

Pevensey and Westham CE Primary School Pupil Premium Strategy Statement



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 and the effect that last year's spending of pupil premium had within our school.

<u>School Overview</u>	
Detail	Data
School name	Pevensey and Westham CE Primary School
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	19% (78 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026 (3 years)
Date this statement was published	November 2023
Date on which it will be reviewed	Jan 2025
Statement authorised by	Luke Paramor
Pupil premium lead	Kelly Kerr
Governor / Trustee lead	Jon Annis

<u>Funding Overview</u>	
Detail	Amount
Pupil premium funding allocation this academic year	£119,625
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£119,625

Part A: Pupil premium strategy plan

Statement of Intent

As an inclusive and encouraging school community, we aim for all our pupils to *'learn to flourish, reach our potential and enjoy fullness of life'* John 10:10.

We strive to expose all our pupils to a rich and exciting curriculum where they are given opportunities to exceed their potential and expectations, thus developing *'the skills and knowledge to shape life well together'*.



Embedded within the ethos of our school are our Christian Values: **Be Kind, Be Honest, Be Resilient, Be Forgiving and Be Healthy** (in body and mind).

Our objectives for disadvantaged pupils are that they are able to enjoy and access a *'fullness of life'* within the school environment. This results in excellent attendance, having a focus on wellbeing and ensuring pupils have the opportunities to develop themselves academically, socially and spiritually. Our pupil premium strategy supports this by ensuring gaps are closed so that pupils are in line with their peers with regards to attendance, experiences and opportunities and academic progress.

We recognise that disadvantaged pupils, as with all pupils, will make the best progress when receiving effective quality first teaching. This is reflective in our strategy.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of our pupil premium children is lower than that of the whole school.
2	Our pupil premium children (as a group) are not making as rapid progress in their writing as non-pupil premium children.
3	Our pupil premium children (as a group) are not making rapid progress in their maths, especially the basic numeracy skills, as non-pupil premium children.
4	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have which means their knowledge of the world and cultural capital is limited.
5	Engagement and in-school involvement with parents and carers is limited.

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	Actions	Success criteria
<p>For attendance of our PP children to be in line with national attendance for all pupils (93.8%).</p>	<p>Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially) from the headteacher.</p> <p>Nudge letters sent as required – personalised approach.</p> <p>Assess, Plan, Do, Review (APDoRs) in place where progress is not made.</p> <p>Attendance meetings with headteacher and parents/carers to take place for those who fall below</p> <p>Support from TASS (Team Around the School and Setting) – with persistent absences.</p>	<p><i>GOAL: Attendance of identified PP pupils increases and the gap between PP and non-PP narrows.</i></p> <p>Attendance of PP pupils will be in line with or above the national – 93.8%.</p>
<p>For pupil premium children to achieve in line with National Average for Reading, Writing and Maths, including phonics.</p>	<p>KS1 pupils attend RWI daily sessions and any further interventions to support rapid progress. They are tracked carefully with assessment points each term. Gaps are closed and pupil premium children are in line with non-pupil premium with both attainment and progress.</p> <p>Talk for Writing will be used from EYFS to Year 6 in order to support all pupils make accelerated progress in writing and ensure the gap is closed between PP and non-PP children.</p> <p>Pupils will increase their mathematical fluency and secure understanding of basic numeracy through mastering number, 1stClass@Number and targeted interventions. Gaps are closed and pupil premium children are in line with non-pupil premium with both attainment and progress.</p> <p>This will be evident in data from STAR Assessments, teacher assessments and</p>	<p>KS2 PP pupils will achieve above the following %:</p> <p>Reading:70%</p> <p>Writing: 70%</p> <p>Maths: 70%</p> <p>80% of Year 1 PP pupils will pass the Phonics screening.</p>

