can talk about their reading and how they are supported at home and in school to develop their reading skills.</li> </ul>
<p>All pupils have the same opportunities and can access activities / experiences that the school offers.</p> <p>There are no financial barriers for our families – the school provides support as necessary.</p>	<ul style="list-style-type: none"> <li>• Pupils across the school are involved in clubs, activities and opportunities that the school provides; eg access to enrichment clubs, trips etc.</li> <li>• The school ensures that all pupils have the resources and equipment; school uniform and books etc. to enable them to fully participate.</li> </ul>
<p>Attendance is good for all pupils. Attendance for all pupils is 96% or above.</p> <p>Attendance for identified groups of pupils meets or exceeds national averages.</p>	<ul style="list-style-type: none"> <li>• Attendance is in line with the school's attendance target of 96% or above.</li> </ul>

## Activity in this academic year 2021-22

## Budget

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>- Training in the teaching of reading with a focus on all teachers/support staff having a good understanding of how to teach phonics</li> <li>- Development of a bespoke phonic programme</li> <li>- Training in the teaching of reading strategies with a focus on comprehension to teachers in KS1 and KS2</li> </ul>	<p>Education Endowment Foundation (EEF) Guidance 'Improving Literacy at KS1' Strand 2 Effectively implement a systematic phonics programme : Training: ensure all staff have the necessary pedagogical skills and content knowledge. Improving staff subject knowledge is a key part of the school's development plan for 2021-22</p> <p>Education Endowment Foundation (EEF) 'closing the attainment gap' – also identifies 'what happens in the classroom makes the biggest difference. We are therefore investing our funding in teacher training to ensure that all children benefit from teacher subject knowledge. The Reading Framework identifies the need for a systematic approach to teaching of phonics. (Section 3)</p>	2 & 3

<ul style="list-style-type: none"> <li>- Training in the teaching of vocabulary acquisition to all staff</li> <li>- Purchase of resources to support the teaching of reading</li> <li>- Purchase of high quality texts to enhance the school's reading diet.</li> </ul>		
<ul style="list-style-type: none"> <li>- Recruitment of teacher to provide support for parents – working with families to provide targeted training for supporting the teaching of phonics and reading. (1 day per week)</li> </ul>	<p>Education Endowment Foundation (EEF) Parental Engagement Review highlights that parental engagement can have a positive impact on pupil progress of +4 months. It highlights also that equipping parents with strategies to support their children at home will be beneficial.</p> <p>Teacher to explore barriers linked to good attendance.</p> <p>EEF Parental Engagement identifies the following as being crucial.</p> <ul style="list-style-type: none"> <li>• Providing regular feedback on children's progress;</li> <li>• Offering advice on improving the home learning environment; and</li> <li>• Running more intensive programmes for children struggling with reading or behaviour.</li> </ul> <p>These are areas to be supported by our teacher dedicated to improving parental engagement.</p>	<p>2 &amp; 3</p> <p>5</p>

## Targeted academic support

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early reading intervention 1:1 or small group work – provision of 1:1 support</p> <p>Teacher support to create high quality bespoke intervention programmes that meet the needs of all pupils.</p> <p>Teacher support to create high quality bespoke intervention programmes that meet the needs of identified groups of pupils</p> <p>Provision of teacher time to work alongside parents to</p>	<p>Education Endowment Foundation (EEF) 'closing the attainment gap' key lessons learned (3) Targeted small group and one to one interventions have the potential for the largest immediate impact on attainment.</p> <p>Education Endowment Foundation (EEF) Improving Literacy in Key Stage 1.</p> <p>Use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs.</p> <p>DFE's 'Reading Framework' identifies the need for rapid intervention with a well trained adult.</p>	<p>2 &amp; 3</p>



ensure awareness of the key areas of focus for their child/children.		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Well-being</p> <p>Providing pupils with outdoor learning spaces and activities that promote well being.</p> <p>Provision of pastoral support for pupils who may find learning in core subjects challenging.</p> <p>Provision of a wider curriculum through 'The Peshurst Suitcase' which focuses on developing the skills of self-awareness, self-regulation, social awareness, relationship skills and responsible decision making.</p> <p>Provision of financial support to enable all pupils to have equal opportunities and access to the school's extra curricular activities and wider curriculum</p>	<p>Education Endowment Foundation (EEF) School Improvement Wider Strategies 'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life'</p> <ul style="list-style-type: none"> <li>• Self-awareness;</li> <li>• Self-regulation;</li> <li>• Social awareness;</li> <li>• Relationship skills; and</li> <li>• Responsible decision making</li> </ul> <p>EEF also highlight the benefits of giving pupils opportunities to :</p> <ul style="list-style-type: none"> <li>• Use simple ground-rules in group work and classroom discussion to reinforce SEL skills.</li> <li>• Embed SEL teaching across range of subject areas: literacy, history, drama and PE all provide good opportunities to link to SEL.</li> </ul> <p>We support pupils to express themselves during time spent in the outdoor environment</p> <p>We support families with swimming lessons, before and after school clubs, enrichment experiences, supporting pupils individual interests.</p> <p>EEF suggests that schools should explore ways of supporting families and ensuring that there is good dialogue – we do this by working with parents and carers to ensure we provide what their children need to enable them to make good progress at school. We aim to ensure pupils are motivated and engaged with their learning.</p>	4

**Total budgeted cost: £ 19,000**



**Part B: Review of outcomes in the previous academic year**

**Pupil Premium Outcomes from 2020-21**

**This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.**

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

<b>Teacher Assessment Y6 using 2019 SATs papers for Reading and Maths</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	100%	78%
% achieving expected standard or above in reading	100%	89%
% achieving expected standard or above in writing	100%	89%
% achieving expected standard or above in maths	100%	89%

## 5. Planned expenditure - Review

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.

