



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

This statement details our school's use of pupil premium (and recovery 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	128
Proportion (%) of pupil premium eligible pupils	20%
Academic years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	April 2023
Statement authorised by	FGB
Pupil premium lead	Laura Penrose
Governor lead	Linda Meredith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36010
Recovery premium funding allocation this academic year	£3915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£39,925

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. 20% 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	Attendance & punctuality
2	Early Reading skills
3	Behaviour self-regulation
4	Confidence, self-esteem and social skills
5	Social, emotional and mental health needs including resilience, independence and a growth mindset
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: £16,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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	2
Petersfield Perfect Prose is embedded through-out the school	Using resources recommended by our Speech and Language therapist and training received, we have developed our Petersfield Perfect Prose which supports children in understanding grammar and the rules for how sentences are put together. Evidence suggests that where children are freed from focussing on sentence construction, their cognitive resources can be redirected to writing composition. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1671552710	8, 9, 11

Following on from the 'Talking Together' Project, further embed oracy skills through regular modelling and practise.	Evidence supports the validity of promoting high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1671552710 and https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1671552774	7, 2, 4, 5, 6, 8, 11
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
By teaching pupils specific strategies for planning, monitoring and evaluating their learning, metacognition and self-regulation, enable the children to use approaches will help them think about their own learning more explicitly. As a result, pupils will develop a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.	Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	3, 4, 5, 6, 2, 7,8

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

Budgeted cost: £15,500.

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	2, 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	2, 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	2, 4
Building on the successful school led tutoring (2021-2022) a significant proportion of the pupils who receive tutoring will continue to be those identified as disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3,4,5,6, 7, 8, 9, 11

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

Budgeted cost: £8,250

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Further increase the number of good behaviour choices made and respect shown through a focus on managing emotions and our school values.</p> <ul style="list-style-type: none"> • STEPS refresher training for all staff. • Teachers model mistakes frequently and pupils and parents understand that mistakes lead to learning • Behaviour Policy Review • Collective Worship linked theme • Parent support and signposting • Playleaders employed to lead children at lunchtimes to ensure harmonious lunchtimes, encouraging children to be active and engaging them in play. 	<p>Teaching learning behaviours will reduce the need to manage misbehaviour.</p> <p>Teachers 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>Teachers should encourage pupils to be self-reflective of their own behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	3, 4, 5
<p>Implement a successful and safe return to 'normal' school life for all pupils, reinstating routines which are supportive of their mental health, behaviour and social and emotional health resulting in pupils who socialise well and are ready to learn.</p> <ul style="list-style-type: none"> • Provide staff and pupil support through YMCA Playtherapist who attends school weekly. Provide support to individual families and pupils through HT support. • School to have a designated mental health lead (training announced for senior leader (Autumn 21) • Early identification process enacted by all staff • Staff to complete mental health training. • Signposting to mental health and wellbeing support services including EHWP replacement service 	<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 anticipated (2023) Cambridgeshire revised guidance. Support is provided for children and families resulting in a decrease in (non-medical) persistent absence.</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://educationendow-</p>	1

	mentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	
Funding CPG workbooks for KS2	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	10,13
Assist with payments for trips, experiences, music lessons and out of school clubs. Assist with the purchase of school uniform and equipment.	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	10, 12, 13, 14

Total budgeted cost: £30,930.

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2021-2022, however as a result of an investment in staff at all levels, the curriculum and teaching provision for all pupils continues to notably improve. The resulting internal data shows that for Pupil Premium pupils:

- The average progress from 2021-2022 was above the targeted 6 steps progress.
- 73% of Pupil Premium children made accelerated progress in at least 1 area during 2021-2022.
- Across Covid (2019 –2022), a higher percentage of Pupil Premium pupils made expected or better progress than their Non Pupil Premium peers.
- A higher percentage of Pupil Premium pupils made expected progress 2021-2022 than their Non Pupil Premium peers in Reading and Writing.
- A higher percentage of Pupil Premium pupils made accelerated progress (2021-2022) than their Non Pupil Premium peers in Reading, Writing and Maths.

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 Pupil Premium pupils face, especially as we note the gap and barriers have been significantly negatively impacted by Covid.

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