

# 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 2021/22 -2024/2025

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 (2021/22 – 2024/2025)
Date this statement was published	Autumn Term 2022
Date on which it will be reviewed	Autumn Term 2023
Statement authorised by	Sue Elliott
Pupil premium lead	Sue Elliott
Governor / Trustee lead	Sophie Curra (Teaching & Learning Committee Chair)

## Funding overview 2022/23

Detail	Amount
Pupil premium funding allocation this academic year	£20,462.00
Recovery premium funding allocation this academic year	£2044.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
<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	£20,506

## Part A: Pupil premium strategy plan

### Statement of intent

At Penshurst CE Primary we have a child- centred approach that is underpinned by our vision and values. We aim to ensure all pupils leave Penshurst 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. This is our aim for all children.

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 Penshurst 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. We have used current research related to the impact of being able to meet age related expectations in reading and how this influences a pupil's life chances and success in later life.

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 Penshurst. 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> <li>• Understanding the importance of good attendance on achievement and well being</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. We will 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. We will provide pupils with high quality texts and a well-planned and resourced reading programme. This will extend beyond early years / Key Stage 1 into Key Stage 2.</p>
3	<p><b>Understanding the role of reading in future well-being and 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> <p>We will provide pupils with teachers and resources that can implement a high quality reading programme of study that focuses on excellent outcomes.</p>
4	<p>Financial barriers mean that pupils may not have access to a wider range of activities and opportunities.</p>
5	<p>Ensuring that parents and pupils understand the important of good attendance to support lifelong learning.</p>

## 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 – not just at school now but achievement in the future.</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 Surgery is attended by a range of parents how find supporting their children challenging.</li> <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 or 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</li> </ul>

	<p>and pupils can access reading materials in the subjects that we teach.</p> <ul style="list-style-type: none"> <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 2022-23 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 (for example CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CPD</b></p> <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> <li>- Provide training for English Lead in monitoring the impact of the school's reading curriculum</li> <li>- Training in the teaching of vocabulary acquisition to all staff</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <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>	<p>Education Endowment Foundation (EEF) Guidance 'Improving Literacy at KS1' Strand 2 Effectively implement a systematic phonics programme :</p> <p>Training: ensure all staff have the necessary pedagogical skills and content knowledge.</p> <p>Improving staff subject knowledge is a key part of the school's development plan for 2022/23</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.</p> <p>The Reading Framework identifies the need for a systematic approach to teaching of phonics. (Section 3)</p>	2 & 3

- English Leader release time to develop and embed high quality phonics programme and teaching materials. (1 day per week)	CPD is best provided by a leader with excellent subject knowledge and understanding of a high quality reading curriculum.  The school's English Leader has the necessary knowledge and expertise to develop and implement our bespoke phonics programme and to oversee the teaching of reading throughout the school.	2 & 3
- CPD: whole school focus on developing a bespoke phonics and reading curriculum	Evidence suggests that being a fluent reader will improve life outcomes for all pupils.  Evidence shows that the acquisition of good phonics knowledge will impact a child's ability to become a life long reader	2 & 3
- CPD: whole school training sessions / INSET using CUSP curriculum materials to improve outcomes in reading	EEF evidence suggests that high quality teaching is the most important lever schools have to improve pupil attainment for all pupils – including disadvantaged pupils.	2 & 3
- CPD: teacher training on developing quality first teaching strategies	EEF evidence suggests that high quality teaching is the most important lever schools have to improve pupil attainment for all pupils – including disadvantaged pupils.	1,2 & 3

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

Budgeted cost : £7000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 and small group support via additional TA support in classes	Evidence from the Education Endowment Foundation indicates that 1:1 tuition can deliver an additional 5 months in progress.  Small group support has also been proven to have a moderate impact for relatively low cost	2 & 3
Targeted 1:1 and small group support via additional TA and SENDCo	Evidence from the Education Endowment Foundation indicates that 1:1 tuition can deliver an additional 5 months in progress.	1 & 5

Provision for pupils with Anxiety based school avoidance and those experiencing post Covid school stress	Small group support has also been proven to have a moderate impact for relatively low cost	
Structured follow-up from PSHE lessons  Purchase of resources to support the teaching of PSHE	The evidence provided by The PSHE Association shows that pupils who are positive about the PSHE lessons that they receive at school are more likely to have positive relationships at school, as well as a strong feeling of belonging at school.	<b>1 &amp; 5</b>
Structured follow-up from PSHE lessons  Purchase of resources to support the teaching of PSHE	The evidence provided by The PSHE Association shows that pupils who are positive about the PSHE lessons that they receive at school are more likely to have positive relationships at school, as well as a strong feeling of belonging at school.	<b>1 &amp; 5</b>

### Wider strategies (for example related to attendance, behaviour, well-being)

Budgeted Cost: £4000.00

Activity	Evidence that supports this approach		Challenge number(s) addressed
Training related to updated Government guidance on improving attendance in schools	Working Together to Improve School Attendance (DfE publication May 2022)		<b>5</b>
Financial support for : Y5/6 residential trip School visits and experiences Early Morning Club and After-school Club Extra-curricular sports and well-being clubs Top-up swimming	Evidence from previous years supports this provision as it has had a positive impact on attendance and individual pupil's sense of worth and involvement in the school community		<b>4 &amp; 5</b>

