



CHIEVELEY PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY STATEMENT **JULY 2021 - JULY 2022**

SCHOOL OVERVIEW

Metric	Data
School Name	Chieveley Primary School
Pupils In School	203
Proportion of disadvantaged pupils	6%
Academic year or years covered by statement	2021-22 (Full Year)
Forecast Pupil Premium Grant allocation covered by statement	£15,035
Publish date	July 2021
Review date	July 2022
Statement authorised by	A Marriott (Headteacher) V Brown (Chair of Governors)
Pupil Premium Lead	A Marriott (Headteacher) L Shaw (Inclusion Lead)
Governor lead	S Collins (Inclusion Governor)

**DISADVANTAGED PUPIL PROGRESS SCORES FOR LAST FULL ACADEMIC YEAR
(2018-2019; 2020 AND 2021 DATA UNAVAILABLE DUE TO LOCKDOWN)**

Measure	Progress Score
Reading - Progress to KS2	-2.98
Writing - Progress to KS2	-4.13
Maths - Progress to KS2	-3.88

1 - TEACHING PRIORITIES FOR ACADEMIC YEAR

Aim	Target	Target date
Progress in Reading	Improve whole-school systems, including resourcing, for teaching of phonics Embed a more systematic approach to teaching reading comprehension skills, to follow on from systematic decoding skills. Improve ease of access to high-quality texts linked to interests and topics	Roll out strategy Sept 2021
Progress in Writing	Focus on rigour of systematic whole-school teaching of phonics and spelling ('the pipework') Improve children's use of engaging, age-appropriate vocabulary within their writing.	Spelling underway as of April 2021 - monitor at end of each term. Vocab is a focus for summer term 2021 and part of INSET September 2021. This will be reviewed as a part of each 'long write'.
Progress in Mathematics	Continue with systematic White Rose Maths approach Improve provision for high-order challenges for able learners	Ongoing - review termly
Phonics	Ensure systematic approach to phonics remains in place Evaluate and improve the quality and banding of 'wider' reading books (promoting	RWI already in place - however, improvement of book banding due by

	the phonic-specific Read, Write, Inc books as part of our systematic approach).	September 2021 (review termly) Ordering additional texts to be complete by October 2021
CPD for staff	Scheme-specific phonics training for all staff, leading into the school's chosen spelling scheme (Read, Write, Inc.)	Ongoing - Mostly delivered by October 2021 (includes September 2021 inset time)
Challenge for all	Deputy Head to lead whole-school improvement project around challenge (supported by NACE)	Ongoing to July 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

2 - TARGETED ACADEMIC SUPPORT FOR ACADEMIC YEAR

Measure	Activity
Improve language and literacy in young, disadvantaged children.	Increased access to small-group language and phonics support for disadvantaged children in EYFS and Year 1. This may include the provision of additional phonics resources for the sole use of disadvantaged children (we have set aside an additional £1000 for individual, in-school resources)
Improve on-site support available to disadvantaged children to close gaps at an earlier stage of development.	Improved deployment of TAs in afternoon slots so children have wider access to intervention support in core areas. This may also include, if appropriate, access to Tutoring Resources for those Disadvantaged children who have been particularly affected by lockdown and need further support to close gaps in learning.
Barriers to learning these priorities address	Impact of Lockdown upon early speech and reading - this will give our disadvantaged children more HLTA time to support and boost their recovery and improve their language for learning.
Improve disadvantaged childrens' progress in maths (including at GDS)	Use of PPG funding to buy targeted concrete resources to support learning, both in school and at home. Consider the use of locally-sourced tutors, using NTP funding to boost progress for low-attaining disadvantaged children (up to £1000, dependent on needs of children)
Projected spending	£9870

3 - WIDER STRATEGIES FOR CURRENT YEAR

Measure	Activity
Ensure disadvantaged children have access to high-quality, engaging resources at home.	School to communicate with disadvantaged families to offer supply of relevant resources to support homework (including digital provision and reading books if necessary). School to survey disadvantaged families to understand their needs and offer guidance around supporting homework.
Ensure disadvantaged children have equal opportunities (for enrichment, social development and relevant life experiences and skills) when compared to their peers.	School to pay for extra-curricular activities, including day-trips and residential trips, so disadvantaged children do not miss out on the opportunities and experiences on offer to the wider school, and have the chance to become well-rounded children
Barriers to learning these priorities address	Lack of 'cultural capital' and more rich lived experiences Social cohesion and opportunities to develop teamwork and other necessary life skills.
Continue to provide ELSA and buy in Emotional Health Academy and Education Psychology services with a focus on our disadvantaged pupils.	School to refer disadvantaged children where needed to these services for support in their social and emotional development, or to seek a more clear cognitive picture of where we can support.
Projected spending	£5500

TOTAL PROJECTED EXPENDITURE FOR 2021-2022 ACADEMIC YEAR: £ 15370

REVIEW: LAST YEAR'S AIMS AND OUTCOMES (Set out in PPG Statement July 2020)

Aim	Outcome
Continue ELSA and Emotional Health Academy support	Vulnerable children have had improved support for their cognitive, social and emotional needs post-lockdown.
Continue to support trips, swimming lessons, clubs, music lessons and school meals for those in need	Although this was impacted by Covid-19 restrictions, we continued to pay for morning clubs for children to ensure they had equality of opportunity when compared to their peers. These clubs included gymnastics and dance to promote a healthy lifestyle. At the start of the January 2021 lockdown, we also provided a £90 voucher for a family who were unable to accept food parcels due to food intolerances. This lasted until the government-sourced vouchers became active (£15 p/w for 6 weeks).
Continue to provide ongoing teacher and TA support for those needing 1:1 and small-group support, in or outside the classroom.	Disadvantaged children had access to an additional HLTA (or HLTA-in-training) to provide phonics catch-up support in EYFS and KS1. An additional high-needs TA has been part-funded to support our largest class, with the highest proportion of disadvantaged children, to ensure more fair and timely access to support in the classroom. For children in EYFS, this small group work also included a focus on language for learning and social skills that would otherwise have been developed at pre-school (this was not possible previously due to the March 2020 lockdown).

In addition, we provided the following support in response to the pandemic and the needs of our children:

Support	Outcome
Provide resource vouchers to support families in the Autumn term (eg setting up home 'offices' and buying reading books for home)	Children had a clear space and adequate resources to support their learning at home, including reading books.
Provision of 3x tablets to ensure immediate access to remote learning in January 2021	FSM children who required devices were able to immediately access their remote learning and engage with their friends and teachers. This was instead of the central laptop roll-out and ensured a rapid response to the needs of our children (a lead time of 1 working day).

OVERVIEW OF EXPENDITURE FOR 2020-21 ACADEMIC YEAR

Allocated Funding: £15,540

[£8327 received 2019-20 Financial Year, £7213 forecast 2020-21 financial year]

Expenditure at June 2021:£12,078