



CHIEVELEY PRIMARY SCHOOL
BE FUTUREPROOF!

PUPIL PREMIUM STRATEGY STATEMENT
2021-2022

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.

NB. As the Academic and Financial years are not in line, some of the budget allocations have been based on funding projections and the carry forward from the previous academic year is different from the carry forward from the previous Financial year.

SCHOOL OVERVIEW

Detail	Data
School name	Chieveley Primary School
Number of pupils in school	198 (October 2021 census)
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	February 2022 (updated from superseded form completed July 2021)
Date on which it will be reviewed	July 2022
Statement authorised by	Full Governing Board
Pupil premium lead	A Marriott (HT) & L Shaw (Inclusion Lead)
Governor / Trustee lead	S. Collins (Inclusion Governor)

FUNDING OVERVIEW

Detail	Amount
Pupil premium funding allocation this academic year	£15035
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1691 carried forward from 20-21 financial year, but by September (end of Q1) actual balance carried into academic year was -£481
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	£16554

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

As part of our vision - Be Futureproof - we want all children to leave Chieveley believing that they can be ANYTHING when they grow up.

This wish applies to all children, regardless of their own unique circumstances, and therefore we have to find equitable ways to support children to overcome any barriers that may otherwise mean they feel that certain pathways are 'closed' to them.

In supporting our disadvantaged children, we consider the individual barriers that prevent them from fully accessing our broad curriculum (and therefore have the potential to narrow their future opportunities). We are then able to apply support to these children in a fair and equitable way, so all our children have the same opportunities to experience the world, succeed in their learning, and believe in their own futures.

Our use of this funding will be reviewed and updated termly, after each assessment point. This will allow us to identify gaps as they emerge and shift our provision to meet the needs of our children in a timely way. This means some of the projected numbers below may change throughout the course of a complete academic year, but will be reported fully in Part B of the 2022-2023 strategy statement.

This termly review also requires us to allocate a small amount of contingency funding; funds that are not specifically committed at the start of the academic year. This contingency fund allows us to invest in the needs of our disadvantaged children as they emerge throughout the year (and particularly after each assessment point), while still maintaining our overarching principles.

More detail on this statement can be found in our full document, outlining our Principles of Pupil Premium Expenditure.

CHALLENGES

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

Challenge number	Detail of challenge
1	Gap in attainment in Phonics / Early Reading identified in Year 1 → 2 children
2	Gaps emerging in Core Maths Skills in KS2 (notably PPG girls)
3	Limited 'wider experiences' to draw on
4	Lack of access to high-quality resources outside of school to support homework
5	Wellbeing and emotional support needed as a result of the pandemic
6	For some, lack of consistent travel arrangements which impeded ability to arrive at school promptly each morning

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
<i>Improve phonics outcomes for children so they are able to read more fluently</i>	- Increased overall marks for disadvantaged children in phonics check - More disadvantaged children passing phonics check by end of Y2.
Improve maths outcomes for children	- Teacher evaluations show knowledge gaps closing - Improved standardised scores in termly assessments - Intervention notes show increasing confidence and fluency
Improve the quality of resources children have access to, both in-school and at home	- More children able to access homework - both hard-copy and online - More children having access to good-quality reading books outside of school
Ensure equality of opportunity and experience for all children	- All children able to access trips and visits
Improve the emotional wellbeing and resilience of children returning to school	- ELSA and EHA notes show improvement in target behaviours and attitudes - Shorter waiting times for children to receive appropriate emotional support

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. Our strategies are heavily guided by evidence provided within the [Education Endowment Foundation \(EEF\) Teaching and Learning Toolkit](#) and their [Pupil Premium guidance](#).

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1975 for training platform
(Overtime costs covered within main school budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD - Read, Write Inc phonics and reading so all staff have a consistent approach and reading books support the phonological knowledge children have. Re-organise the central library area so all children who finish the phonics reading scheme have access to a wider variety of engaging and ability-appropriate books.	“Studies in England have shown that pupils eligible for Free School Meals typically receive similar or slightly greater benefit from phonics interventions and approaches... targeted phonics interventions may therefore improve decoding skills more quickly for pupils who experience these barriers to learning.” This could be implemented by training staff to ensure they have the necessary linguistic knowledge and understanding RWI is also part of the EEF’s evaluation projects Taken from EEF’s Teaching and Learning Toolkit, Phonics	1

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

Budgeted cost: £ 9030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional small-group Read, Write, Inc tuition for children in Y2 who either did not meet the threshold in their phonics check, or those who need further support to develop more fluent reading.	EEF Teaching and Learning Toolkit - Phonics (High impact, very low cost, extensive evidence) EEF Toolkit - Small Group Tuition (Moderate impact, low cost, moderate evidence)	1

