



## **Petersfield Church of England (A) Primary School Strategy for the Schools' use of the Pupil Premium 2019-20**

**Last reviewed:** September 2019

**Current review date:** February 2020 following Pupil Progress meetings.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Schools also receive funding for children who are looked after and children of service personnel.

### **Pupils benefitting from pupil premium**

- Children who are eligible for Free School Meals (FSM)
- Looked After Children (LAC)
- Children of Service Personnel (Service Premium) (S)
- Ever 6 – Pupils who have been eligible for FSM in the last 6 years (Ever 6 FSM)

Pupil Premium (PP) refers to children who attract the Pupil Premium funding, including Service Premium. Non Pupil Premium (NPP) refers to children who do not attract this funding.

### **Funding to the school**

2012-2013 – £3,867

2013-2014 – £7,787

2014-2015 - £16,775

2016-2017 - £23,760

2017-2018 – £37,260

2018-2019 - £21,120

2019-2020 - £21,120

### **Principles of the Pupil premium funding**

Governors and staff acknowledge the responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs in order to 'Diminishing the Difference' in rates of attainment and progress between vulnerable pupils and non-disadvantaged pupils. The targeted and strategic use of resources, funded by the pupil premium, is an important part of that process.

All our work through the pupil premium is aimed at ensuring all children achieve their best by accelerating their progress and moving them to at least Age-Related Expectations in English and mathematics. Given interventions are specifically targeted and the duration is limited, at any one time during the academic year, not all of pupil premium children will be in receipt of an intervention.

### **What are the main barriers to educational achievement faced by eligible pupils?**

- Attendance & punctuality
- Oracy skills
- Confidence, self-esteem and social skills
- Resilience, independence and a growth mindset
- 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

## **What are we doing to diminish the difference?**

Historically, our actions have been:

- Expecting & supporting Quality First Teaching for all children.
- Implementing additional evidenced based intervention programmes where appropriate.
- Providing additional Teaching Assistant (TA) and Teacher support within the classroom
- Curriculum enhancement activities to support motivation and engagement, providing access to a rich and stimulating broad curriculum.
- Social, emotional and behavioural support to reduce barriers to learning.
- Attendance and punctuality support to ensure full take up of school offer.
- The collaborative Oracy project, together with the Barrington, Foxton, Petersfield (PFP) cluster.

In 2019-20, it is our intention to implement a clear tiered approach to Pupil Premium spending balancing approaches to improving teaching, targeted academic support and wider strategies. The three tiers are:

- 1) Teaching - for example professional development, recruitment and retention and support for early career teachers
- 2) Targeted academic support - for example structured interventions, small group tuition and one-to-one support
- 3) Wider strategies - for example behaviour approaches, breakfast clubs and increasing attendance

Improving teaching will attract half the funding allocation whilst tier 2 (targeted academic support) and tier 3 (wider strategies) will both attach approximately a quarter of the funding.

### **Leadership of the Pupil Premium**

The Headteacher and SENDCo leads the Pupil Premium strategy and ensure the most appropriate allocation of resources.

### **Monitoring of impact of the pupil premium**

- Monitoring of the Quality First Teaching (QFT) across the school
- Monitoring of the impact of the School Development Plan actions to raise standards in reading, writing, maths and to broaden the curriculum
- Performance Management targets related to diminishing the difference between PP and NPP pupils
- All governor visits include a focus on monitoring of vulnerable groups
- Headteacher termly report to Full Governing Body / Finance Committee / Standards Committee
- Monthly meetings with the Local Authority School Improvement Partner.
- Spreadsheet to monitor progress. This is tracked against income and expenditure of PP Funding
- All staff are aware of the identified groups within the school including FSM, EAL, SEN, and vulnerable children.
- Teacher led Provision Mapping of the attainment, progress and needs all pupils.
- Interventions tracking: baseline, weekly input and outcome, summative assessment, pupil and parent voice.
- Review of pupil progress at regular staff meetings.
- Termly pupil progress meetings: review, provision mapping, target setting.
- Website updated to include full breakdown of provision, expenditure and impact.

