



Petersfield Church of England Aided Primary School Pupil Premium strategy statement 2022-2025

This statement details our school's use of pupil premium 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
- Our strategic intention for our pupil premium spending for the following 2 academic years
- The effect that last year's spending of our pupil premium had within our school.

School overview

Detail	Data
School name	Petersfield Church of England Aided Primary School
Number of pupils in school	133
Proportion (%) of pupil premium eligible pupils	18%
Academic years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	FGB
Pupil premium lead	Laura Penrose
Governor lead	Linda Meredith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£31,080

Part A: Pupil premium strategy plan

Statement of intent

Petersfield's School Vision is that 'God teaches us we are all equal, valued and unique. We are a small rural school with deeply held Christian Values which motivate and inspire us to provide a rich and diverse education. "I have come that they may have life, and have it to the full" John 10:10' We are committed to providing a rich and diverse education, including addressing all learning needs to develop each individual's full potential regardless of their background or the barriers to learning. This includes a commitment to accelerating the progress for pupils who are eligible for pupil premium.

Our comprehensive package of support for children eligible for the pupil premium is based on the EEF Pupil Premium Guidance. This includes a tiered approach to pupil premium spending which aims to improving teaching, to provide targeted academic support and to implement wider strategies (including attendance, behaviour and social and emotional support). These strategies are specifically targeted to overcoming the barriers and challenges we have identified.

At Petersfield, we adopt a strategic and targeted approach to provide opportunities to address academic, pastoral and cultural gaps. 18% of our pupils are eligible for pupil premium funding, therefore, for some strategies, we adopt a whole cohort approach targeted at improving aspects of the provision for pupils. We also recognising that particularly following Covid, not all pupils who are socially disadvantaged are registered or qualify for free school meals. We use our knowledge of pupils and families to identify pupils we consider need extra support and therefore will allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our strategy is integrated into our School Development Plan. More recently, this has included our Covid strategy and our School Led Tutoring Programme targeted at individuals and groups of pupils identified as being most affected by Covid.

Challenges

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

Challenge number	Detail of challenge & support needs around:
1	Social, emotional and mental health needs including resilience, independence and a growth mindset
2	Attendance & punctuality
3	Early Reading skills
4	Behaviour self-regulation
5	Confidence, self-esteem and social skills
6	Metacognition skills
7	Oracy skills
8	Writing skills
9	Gaps in skills, knowledge and understanding in specific areas of the curriculum
10	Access to online learning resources
11	English as an Additional Language
12	Access to extra-curricular learning
13	Access to physical resources
14	Preparation for school, including basic needs

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
All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.	<ul style="list-style-type: none"> Pupils love learning and have access to an engaging, broad and varied curriculum
Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths.	<ul style="list-style-type: none"> All current Pupil Premium children achieve the year 1 and year 2 phonics check or make strong progress from their personal starting point. Expected or accelerated progress is achieved by Pupil Premium Pupils. Where progress is below expected progress, the provision is modified appropriately to enable pupils to succeed
All pupils can demonstrate taught learning behaviours.	<ul style="list-style-type: none"> Pupils demonstrate our school values Pupils apply taught meta-cognition strategies to their learning Pupils self-regulate Interventions are in place to support pupils who require this support. Improved attendance is achieved for target pupils from their baseline.

Activity in this academic year

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: £8040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Little Wandle a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils through coaching, training, & purchase of further resources	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics and https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1671552710	3
Teaching staff to complete Leading Literacy NPQ https://www.gov.uk/guidance/leading-literacy-national-professional-qualification	Literacy skills are essential to enable pupils to succeed. The DfE identifies that this funded training helps teachers learn how to effectively teach and promote literacy across the whole school, year group, key stage or phase. All teachers are teachers of literacy. The leadership skills are also transferable to other areas of curriculum leadership.	3, 6, 7, 8, 9