### A - Teaching – Quality for All

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Impact	Review
<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>In class support provided all pupils to have time to reconnect; pupils articulated the benefits of coming to school after the lockdown in 2021 (Jan-March)</p> <p>Pupil participation improved during zoom calls in lockdown.</p>	<ul style="list-style-type: none"> <li>- Provision of structured play experiences in KS1 and KS2 ensured that pupils were able to play cooperatively and reconnect with their friends.</li> <li>- disadvantaged children attended school and were confident in participating in lunch time activities the activities supported collaboration and allowed pupils to voice their concerns and needs.</li> <li>-</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>	<p>Training – via The Education People – Oracy Unit - esp for Early Years teachers.</p> <p>Mary Myatt – via Sevenoaks Schools Partnership Conference</p> <p>The Write Stuff /Book Talk</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 Stuff and Book Talk have impacted positively in the range of vocabulary used in</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> <li>- Staff to carry out own research and further</li> </ul>	<ul style="list-style-type: none"> <li>- All pupils have been given the opportunity to develop their oracy skills – disadvantaged pupils across KS1 have been provided with 1:1 support by a trained adult who initiates and</li> </ul>

		writing and speaking across the school.	<p>reading on the acquisition of vocabulary and the impact on learning.</p> <ul style="list-style-type: none"> <li>- Coaching and mentoring to ensure high quality talk in all classes.</li> </ul>	<p>models good speaking and listening.</p> <ul style="list-style-type: none"> <li>- Disadvantaged pupils can speak confidently and are able to articulate their concerns and feelings as well as participate in classroom learning.</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 identified.</p>	<p>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.</p>	<p>Education Endowment Fund grades effective feedback as low cost high impact.</p> <p>Write Stuff approach links with Rosenshine’s work on small steps and building on prior knowledge.</p>	<ul style="list-style-type: none"> <li>- Teacher conferencing and in the moment marking have enabled teachers to review the barriers to learning for specific children – teachers have focused on specific children to ensure that pupils are aware of their individual next steps.</li> <li>- Reading Writing scores have improved.</li> </ul>	<ul style="list-style-type: none"> <li>- Although there were no SATs this year and no end of year data to report teachers did complete assessments using 2019 Y6 SATs papers.</li> <li>- RWM combined disadvantaged 100%</li> <li>- RWM combined non-disadvantaged 78%</li> <li>- Disadvantaged pupils in Y6 performed better than than non disadvantaged pupils.</li> <li>- For this academic year the gap was closed.</li> </ul>
<p>Age-related progression of knowledge and skills will be evidenced across the curriculum</p>	<p>Development of progression grids Development of knowledge organisers / CQ Essentials Curriculum Milestones to assess pupil levels of attainment.</p>	<p>School develops knowledge/skills rich curriculum see - Ofsted – Quality of Education</p> <p>Curriculum is based around well being and reconnecting with education following Covid19 Lockdowns 1 &amp; 3 when schools have been closed for long periods of time.</p>	<ul style="list-style-type: none"> <li>- Due to Covid 19 we provided an adapted curriculum with a focus on key knowledge, skills and understanding – leaders developed progression documents as part of the reconnection curriculum and national guidance was used to support next steps for pupils in maths, reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>- The school identified key knowledge, skills and understanding that were needed in order to support pupils when returning to school and then during transition.</li> <li>- The school’s approach of identifying and implementing high quality intervention in KS1 (Year 1) has provided pupils we support to improve their knowledge of phonic sounds, decoding and blending.</li> <li>- Reviews of writing approaches and support for reading have meant that pupils have received support and continue to be monitored so that when a</li> </ul>

				child does not make the progress we expect there is rapid intervention.
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<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>Impact</b>	<b>Review</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.	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. The PP Champion uses the school's vision and values to set goals for improving self-esteem and resilience.	- Pupils returned to school after school closure and we able to reconnect with friends and participate in learning linked to the school's vision and values.	Due to Covid19 school closure and subsequent restrictions we were unable to work in collaboration with partner schools to participate in this event. Pupils received support from PP champion and given time to think about their challenges and targets for the time after we return to school.
Inclusion Leader 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.	- Throughout pandemic and especially at times of school closures our SEND, vulnerable and PP pupils were well supported to continue to engage in learning through a 1:1 support programme.	School provided an exemplary support plan for all pupils who were vulnerable, SEND and /or PP. SENDCo created positive relationships with outside agencies and parents to ensure the best possible support was given.

**C – Wider Strategies**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Impact	Review
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>- Pupils made good progress against targets and could articulate how learning had been adapted.</li> </ul>	<ul style="list-style-type: none"> <li>- School has made a decision to move from a topic based approach to a subject lead curriculum. This approach focuses on milestones and key knowledge, skills and understanding across the curriculum.</li> <li>- We have introduced a 'Penshurst Suitcase' that details the knowledge and skills we will teach over and above the requirements of the National Curriculum.</li> </ul>
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>- Pupils are able to participate in whole school trips, activities and clubs.</li> </ul>	<ul style="list-style-type: none"> <li>- Clear guidance given to parents in 2021-22 as to what they can expect the school to support them with.</li> </ul>