

# Pevensey and Westham CE 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	Pevensey and Westham CE Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	19% (80 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023 (2 years)
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Luke Paramor
Pupil premium lead	Kelly Kerr
Governor / Trustee lead	Richard Sage

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,460
Recovery premium funding allocation this academic year	£13,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,780
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£120,050

# 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 is 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 reading 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 due to the pandemic.

## 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
<p>For attendance of our PP children to be no lower than the attendance for non-PP children.</p> <p>For attendance to be in line with national attendance (96%).</p>	<p>Attendance of identified PP pupils increases and the gap between PP and non PP narrows.</p> <p>Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially) from the headteacher.</p> <p>Assess, Plan, Do, Review (APDoRs) in place where progress in not made.</p> <p>Attendance meetings with headteacher and parents/carers to take place for those who fall below</p> <p>Support from ESBAS (Educational Support, Behaviour and Attendance Service) – with persistent absences.</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>Pupils will increase their mathematical fluency and secure understanding of basic numeracy through targeted interventions and 1<sup>st</sup> quality teaching. 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 intervention tracking, such as Doodle Maths and Lift Off.</p>
<p>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>	<p>PP children will develop a love of reading.</p> <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>For pupil premium children to enjoy the wide range of enrichment activities we have on offer at PaWS.</p>	<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, residentials, etc.</p>

Pupil Premium children feel happy and safe at school and engage with their learning.	<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>
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## 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.

<b>Teaching</b> <b>(for example, CPD, recruitment and retention)</b>		
<b>Budgeted cost: £46,891</b>		
<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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.	<p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p> <p>Training and supporting highly qualified teachers deliver targeted support.</p>	4
Maths and English are high priority on school development plan and CPD plan.	<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>	2 3
<p>RWI training for all teaching and support staff.</p> <p>Regular CPD for KS1 teaching and support staff.</p> <p>Ensure all new staff have received training to deliver the Read, Write, Inc. Phonics scheme effectively.</p> <p>New phonic books to send home/ share in class.</p>	<p>EEF guide to pupil premium – targeted academic support</p> <p>Training and supporting highly qualified teachers deliver targeted support.</p>	2

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

**Budgeted cost: £63,830**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recovery Curriculum small group and 1:1 intervention.	<p>EEF guide to pupil premium – targeted academic support.</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p> <p>Training and supporting highly qualified teachers deliver targeted support.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
Quality first teaching by TA3s and HLTAs trained to deliver specific reading (Better Reading Partner) and maths (Lift Off) 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>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
<p>Purchase of Accelerated Reader- Increased reading and tracking of progress in KS2.</p> <p>Increased reading for pleasure with purchase of new books.</p>	<p>EEF – digital technology – clear evidence technology approaches are beneficial.</p>	<p>2</p>
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>	<p>2</p>

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

**Budgeted cost: £9,319**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zones of Regulation CPD for staff and implementation with curriculum	Pupil surveys reflect greater enjoyment and engagement in school.	1 4
Engaging with families (Class Dojo, Parent surveys, Parent Forums)	EEF toolkit – parental engagement  Parent / Carer Surveys	1 5
Regular attendance focused meetings with Headteacher, Inclusion Lead with ESBAS support where required.	Data shows pupils with highest attendance make the most progress, due to increased opportunities for overlearning and access to an enriched curriculum.	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>Additional Outdoor learning offered for Pupil Premium children.</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 learning and a stimulus to trigger their interest 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>	1 4 5

**Total budgeted cost: £120,040**

## 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 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

During 2020 to 2021 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 for Pupil Premium children compared to the whole cohort:

Early Years	All (59)	PP (9)
On track to reach EXS in all areas	71%	78%

Year 1	WHOLE COHORT (58)	PP (7)
	End of Year	End of Year
Reading	66%	71%
Writing	67%	85%
Maths	74%	85%

Year 2	WHOLE COHORT (63)	PP (10)
	End of Year	End of Year
Reading	66%	40%
Writing	46%	30%
Maths	59%	40%
Phonics Screening – Oct 2020	82%	60%

Year 3	WHOLE COHORT (63)	PP (10)
	End of Year	End of Year
Reading	66%	40%
Writing	46%	30%
Maths	59%	40%
Phonics Screening – Oct 2020	82%	60%

Year 4	WHOLE COHORT (58)	PP (15)
	End of Year	End of Year
Reading	65%	43%
Writing	57%	50%
Maths	53%	46%
MTC Score out of 20	Average – 21.1	Average – 18.9

Year 5	WHOLE COHORT (61)	PP (10)
	End of Year	End of Year
Reading	54%	70%
Writing	49%	40%
Maths	59%	60%

Year 6	WHOLE COHORT (59)	PP (11)
	End of Year	End of Year
Reading	82%	73%
Writing	64%	27%
Maths	67%	18%

## 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
DoodleCoaching	Doodle Learning
Accelerated Reader	Renaissance
Zones of Regulation	Zones of Regulation