	intervention tracking, such as Doodle Maths and Test Base assessments.	
For pupil premium children to make good or better progress in reading as this will help vocabulary acquisition and support them in accessing the whole curriculum.	<p>KS1 pupils will engage in RWI and read books appropriate to their phonics stage.</p> <p>KS2 pupils will engage in Accelerated Reader and be regularly quizzing.</p> <p>They will be regularly heard read by an adult at home (filling in reading journals) and an adult in school.</p> <p>The updated PaWS reading spines will ensure pupils are exposed to a wealth of high-quality reading material, which will support their reading development, vocabulary acquisition and feed into their writing.</p> <p>Opportunities will be given for pupils to engage with authors and receive copies of their texts.</p>	<p>100% of PP pupils will engage in RWI and read books appropriate to their phonics stage.</p> <p>80% of Year 1 pupils will pass the phonics screening test.</p> <p>100% of KS2 pupils will be engaged in AR and quiz at least once a term.</p>
For pupil premium children to enjoy the wide range of enrichment activities we have on offer at PaWS.	<p>A wide range of extra-curricular activities will be offered with pupil premium children being given priority places. Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms</p> <p>Financial support will be offered to pupil premium families as and when needed for all enrichment opportunities to include trips and visits, in-school workshops, residential, etc.</p>	<p>80% of PP pupils will engage in an extra-curricular club at least once in the year.</p> <p>100% of PP pupils will attend trips offered as part of their curriculum provision.</p>
Pupil Premium children feel happy and safe at school and engage with their learning.	<p>Pupil Voice for PP pupils will be completed twice annually.</p> <p>Pupil premium children will engage with the wider life at PaWS by joining the pupil leadership groups.</p> <p>Children's attendance will remain high (linked to 1) because they are happy coming to school.</p>	<p>Pupil voice surveys will report that PP children are happy and safe in school.</p>

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: £63,982		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	1 2 3
Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.	Sutton Trust – quality first teaching has direct impact on student outcomes. Training and supporting highly qualified teachers deliver targeted support.	4
Inclusive and Adaptive Teaching CPD for all teaching staff	SENCO confidently supports staff and best support offered to SEND children within the school community; therefore, pupils make progress and are fully able to access learning.	2 3
Talk for Writing (T4W) training – to include project team planning sessions to support dissemination to all teaching and support staff.	Developing confidence in oracy skills of pupils will ensure greater progress and inclusivity. Consistency using the approach of T4W will support the independent writing skills of pupils. In addition, ensuring training is undertaken by all teaching and support staff will ensure quality first teaching with the drive for accelerated progress.	2
English is high priority on school development plan and CPD plan.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Training and supporting highly qualified teachers deliver targeted support.	2 3
Regular CPD for KS1 teaching and support staff. Ensure all new staff have received training to deliver the Read, Write, Inc. Phonics scheme effectively.	EEF guide to pupil premium – targeted academic support Training and supporting highly qualified teachers deliver targeted support. Training delivered by RWI specialist.	2

Refresher training day for all KS1 staff delivering RWI phonics.		
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Targeted academic support
(for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £43,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching by TA3s and HLTAs trained to deliver specific targeted interventions for pupil premium pupils in KS2 not making expected progress.	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Training and supporting highly qualified teachers deliver targeted support.</p> <p>EEF – digital technology – clear evidence technology approaches are beneficial for maths practice.</p>	1 2 3 4
<p>Purchase of additional Accelerated Reader books - Increased reading and tracking of progress in KS2.</p> <p>Increased reading for pleasure with the purchase of these new books.</p>	EEF – digital technology – clear evidence technology approaches are beneficial.	2
Target additional Read, Write, Inc. interventions for pupils not making expected progress.	<p>EEF guide to pupil premium – targeted academic support.</p> <p>Training and supporting highly qualified teachers deliver targeted support.</p>	2
Doodle Maths and Doodle Spell	<p>EEF guide to pupil premium – targeted academic support.</p> <p>EEF – digital technology – clear evidence technology approaches are beneficial.</p>	
Resources to support SEND pupils (e.g. Clicker, Nesy Fingers, Speech Link, Widgit)	<p>EEF guide to pupil premium – targeted academic support.</p> <p>EEF – digital technology – clear evidence technology approaches are beneficial.</p>	