**Total budgeted cost: £ 21,000.00**



2. Current attainment – 2019 data as no end of KS2 SATs in 2020 or 2021 due to Covid19 Pandemic		
Attainment for 2019 – schools do not have to publish data for 2021-22 SATs as these followed the Covid 19 Pandemic.	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%)
2. Current attainment – 2022 data (viewed with caution) first SATs since Covid19 Pandemic		
Attainment for 2019 – schools do not have to publish data for 2021-22 SATs as these followed the Covid 19 Pandemic. We will publish results when they are available.	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	TBC	TBC
% achieving expected standard or above in reading	TBC	TBC
% achieving expected standard or above in writing	TBC	TBC
% achieving expected standard or above in maths	TBC	TBC

## Part B: Review of outcomes in previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021-22 academic year.

#### Academic Attainment

Pupils in both our Year 2 and 6 cohorts had been impacted by Covid19 lockdowns and further outbreaks of Covid19 in the school community. This was the first full academic year and a return to formal tests (SATs). Pupils demonstrated good attitudes to learning and despite the many setbacks achieved well, given the circumstances. During this academic year both our Year 2 and Year 6 children had further disruption caused by changes in teaching staff.

Within our Year 6 cohort there was only one child eligible for Free School Meals. They met the expected standard in reading but not in maths and writing. However they made good progress from their starting points in Year 6.

In our Year 2 cohort there was only one child eligible for Free School Meals. They met the expected standard in reading, writing and mathematics. This child has been exceptionally good progress and is working at the high end of the expected standard.

In our Foundation Stage class we had only one child eligible for Free School Meals. Their progress was hugely impacted by their attendance. School worked closely with the family to improve attendance and this was to some extent successful. They did not reach Good Level of Development.

Year 1 Phonics Screening – within this cohort there were three children eligible for Free School Meals; all three pupils passed the screening.

As a small school we are able to work closely with the needs of specific children and identify the barriers to learning so that we can ensure that these pupils make good or better progress so they have an equal chance of success in future years.

Following on from the Covid19 pandemic we have implemented a new curriculum approach to reading and writing; progress of all pupils is being monitored. Where we find gaps in learning we provide intervention or in class support to ensure individual pupils can be successful.

Pupils have been supported to improve reading skills and comprehension to enable them to be successful when transferring to secondary school. Subject Leader time has been essential in supporting the school to develop an effective phonics programme. The school's Ofsted report [November 2022] evidences the high quality teaching and curriculum in relation to reading. Pupils with SEND and those in receipt of FSM have also made good progress. Pupils in Y6 transferring to secondary school have the necessary knowledge and skills to make them secondary ready.

Leaders have made sure that phonics is planned and taught well. Early reading is given a high priority in the school and is taught daily. In the Reception Year, children start to learn phonics during the first few days after they begin school. They learn the sounds that letters make in a logical order. The content in the reading curriculum for older pupils is well sequenced and adjusted according to the needs of the pupils. This makes sure that pupils acquire the knowledge that they need to read fluently and confidently. Pupils read a range of high-quality texts. This helps them to develop a love of reading. Teachers accurately check pupils' reading skills. If a gap in knowledge is identified, the next step in learning is adapted. Pupils are then taught the specific knowledge they need to help them progress.

**Ofsted November 2022**

### Attendance

Whole school attendance for academic year 2021-22 was 89%. Attendance for disadvantaged pupils was below this at 66%. There are a number of factors impacting attendance during 21-22 academic year:

- The school experienced a 'wave' of Covid19 infections
- Parents were wary of sending pupils to school during continued periods of uncertainty.
- There are complex issues surrounding attendance of pupil specific contextual factors.

As the academic year progressed there was a term on term improvement in attendance. In the Summer Term attendance was 68.51% for this group of children showing an improvement from 64.97% at the end of the Autumn Term.

### Well-Being Measures

Pupil and parent surveys provide evidence that children at school feel safe and that their social, mental and emotional needs are being met. The school works closely with parents of children with concerns related to pupil well-being (often anxiety based). Post Covid 19 we have seen an increased number of pupils (including disadvantaged pupils) who present with needs that are linked to anxiety. The school employed a SENDCo who was experienced in these issues, unfortunately due to ill health she resigned and the school then worked closely with our Provision Evaluation Officer (PEO) to provide the necessary support and to signpost where additional support might be sought.

A member of staff also completed 'Senior Mental Health Leader' training to allow them to oversee and champion mental health and well-being education.

Teachers taught PSHE using PSHE Association materials. This provided a good framework for teaching areas of social, emotional and mental health alongside other important areas such as Online Safety.

Pupils gain much from a wide range of opportunities to support their personal development. These include educational trips, clubs and visits.

**Ofsted** : November 2022