1:1 and small group Read, Write, Inc tuition for pupils in Y1 to support early phonics gaps and support blending of sounds.	EEF Teaching and Learning Toolkit - Phonics (High impact, very low cost, extensive evidence) EEF Toolkit - Small Group Tuition (Moderate impact, low cost, moderate evidence)	1
Small-group maths tuition for KS2 girls to support their fundamental maths skills.	EEF Toolkit - Small Group Tuition (Moderate impact, low cost, moderate evidence) Assessment data and intervention-specific diagnostics are used to ensure that it targets specific areas of need - according to the EEF interventions are most likely to be effective if they do so.	2
SHINE reading and maths - guided group intervention	EEF Toolkit - reading comprehension strategies (Low cost, high impact, extensive evidence) “Although the main focus on reading, comprehension strategies have been successfully used in a number of curriculum subjects where it is important to be able to read and understand text...Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend texts” EEF Toolkit - Teaching Assistant Interventions (Moderate Impact, Moderate Cost, Moderate Evidence)	1 and 2
ELSA - emotional support to address any post-lockdown emotional needs	EEF Toolkit: SEL (Moderate impact, very low cost, limited evidence) for Social and Emotional Learning (SEL) EEF Toolkit: Metacognition (Very high impact, very low cost, extensive evidence) for overall metacognition (some skills fall under both the metacognitive and SEL umbrella).	5

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

Budgeted cost: £ 2566

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to equalise opportunities by funding trips and extra-curricular clubs such as gymnastics	EEF Toolkit - Physical Activity “By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.”	3
Funding of high-quality resources, linked to our core curriculum, to support children both in school <u>and at home</u> .	EEF Toolkit - Homework (High Impact, Very Low Cost, Limited Evidence) It is of note that “It is important to consider how homework can be supported” and “studies involving digital technology typically have greater impact”.	4

Provide support for transport, if appropriate, so all children have equality of access to school and support systems	Gov.uk report on impact of poor attendance	3, 5
Provide targeted emotional support to children through the training of a new ELSA and access to the Emotional Health Academy (partial funding split between PPG budget and main school budget).	EEF Toolkit: SEL <i>(Moderate impact, very low cost, limited evidence) for Social and Emotional Learning (SEL)</i> EEF Toolkit: Metacognition <i>(Very high impact, very low cost, extensive evidence) for overall metacognition (some skills fall under both the metacognitive and SEL umbrella).</i>	5

Contingency funding to address emergent needs after assessment points: £2500

TOTAL BUDGETED COST: £ 16071

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 Year 6 children used the 2019 National Curriculum Tests (“SATs”) to guide their teacher assessments. The rest of the school used the NTS-Style assessments from Rising Stars, which give a standardised score.

Disadvantaged pupils in Y6 all started to close the attainment gaps on their peers. This was particularly evident in reading and writing, although a small gap for our disadvantaged girls in maths persisted and is a focal point for this year’s strategy. This gap was also present in other KS2 classes, with disadvantaged girls needing more mathematical support to address core concepts that may have been missed as a result of recent lockdowns.

Across the wider school, we identified a small group of disadvantaged children in Year 1 (now Y2) who had not acquired the same level of phonological fluency as their peers; this will be addressed in small-group tuition going forwards. Disadvantaged children in Year 2 (now Y3) who took their phonics screening in Autumn 2020 all met the expected standard, as a result of our ‘boosters for all’ initiative.

We continued to support our disadvantaged children in accessing a broad range of extra-curricular activities, including dance and gymnastics clubs to develop their physical wellbeing. We also funded appropriate trips, such as the Y6 adventure day, to ensure equality of opportunity, and to continue to give our disadvantaged children a richer, diverse set of experiences to draw on in their wider work.

At the onset of the January 2021 lockdown, we were able to provide tablets for disadvantaged pupils who had no means of access to remote learning. This meant that children were able to keep up with their learning and their peers, and the use of such devices has continued to support children’s access to online homework tools such as IXL.

As 3 of our disadvantaged children were new to the school (specifically Y6), we were able to access the Emotional Health Academy to support their transition into the school, and then rapidly to secondary school, to ensure their emotional needs were met as a time of much inconsistency for them.

Externally provided programmes

Programme	Provider
SHINE - Guided Reading and Maths intervention (led by Teaching Assistants)	Rising Stars
Read Write Inc - Phonics Scheme (including online training platform and appropriate reading book sets)	Oxford University Press (Ruth Miskin)
Emotional Health Academy	West Berkshire Council
Third Space Learning - maths intervention	Third Space Learning

Further information (optional)

In order to ensure richness of opportunities for our disadvantaged children, they are offered priority access to our extra-curricular clubs such as sports clubs. This is done prior to the whole-school release of the booking information and ensures that any families with limited ICT provision at home still have the chance to enjoy and succeed in a broad range of activities.

The school's overall Pupil Premium policy has been updated this year, for a 3-year period, to give staff clear guidance on ways they can identify, support and champion the needs of disadvantaged learners.

In order to ensure consistent access to our school, we have also been able to implement 'plan B' procedures to support families whose circumstances may affect a child's ability to get to school each morning. This has been planned in partnership with specific parents.