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

Budgeted cost: £12,033

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zones of Regulation refresher CPD for staff and implementation with curriculum	<p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Improved behaviour across the school.</p> <p>Parent forums based on Zones to support with use of strategies at homes.</p> <p>EEF Report - Improving Social and Emotional Learning in Primary Schools - Support children's social and emotional needs.</p>	1 4 5
ELSA support for emotional wellbeing and literacy	<p>Improved attendance for pupils receiving ELSA provision.</p> <p>EEF Report - Improving Social and Emotional Learning in Primary Schools - Support children's social and emotional needs.</p>	1 4
Engaging with families (Class Dojo, Parent surveys, Parent Forums, Parent Workshops)	<p>EEF toolkit – parental engagement</p> <p>Parent / Carer Surveys</p>	1 5
CPD for all staff from external services, such as Seahorse Project (Bereavement) and CAMHS (Mental Health).	<p>EEF Report - Improving Social and Emotional Learning in Primary Schools - Support children's social and emotional needs.</p>	
Regular attendance focused meetings with Headteacher, with TASS support where required.	<p>Data shows pupils with highest attendance make the most progress, due to increased opportunities for overlearning and access to an enriched curriculum.</p>	1 5
<p>Extra –curricular opportunities.</p> <p>Financial Support (where required) for residential trips, external trips, swimming and in-school workshops.</p> <p>Sports events promoted to Pupil Premium and are encouraged to attend.</p>	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest</p>	1 4 5

<p>Additional Outdoor learning offered for Pupil Premium children.</p>	<p>which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self –confidence.</p>	
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<p>Total budgeted cost:</p>	<p>£119,625</p>
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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 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2020/2021 or 2021/22, and results will not be used to hold schools to account.

During 2020/21 and 2022/23 academic year, standardised tests using STAR Assessments (for Reading and maths) were taken by all pupils in KS2. Writing was assessed by teachers. Pupils in EYFS and KS1 were teacher assessed.

These show the following outcomes in 2022/23 for Pupil Premium children compared to the whole cohort:

Early Years	All ()	PP 11
Met GLD in all areas.	70%	%

Year 1	WHOLE COHORT (60)	PP (11)
	End of Year	End of Year
Reading	68%	58%
Writing	68%	50%
Maths	80%	67%
Phonics Screening		

Year 2	WHOLE COHORT (60)	PP (13)
	End of Year	End of Year
Reading	70%	54%
Writing	58%	31%
Maths	73%	62%
Phonics Screening		

Year 3	WHOLE COHORT (60)	PP (11)
	End of Year	End of Year
Reading	65%	55%
Writing	40%	36%
Maths	57%	45%

Year 4	WHOLE COHORT (60)	PP (12)
	End of Year	End of Year
Reading	82%	75%
Writing	70%	58%
Maths	73%	58%
MTC Score out of 20	Average –	Average –

Year 5	WHOLE COHORT (59)	PP (12)
	End of Year	End of Year
Reading	73%	50%
Writing	49%	42%
Maths	69%	58%

Year 6 – SATs	WHOLE COHORT (59)	PP (17)
	End of Year	End of Year
Reading	76%	76%
Writing	68%	53%
Maths	75%	71%
RWM Combined	53%	35%

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
Read, Write, Inc. Phonics	Read, Write, Inc. Phonics – Ruth Miskin
DoodleMaths	Doodle Learning
Doodle Spell	Doodle Learning
Nessy	Nessy
Speech Link	Speech and Language Link
Widgit	Widgit Online
Clicker	Crick Software
ELSA	ELSA Support
Accelerated Reader	Renaissance
Zones of Regulation	Zones of Regulation
Talk for Writing	Pie Corbett Talk for Writing
1stClass@Number	Edge Hill University
Lego Therapy	CLASS
Memory Magic	CLASS