## How the money was spent in 2018-19

Approach / resource	Cost	Pupils PP = Pupil Premium, NPP = Non Pupil Premium	Impact
Funding Puffins wrap around care	£3420 per pupil per annum	-	-
Extra- Curricular	£48 & Sports Premium funding		Social, physical and curriculum opportunities provided.
Mathletics funded staffed lunchtime club - 4 hours per week	£2,035	All pupils	PTA funded access to online learning for maths accessible to all pupils daily. 1:1 support in school for all pupils who chose to attend
Contribution to school visits	£342	18 PP	Enabled all pupils to access school visits designed to enrich the curriculum
Free daily school milk	£46.20	1 PP	Nutrition provided daily
Book Bag	£0 FOPS funded	-	-
School Uniform	£12.50	1 PP	Resources required for school provided for daily wearing.
YMCA	£1900	5PP 6NPP	Pupil, parent, school and play therapist evaluations through SDQ consistently demonstrate significant improvement in emotional, conduct, peer, hyperactivity achievements and pro-social behaviour.
Step on annual training All staff – 6 hours, 2 Steps Tutors	£3300	All pupils	Staff qualified to implement the behaviour policy 50% reduction in the number of behaviour logs 18-19 Two thirds reduction in the number of reflection club logs Spring to Summer 19
Cost of Oracy project CSIB funded	£0	All pupils	All staff trained to deliver Oracy project to all pupils over 2 year programme. Both pupil premium and non-pupil premium children are increasingly using the 4 strands cognitive, linguistic, physical and social & emotional. All areas – cognitive, linguistic, physical and social & emotional – improved with an average increase of 0.92 from the baseline to end assessment. Pupil Premium pupils demonstrated great progress overall and in the areas of cognitive, linguistic and social & emotional. The percentage of pupil premium and all pupils working below expectations (in reading, writing and maths) decreased in all schools during the course of the project.
Reading Interventions including daily reading	£2,100	2PP, 2NPP 1PP, 4NPP 4PP, 5NPP 3PP, 3NPP 3PP, 3NPP 2PP, 3NPP 1PP, 6NPP 1PP, 6NPP	Group 1 – 2.3 score increase – not effective Group 2 – average 4.6 months progress in 10 weeks (2.5mths) Group 3 – children met 1 book band target Group 4 – All children met 2 book band target Group 5 - children met 1 book band target Group 6 – Target met – phase 2 & 3 sounds known Group 7 – 57% achieved target Group 8 – 1.3 increase – baseline not effective to track T observed progress.
County reading project	£442 + Voluntary Donation funded books	1PP, 4NPP 1PP, 4NPP	Group 1 – average progress 1yr 4mths in 14 weeks (3.5mths) Group 2 – average progress 1yr 2mths in 6 weeks (1.5mths)
Comprehension intervention	£563	1PP, 4NPP 3PP, 2NPP 2PP, 2NPP 4PP, 2NPP	Group 1 – no progress – not effective Group 2 – target score met, average improvement 8.4 Group 3 – target met. Average 10 score increase. Group 4 – 100% met or exceeded target. 50% ARE.
English TA support	£209	2PP, 10NPP 4PP, 5NPP	Group 1 – Average 2.4 steps progress (expected 2) Group 2 - Group 1 - Average 2.3 increase in score
English – 5 minute box	£257	2PP, 3NPP	Group 1 - Target met – phase 2 & 3 sounds known
Reading – Tracks	£428	4PP, 1NPP	Group 1 - Average 2.4 increase in assessment
Maths TA support	£475	2PP, 3NPP 2PP, 2NPP 3PP, 2NPP 3PP, 2NPP	Group 1 – target met, average 5.5 score increase Group 2 – 75% met target Group 3 – 100% children met or exceeded target. 83% ARE Group 4 – 100% met or exceeded target. 50% ARE

