

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	Peacehaven Heights Primary School
Number of pupils in school	363
Proportion (%) of pupil premium eligible pupils	33.9%
Academic years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Abby Kilgarriff Headteacher
Pupil premium lead	Wendy Wiltshire Deputy Headteacher
Governor / Trustee lead	Simon Chandler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 170,435
Recovery premium funding allocation this academic year	£ 17,835
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	£ 188,270

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils make strong progress from their individual starting points and attain highly across all subject areas. Our objective is that we remove the barriers to learning that exist for our disadvantaged pupils. This involves ensuring we have a very strong understanding of the challenges some of our disadvantaged pupils face and utilising our knowledge, skills and capacity to ensure they achieve the best educational outcomes they can.

High quality teaching is at the heart of our strategy, with a clear focus on the areas that our disadvantaged pupils need to work on. In order that we are able to deliver this, it is imperative that our pupils are in school every day and are physically and mentally healthy enough to engage in their learning.

The key principles of our strategy plan are:

- Ensure disadvantaged pupils are in school everyday and where they are not swift identification and support is put in place
- Ensure that disadvantaged pupils are supported and challenged in the work that they are set
- Provide early catch-up intervention at the point need is identified
- Provide a robust and comprehensive PSHE curriculum, supporting mental health and wellbeing of all pupils including those who are disadvantaged
- Early identification of disadvantaged pupils who would benefit from counselling and other talking therapies.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3-5% lower than for non-disadvantaged pupils. 21-33% of disadvantaged pupils have been 'persistently absent' during this time, compared to 13-18% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Assessments and observations of pupils show that disadvantaged pupils have lower starting points on entry to reception than their non-disadvantaged peers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

4	Internal and external (historic) assessments indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils across reading, writing and maths.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.

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
Improved reading attainment amongst disadvantaged pupils.	KS2 reading outcomes show in 2024/2025 show that more than 80% of disadvantaged pupils make the expected standard.
To significantly impact and sustain improved attainment for disadvantaged pupils by the end of EYFS, to draw them closer to or in line with non-disadvantaged peers.	In year outcomes show that the attainment gap between disadvantaged pupils and non-disadvantaged pupils shrinks by the end of EYFS.
Improved combined attainment for disadvantaged at the end of Key Stage Two.	KS2 combined outcomes show in 2024/2025 that more than 70% of disadvantaged pupils make the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3-4%. The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 3% higher than their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: qualitative data from student voice, pupil and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: **£17,750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher and TA Sounds Write phonics training	Consistently taught phonics approaches have a strong evidence base that indicates a positive impact particularly for disadvantaged pupils.	2,3,4
CPD for maths and writing	Consistent, well planned and sequences maths and writing lessons that build on prior knowledge are essential to ensure that all gaps in knowledge are accurately assessed and filled. There is vast research supporting a knowledge-based, instructional approach to these areas of the curriculum.	2,4
CPD for PSHE	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).	2,5
Purchase of standardised diagnostic tests	Standardised tests can provide reliable insights into specific areas of strength and weakness for each pupil, therefore ensuring they receive the correct additional support they need.	4

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

Budgeted cost: **£116,011**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third Space Learning maths – covering 50% of costs	One to one tutoring that identifies small next steps in learning is proven to accelerate pupils' learning.	4
Intervention delivered by TAs in reading, writing and maths	Small group support that identifies small next steps in learning is proven to accelerate pupils' learning.	2,3,4

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

Budgeted cost: **£ 54,509**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling support services – covering 50% of costs	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers).	5
Attendance personnel support including an EWO	Robust attendance procedures and targeted support for families increases rates of attendance for all pupil groups.	1
Support for towards cost of clubs (including breakfast club) and trips.	Support towards access to curriculum enrichment for disadvantaged pupils, promotes a wider development in certain subject areas (e.g. PE).	5
Milk for EYFS and KS1 pupils in receipt of PPG.	Pupils are readier to learn if they are able to access a healthy, balanced diet.	5

Total budgeted cost: £ 170,435

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was higher in reading than in the previous three years in key areas of the curriculum. KS2 attainment of the expected standard in reading, writing and maths was significantly below that of their peers in external assessments in 2018 and 2019, and also internal assessments from July 2020.

Our assessment of the reasons for these outcomes primarily points to historic underachievement across the school that was then further impacted by Covid-19. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, ensuring all pupils were in attendance for the daily live meetings and intervention groups that run during this time.

This is why high quality CPD in reading, writing and maths is a focus for our current plan, as is continuing catch-up support from trained support staff.

Overall attendance in 2020/21 was higher than in the preceding two years at 94.6%. From the 8th March 2021 to the end of the academic year, the school attendance was higher than the national average for 75% of the weeks. For 50% of the weeks attendance among disadvantaged pupils was higher than their peers nationally. Persistent absenteeism remained higher amongst disadvantaged pupils than their peers and attendance remains a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
1:1 maths intervention	Third Space Learning
Individual counselling support	YMCA