



## Petersfield Church of England Aided Primary School Pupil premium strategy statement

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  | Petersfield Church of England Aided Primary School |
| Number of pupils in school   | 117  |
| Proportion (%) of pupil premium eligible pupils                    | 22%  |
| Academic years that our current pupil premium strategy plan covers | 2019-2022  |
| Date this statement was published                                  | December 2021                                      |
| Date on which it will be reviewed                                  | April 2022   |
| Statement authorised by  | FGB  |
| Pupil premium lead   | Laura Penrose                                      |
| Governor lead  | Linda Meredith                                     |

### Funding overview

| Detail   | Amount         |
|--|----------------|
| Pupil premium funding allocation this academic year                                    | £34,970        |
| Recovery premium funding allocation this academic year                                 | £3,045         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0             |
| <b>Total budget for this academic year</b>   | <b>£38,015</b> |

## 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 background or the barriers to learning. This includes a commitment to accelerate 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 and includes a tiered approach to Pupil Premium spending to improving teaching, provide targeted academic support and wider strategies including attendance, behaviour and social and emotional support.

Our strategy is integrated into the School Development Plan. This includes 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   |
|------------------|---|
| 1                | Attendance & punctuality  |
| 2                | Oracy skills  |
| 3                | Confidence, self-esteem and social skills                                       |
| 4                | Resilience, independence and a growth mindset                                   |
| 5                | Pupil's ability to monitor, direct and review learning                          |
| 6                | Gaps in skills, knowledge and understanding in specific areas of the curriculum |
| 7                | Access to online learning resources   |
| 8                | Access to extra-curricular learning   |
| 9                | Access to physical resources  |
| 10               | 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   |
|--|--|
| Identify and address the loss of learning through high quality planning, teaching and targeted | Ensure the percentage of pupils making accelerated progress in Reading, Writing and Maths through prioritising the attainment of disadvantaged pupils and addressing the impact of Covid in all areas. |

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|--|--|
| interventions and curriculum modifications where necessary | All current Pupil Premium children achieve the year 2 phonics check or make strong progress from their starting point. |
|  | Improved attendance for target pupils from July 21 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: £10,460

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Following the pandemic and new appointments, further delegate leadership and responsibility across the school through induction, training and coaching so all leaders take full responsibility for monitoring and ensuring accelerated progress of disadvantaged pupils.   | 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.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a> | 6                             |
| By teaching pupils specific strategies for planning, monitoring and evaluating their learning, metacognition and self-regulation, approaches will help pupils think about their own learning more explicitly. Interventions are designed to give pupils 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.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a>  | 2, 3,4,5                      |

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

Budgeted cost: £10,509. The additional cost to school of the School Led National Tutoring Programme will be confirmed in Spring 22.

| 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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a> | 2, 3,4,5,6                  |
| Disadvantaged pupils receive support in core   | Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions   | 2, 3,4,5,6                  |

|   |  |           |
|---|--|-----------|
| areas with interventions taking place both in the classroom and 1:1 and in small groups outside the classroom.  | to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.<br><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a>   |           |
| 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.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  | 6         |
| Engaging with the National Tutoring Programme to provide school led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be 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.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> | 2,3,4,5,6 |

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

Budgeted cost: £9,961

| Activity  | Evidence that supports this approach  | Challenge numbers addressed |
|---|---|-----------------------------|
| Further increase the number of good behaviour choices made and respect shown through a focus on managing emotions and our school values. STEPS refresher training for all staff (Autumn 21). Playleaders employed to lead children at lunchtimes to ensure harmonious lunchtimes, encouraging children to be active and engaging them in play.  | Teaching learning behaviours will reduce the need to manage misbehaviour.<br>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.<br>Teachers should encourage pupils to be self-reflective of their own behaviours.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a> | 2, 3, 4, 5                  |
| 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.<br><ul style="list-style-type: none"> <li>• Provide staff and pupil support through YMCA Playtherapist who attends school weekly. Provide support to individual families and pupils through HT support.</li> <li>• School to have a designated mental health lead (training announced for senior leader (Autumn 21))</li> <li>• Early identification process enacted by all staff</li> <li>• Staff to complete mental health training.</li> </ul> | Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. <a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a>  | 1, 2,3,4,                   |

|   |  |             |
|---|--|-------------|
| • Signposting to mental health and wellbeing support services including EHWP replacement service  |  |             |
| 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. <a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium</a> | 6, 8, 9, 10 |

**Total budgeted cost: £30,930.** The additional cost to school of the School Led National Tutoring Programme will be confirmed in Spring 22.

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.

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|---|
| <p><i>Due to COVID-19, performance measures have not been published for 2020 to 2021,</i></p> <p>In 2019-20, prior to the March 2020 Covid closure, 81% of children in receipt of the Pupil Premium were making targeted progress across 1 term (Autumn 2019) with 56% making accelerated progress in at least 1 area. In 2020-21, Pupil Premium progress data (Summer 2021) demonstrates accelerated progress from the Autumn 2021 baseline despite the Lockdown 3 school closure.</p> <p>Expected progress was targeted based on school being open all year 20-21. These high expectations remained despite Lockdown 3.</p> <p>95% of pupils in receipt of the Pupil Premium made accelerated progress in at least one area.</p> <p>100% of children in receipt of the Pupil Premium passed the phonics check in November 2020.</p> |
|---|

### **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*

| <b>Programme</b> | <b>Provider</b> |
|------------------|-----------------|
| N/A              | N/A             |

