



PETERSFIELD CHURCH OF ENGLAND AIDED PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY STATEMENT

School overview

Metric	Data
School name	Petersfield Church of England Aided Primary School
Pupils in school	118
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	2020-21 - £26,900 2021-2022 - £29,590 (anticipated)
Academic years covered by statement	2019-2022
Publish date	September 2021
Review date	July 2022
Statement authorised by	FGB
Pupil premium lead	Laura Penrose.
Governor lead	Linda Meredith

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Not published
Writing	Not published
Maths	Not published

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Not published
Achieving high standard at KS2	Not published

Measure	Activity
Priority 1	<p>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'</p> <p>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.</p> <p>This includes a commitment to accelerate progress for pupils who are eligible for Pupil Premium.</p>
Priority 2	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.
Barriers to learning these priorities address	<p>Petersfield has identified the following barriers for some of the children in receipt of the Pupil Premium:</p> <ul style="list-style-type: none"> • Attendance & punctuality • Oracy skills • Confidence, self-esteem and social skills • Resilience, independence and a growth mindset • Pupils' ability to monitor, direct and review of learning. • Gaps in skills, knowledge and understanding in specific areas of the curriculum • Access to online learning resources • Access to extra-curricular learning • Access to physical resources • Preparation for school, including basic needs
Projected spending	£29,590

Teaching priorities for current academic year

Aim	Target	Target date
Identify and address the loss of learning through high quality planning, teaching and targeted interventions and curriculum modifications where necessary	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.	July 22
Phonics	All current Pupil Premium children achieve the year 2 phonics check	Nov 21
Good attendance	Improved attendance for target pupils from July 21 baseline.	July 22

Measure	Activity
Priority 1	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.
Priority 2	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.
Barriers to learning these priorities address	Gaps in skills, knowledge and understanding addressed Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.
Projected spending	£9,120

Targeted academic support for current academic year

Measure	Activity
Priority 1	TA support available for identified groups and individuals in class in all core lessons
Priority 2	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
Priority 3	Intervention support provided for Key Stage 1 phonics
Barriers to learning these priorities address	Upskilling of pupils in confidence, self-esteem, resilience, independence and a growth mindset, their ability to monitor, direct and review of learning whilst addressing gaps in skills, knowledge and understanding in specific areas of the curriculum including encouraging wider reading and providing interventions in writing, a whole school ongoing priority
Projected spending	£10,509

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Further increase the number of good behaviour choices made and respect shown through a focus on managing emotions and our school values.</p> <p>STEPS refresher training for all staff (Autumn 21).</p> <p>Playleaders employed to lead children at lunchtimes to ensure harmonious lunchtimes, encouraging children to be active and engaging them in play</p>
Priority 2	<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.

	<ul style="list-style-type: none"> • 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
Priority 3	<p>Assist with payments for trips, experiences, music lessons and out of school clubs.</p> <p>Assist with the purchase of school uniform and equipment.</p>
Barriers to learning these priorities address	<p>Attendance, mental health needs, resilience, self-esteem, friendship, and readiness to learn for the most disadvantaged pupils.</p> <p>Opportunities and resources provided</p>
Projected spending	£9,961

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring time for professional development and leadership	INSET and allocated Leadership time
Targeted support	<p>Identification of and prioritising areas of need.</p> <p>Expertise of people providing interventions.</p>	<p>Success of programmes measured and reported to SLT on completion / at regular intervals.</p> <p>Provision for staff training and coaching</p>
Wider strategies	Social, emotional and engagement challenges linked to home circumstances and Covid	Staff to continue with strategies that have worked during lockdown including digital opportunities

Review: last year's aims and outcomes

Aim	Outcome
Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.	<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.</p> <p>In 2020-21, Pupil Premium progress data (Summer 2021) demonstrates accelerated progress from the Autumn 2021 baseline despite the Lockdown 3 school closure.</p> <ul style="list-style-type: none"> ○ Expected progress was targeted based on school being open all year 20-21. These high expectations remained despite Lockdown 3. ○ 95% of pupils in receipt of the Pupil Premium made accelerated progress in at least one area ○ 100% of children in receipt of the Pupil Premium passed the phonics check in November 2020.
Teachers and teaching assistants providing structured interventions, small group tuition and one-to-one support., are trained and resources to effectively do so	
<p>Step on Training and support</p> <p>Attendance monitoring and support</p>	