

# Pupil Premium Strategy Statement

## Chantlers Primary School



## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School Overview

Detail	Data
Number of pupils in school	301
Proportion (%) of pupil premium eligible pupils	11% (32)
Academic year / years that our current pupil premium strategy plan covers	3-year plan (2022 – 2025)
Date this statement was published	31/12/22
Date on which it will be reviewed	September 2024
Statement authorised by	P. Barlow (Headteacher)
Pupil premium lead	C. Hall
Governor / Trustee lead	H. McLean

### Funding Overview

Detail	Amount
Pupil premium funding (FSM) allocation this academic year	£50,925
Pupil premium funding (LAC) allocation this academic year	£12,650
Recovery premium funding allocation this academic year	£2,565
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£66,140</b>

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

It is our intention at Chantler's Primary that all pupils, irrespective of their background or the challenges they face, make good / exceptional progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to end of KS1 and, in general, are more prevalent among our disadvantaged pupils than their peers.
2	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.
3	Internal and external assessments indicate that mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, between 60% - 100% of our disadvantaged pupils arrive below age-related expectations compared to 40% - 50% of other pupils. This gap reduces by the end of KS2.
4	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, especially in writing.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to the isolation of lockdown periods, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2% - 3% lower than for non-disadvantaged pupils.

## 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><b>1) To train, embed and monitor the new Phonics approach using Little Wandle, ensuring that there is consistency, support and challenge, so that all children have strategies to be able to read.</b></p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>This is evident when triangulated with other sources of evidence each term, including engagement in lessons, book scrutiny and on-going formative assessment.</p> <p>Effective monitoring procedures for Phonics.</p> <p>Predictions for KS2 reading outcomes in 2024/25 show that disadvantaged pupils are on track to attain in line or above national figures.</p> <p>Staff are upskilled so that they know how to deliver Phonics effectively.</p>
<p><b>2) To eradicate the differences between Disadvantaged Pupils and non-Disadvantaged Pupils, particularly those with complex needs.</b></p>	<p>Teachers are to customise teaching and learning to meet the complex needs of disadvantaged pupils.</p> <p>Aspirational targets set.</p> <p>Effective use of the newly purchased resource Little Wandle to support home / school learning and communication.</p> <p>Pastoral manager to develop bespoke project interventions for disadvantaged pupils, particularly with regards for attendance and punctuality.</p>
<p><b>3) To refine the curriculum, so that all children systematically aspire to work at Greater Depth.</b></p>	<p>Predicted KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils are on track to meet the expected standard.</p> <p>A culture of pupil enquiry will be developed.</p> <p>Pupil leadership across all curriculum areas is endorsed to enhance pupil voice.</p> <p>Pupils to develop their own higher order questioning.</p> <p>As part of teaching and learning, children are allowed to have appropriate thinking and reflecting time.</p>
<p><b>4) To bring about an enhanced working environment, including improved safety, security, well-being, inclusivity and accessibility for the school.</b></p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

## 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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of curriculum planning and teaching.</p> <p>All staff have been trained on the new Little Wandle phonics scheme.</p>	<p>Provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,4</p>
<p>Enhancement of our curriculum planning in line with DfE and EEF guidance. Continue to work with School Improvement leader to assess quality of education.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3,2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3</p>

# Targeted Academic Support

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>WELLCOMM assessment to be completed in the EYFS. To improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2</p>
<p>School-led tutoring will provide support for disadvantaged pupils in reading, writing and mathematics. This will be from additional focused sessions through the NTP school funding route.</p>	<p>On average, focused support and intervention is effective at improving pupil outcomes. Additional tuition can be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Short, regular sessions based upon work from the classroom appear to have the most impact. These one-hour sessions will be in addition to the standard lessons.</p> <p><a href="https://educationendowmentfoundation.org.uk">Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,4</p>

## Wider Strategies

Budgeted cost: £12,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance / support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	2,4
<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p>	<p>Interventions are usually 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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	4
<p>Inclusion support and self-regulating strategies to support SEMH needs.</p> <p>Improve the quality of social and emotional (SEL) learning.</p> <p>Nurture Programme to be completed before the end of this 3-year plan.</p>	<p>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):</p> <p><a href="#">EEF Social and Emotional Learning</a></p>	4

## Total Budgeted Cost:

Detail	Amount
Teaching (for example, CPD, recruitment and retention)	£32,000
Targeted academic support	£22,000
Wider strategies	£12,140
<b>Total costings for this academic year</b>	<b>£66,140</b>



## Part B: Review of the Previous Academic Year (2021 – 2022)

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted during the last two years, 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.

	Chantlers' Disadvantaged	National Disadvantaged	National Non-disadvantaged
Combined KS2 RWM 2022	64%	43%	65%

Chantlers' disadvantaged pupils attained in line with or better than national non-disadvantaged pupils. They achieved the school target of closing the gap. This was due many factors, including the continuing focus on CPD for all staff, the development of the bespoke curriculum and the corresponding pedagogical knowledge, alongside the use of precision support to reduce gaps from the Covid-19 impact.

## Outcomes for Disadvantaged Pupils 2022 – 2023

	Chantlers' Disadvantaged	National Disadvantaged	National Non-disadvantaged
Combined KS2 RWM 2023	78%	44%	59%
Combined KS1 RWM 2023	33%	40%	56%
Year 1 Phonics 2023	100%	67%	79%
Reception GLD 2023	50%	52%	67%

During an external review of the provision for disadvantaged pupils in November 2023, many factors were identified which have contributed to the school-wide success of outcomes for this vulnerable group.

Disadvantaged pupils have access to high quality enrichment activities. They are also represented on the pupil leadership roles that have been created by the school. For example, the current head girl is a disadvantaged pupil. Parents are clear about the provision that their child is receiving and the next steps in their learning.

Throughout the school, additional adults are deployed very effectively to support learning. Teachers and teaching assistants skilfully support disadvantaged pupils and intervene at appropriate points. In lessons, pupils self-correct under the guidance of teaching assistants. This allows pupils to be active in their learning and helps them develop independence and learning resilience.