Approach / resource	Cost	Pupils PP = Pupil Premium, NPP = Non Pupil Premium	Impact
		2PP, 10NPP 4PP, 7NPP	Group 5 – 100% achieved target Group 6 - Average 2.4 increase in assessment
Maths pre and post teaching session	£731	5 PP, 16 NPP 1PP, 5NPP	Group 1 – Average 5.5 score improvement Group 2 – Average 19.3pp improvement
TA led maths extension session	£188	1PP, 6NPP	Books show development of reasoning and problem solving. – more effective baseline needed
Times Tables support	£66	1PP, 5NPP	Average 23.8pp progress. Negative progress for PP pupil – not effective strategy for target pupil
Success at Number	£199	1PP, 3NPP	Average progress 2.2 years in 10 weeks. PP pupil above average progress
5 minute box – number	£1398	2PP, 4NPP 1PP, 6NPP 4PP, 2NPP 1PP, 6NPP	Group 1 – Number formation correct Group 2 – 71% met target Group 3 – Accelerated progress (3 steps) for all Group 4 - Average 1.7 increase in assessment – baseline used not effective
Fluent in 5 – trial	£2083	3PP, 20NPP	Group 1 – Average 25pp increase. 33% PP matched average progress, 67% exceeded the average progress.
Writing small group support	£346	1PP, 4NPP 1PP, 1NPP 1PP, 4NPP	Group 1 – Average 12 sentence increase Group 2 – Accelerated progress verified by the English Advisor Group 3 – Target met
Phonics	£702	1PP, 5NPP 1PP, 5NPP 1PP, 5NPP 2PP, 4NPP 4PP, 2NPP	Group 1 – all children recognised target 25 sounds Group 2 – target met. Average score increase of 17 PP pupil exceeded average Group 3 – Target met. Average score increase 13 Group 4 - Target met – phase 2 & 3 sounds known Group 5 – Average 16 score increase
Spelling	£326	1PP, 4NPP 1PP, 5NPP 1PP, 3NPP 1PP, 3NPP	Group 1 – Average 35.3pp score increase Group 2 – Average 85.8pp score increase Group 3 – Not effective – spellings learnt did not transfer to independent writing Group 4 – average score increase of 30. PP pupil below average at 22 increase. Whole school spelling priority to replace these interventions - Sept 19
Word mat support	£279	1 PP, 4 NPP	Group 1 – pupils self-correcting independently
Seating arrangements	£32	5PP, 16 NPP	32pp increase in engagement
Talkabout intervention	£156	3PP, 5NPP	Group 1- Objectives met, friendships sustained, increased Interaction Group 2 – 75% met target
Fine Motor Skills	£602	1PP, 4NPP 1PP, 7NPP 1PP, 7NPP	Group 1 - Average progress 30.4pp. Not effective for PP pupils Group 2 – Name writing target met
Gross Motor Skills	£111	1PP	Hand eye coordination improved
Handwriting	£75	2PP, 2 NPP	Group 1 – 50% ARE target Whole school handwriting priority replaced these interventions from Spring 19
Writing prompts	£140	3PP, 1NPP	67% met ARE target.
Sensory circuits	£323	1PP, 4NPP 1PP, 3NPP	Targets met for confidence, concentration and physical skill improvement
Lego Therapy	£80	1PP, 2NPP	Turn taking target met
Nuture groups	£204	1PP, 5NPP	Improved score for participation or ability to share emotions and feelings by all pupils participating.
1:1 Nurture	£821	1PP 1PP	Group 1 - Academic and pastoral targets met Group 2 - decrease in behaviour logs
Organisational prompts	£45	1PP, 2NPP	Strategies adopted independently; TA input no longer required.
Lunchtime 1:1 support	£950	1PP	Target met - Successful lunchtimes and afternoon starts
Sewing nurture sessions	£0 Volunteer	1PP, 1NPP 1PP, 1NPP 1PP	Group 1 – Parent feedback reflects target met in school Group 2 – Parent feedback reflects target met in school Group 3 – decrease in behaviour logs

**Total £22,014.70**

In addition, TA support in lessons (£2712 per class English or maths lesson) was funded to support all pupils in daily lessons by pre and post teaching and teacher directed in class support.