Further delegate leadership and responsibility across the school through induction, training, coaching and the new format pupil progress monitoring so all leaders take full responsibility for monitoring and ensuring accelerated progress of disadvantaged pupils through a progression of skills and knowledge across a broad & curriculum	Implementation is a key aspect of what schools do to improve. There is strong evidence that creating a leadership environment and school climate that is conducive to good implementation is important. This can be done by identifying and cultivating leaders of implementation throughout the school. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	9
Continue to develop the EYFS environment to facilitate independence and early literacy skills	Evidence consistently demonstrates that the Early Years offer to pupils significantly impacts on later outcomes. Overall, studies of communication and language approaches consistently show benefits for young children's learning . Evidence consistently shows that supporting young children's PSED is effective and Early Literacy is consistently shown as key to pupil success .	1, 3, 4, 5, 6, 7, 8, 14
Implement the new Petersfield Curriculum - ensuring breath and progression with adaptations for pupils where required https://www.petersfield.cambs.sch.uk/site/pages/pageReact.php?page=school_curriculum&t=1734853059	Curriculum adaption and enhancement is essential to support children to move from their specific starting points to clearly defined end goals. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?	8, 9

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

Budgeted cost: £15540

Activity	Evidence that supports this approach	Challenge numbers addressed
TA support available for identified groups and individuals in class in all core lessons.	School leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 3,4,5,6, 7, 8, 9, 11
Disadvantaged pupils receive support in core areas with interventions taking place both in the classroom and 1:1 and in small groups outside the classroom.	Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy. https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	1, 3,4,5,6, 7, 8, 9, 11
Intervention support provided for Key Stage 1 & Lower Key Stage 2 phonics.	Phonics has a positive impact overall...with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7500

Activity	Evidence that supports this approach	Challenge numbers addressed
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<p>In partnership with St John's College School, implement the Emotions for Learning (E4L) curriculum through staff training and teaching to support pupils to:</p> <ul style="list-style-type: none"> • form great relationships with peers and adults • Develop an understanding of problem solving independently • adopt a sense of agency and confidence • embody a lifelong curiosity and intrinsic motivation to learn • build self-awareness and self-understanding • thrive academically and perform better in the workplace • establish strong emotional foundations - the building blocks for well-being and success later in life. 	<p>Teaching learning behaviours will reduce the need to manage misbehaviour.</p> <p>All staff can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning.</p> <p>All staff should encourage pupils to be self-reflective of their own behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	1,4,5
<p>Through a whole school approach to mental health, behaviour, social and emotional skills and resilience, enable pupils to socialise well and be ready to learn.</p> <ul style="list-style-type: none"> • Provide staff and pupil support through YMCA therapist who attends school weekly. Provide support to individual families and pupils through targeted support and signposting. • Senior Mental Health Lead continuous training • Early identification process enacted by all staff • Staff to complete mental health training. • Signposting to mental health and wellbeing support services including EHWP referrals 	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	3, 4, 5
<p>Implement the new Attendance Guidance in line with the Cambridgeshire revised policies and guidance. Support is provided for children and families to address barriers to further improve attendance</p>	<p>Research links poor attendance at school to poor academic attainment (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). Small improvements in attendance can have a meaningful impact. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	1
<p>Funding CPG workbooks for KS2</p>	<p>Research supports the benefit of learning effective study habits and routines https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines</p>	10,13
<p>Assist with payments for trips, experiences, music lessons and out of school clubs. Assist with the purchase of school uniform and equipment.</p>	<p>Support for non-academic issues that impact success in school for example help with the cost of educational trips or visits. Ensuring disadvantaged pupils access the same cultural capital. https://www.gov.uk/government/publications/pupil-premium/pupil-premium. All Pupil Premium Children will be funded to attend a residential visit.</p>	10, 12, 13, 14

Total budgeted cost: £31,080 with additional funding sourced from our revenue budget.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

As a result of an investment in staff at all levels, the curriculum and teaching provision for pupils continues to notably improve.

The [KS2 data](#) for pupil premium pupils is suppressed due to the smaller number of pupils in receipt of the pupil premium in year 6.

71% of pupils met the expected standard in reading, writing and maths which is above the England average of 61%.

77% of Petersfield pupils met the expected standard for the 2024 phonics check in year 1. This is a 24 percentage point increase from 2023.

The internal data shows that for pupil premium pupils:

- The average progress from 2023-2024 was above the targeted 6 steps progress.
- 48% of pupil premium children made accelerated progress in at least 1 area during 2022-2023.
- Pupil premium pupils made notably better progress than non pupil premium pupils in reading and maths.
- Pupil premium pupils made notably better accelerated progress than non pupil premium pupils in reading and writing.

We are proud of this achievement and the positive impact on our pupils, however our 2022-2025 Pupil Premium Strategy is as important as ever as we strive to further close the gap and reduce the barriers our pupils in receipt of the pupil premium face.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	N/A