## Steps Progress 2018 -2019 for the pupils receiving Pupil Premium

In 2017-18 in reading, there was a significant increase in the percentage of pupils making sufficient progress (11% increase from 2016-17). In 2018-19 the increase in reading was 8%, writing 24% and maths 19%

In year progress	Reading	Writing	Maths
Sufficient 'Steps' progress or better	88%	94%	94%

In all areas 2017-18, there was an increase in the percentage of pupils making better than sufficient progress (reading 9%, writing 19% and maths 3% compared to 2016-17) In 2018-19, the increase was 20% in reading, 50% in writing and 33% in maths as we diminish the difference for our Pupil Premium children.

In year progress	Reading	Writing	Maths
Better than expected 'Steps' progress	41%	71%	65%

100% of disadvantaged pupils achieved Age Related Expectations in Reading, Writing and Maths combined in 2018. *The 2018-19, the progress data will be confirmed December 2019.*

KS1-KS2 progress score for disadvantaged pupils 2018	Reading	Writing	Maths
Petersfield	1.97	1.03	-0.87
National average for non-disadvantaged pupils	0.31	0.24	0.31

## Planned provision for 2019-2020

Approach	Cost	Number of pupils involved	Rationale to overcoming barriers / Impact
<b>Tier 1 – Quality First Teaching</b>			
CPD for teachers, TAs and leaders	£8755	All pupils	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 and should rightly be the top priority for Pupil Premium spending.
School Development Planning Priorities	£1320	All pupils	<ul style="list-style-type: none"> <li>PP children close the gap, developing strong early reading skills</li> <li>All children have a vocabulary entitlement</li> <li>PP children close the gap, developing strong early number skills</li> </ul>
Whole School spelling programme resources, training and implementation	£510	All pupils	Identified area of weakness addressed through a structured motivating, planned programme of spelling across the school.
Oracy Project	CSIB grant for BFP partnership 2017-20 (£15k)	All pupils	Improve the oracy skills of all pupils across the curriculum and for self help
<b>Tier 2 - Targeted academic support</b>			
Feedback to learner	£1520	All pupils	Misconceptions immediately rectified
In class support and same day pre and post teaching (2 hours per day)	£2712	All pupils	Diminish the difference in reading, writing and maths
YMCA Wellbeing Lead and play therapy	£1900	Up to 21 places during the academic year plus 'drop in' sessions	Improvement in emotional, conduct, peer, hyperactivity achievements and pro-social behaviour.
Provision Map interventions mapped out for year (to	See 2018-19 for expected range	All pupils	Diminish the difference in reading, writing and maths

review at each Pupil Progress meeting) or sooner if needed	of activities and cost		
Mathletics funded 4 hours per week lunch time club	£2,035	All pupils	PTA funded access to online learning for maths accessible to all pupils daily. 1:1 support in school for all pupils who chose to attend
<b>Tier 3 – Wider Strategies</b>			
Step On Training for all new staff (6 hours) , refresher training for current staff (3 hours) and Tutor training for Tutor	£2500	All pupils	County Behavioural approach implemented throughout the school following whole staff training
Attendance monitoring and support	£200	As needed	Increase % attendance
Funding Puffins wrap around care	£3420 per pupil per annum	As needed	Punctual attendance supported
Extra- Curricular	£cost depends on the club and duration	As agreed on Provision Map	Extracurricular enrichment opportunities for pupils provides 'cultural capital' & improves vocabulary, knowledge and skills
Contribution to school visits	£224 Kingswood - £240 per pupil	15 PP	Enable all pupils to access school visits designed to enrich the curriculum provides 'cultural capital' & improves vocabulary
Free daily school milk	Offered £739.2	15 PP	Nutrition provided daily
Book Bag	£7 per bag	As needed	Physical resources needed provided
School Uniform	Cost per item	As needed	Physical resources needed provided
Rocksteady	£687.75	2 PP	Extracurricular enrichment opportunities for pupils provides 'cultural capital' & improves vocabulary, knowledge and skills