

Pupil premium strategy statement

Chandag Primary School

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	463
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2023-204
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Davina Lucas
Pupil premium lead	Christy Axe
Governor / Trustee lead	Vicky Bowery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,855
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£6525
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£69,380

Part A: Pupil premium strategy plan

Statement of intent

At Chandag Primary School we provide quality first teaching for all of our pupils. We target the use of our Pupil Premium Grant to ensure that our disadvantaged pupils receive the highest quality of education to enable them to achieve well both now and in the future. We carefully track and monitor the progress of all pupils to identify barriers to learning both academic and non-academic. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Our intention is that all pupils, irrespective of their background or the challenges they face, enjoy learning, make good 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 attaining.

Key principles:

- Ensure ALL pupils receive quality first teaching each lesson
- Ensure ALL pupils are able to read fluently by the end of KS2 and with good understanding to enable them to access the breadth of the curriculum
- Close the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress in reading, writing and maths
- Address non-academic barriers to attainment such as attendance, behaviour, wellbeing and cultural capital

Challenges

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

Challenge number	Detail of challenge
1	Attainment in reading, writing and maths is below that of non PP pupils

	2022/23 PP Reading 59%, Writing 49%, Maths 63%
2	Significant wellbeing and family support needs In 2022-23, 58% of our Pupil Premium children have experienced a range of ACEs (Adverse Childhood Experiences) in their childhood so far, having a significant impact on their development. Our school has a thrive focused, trauma-informed approach
3	Attendance and punctuality issues Our 2022/23 attendance data overall for PP children was lower than non PP children (90.9% compared to 94.9%) and significantly low for a number of individuals. Low attendance means less exposure to teaching and can often result in a higher risk of children falling behind in their learning, making below expected progress.
4	Opportunities to thrive outside of the curriculum are limited Our observations and discussions with pupils indicate that PP children generally have less enrichment and cultural capital experience than non- PP children. This is supported by national studies. PP pupils should be provided with the enrichment opportunities that all children need.
5	Limited vocabulary and gaps in spoken language impact upon learning Our observations and discussions with pupils indicate that in some cases, limited vocabulary and language skills can impact upon learning.

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
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils	4 points of progress made each year in reading, writing and maths for PP pupils
To promote the social and emotional wellbeing of pupils to ensure they are ready to learn	Evidence of progress within Thrive assessment tool together with pupil progress meetings analysis.
To bring attendance of disadvantaged pupils at least in line with those nationally	Attendance of PP pupils to be at least in line with national.
All pupil premium pupils to attend at least one after school club or other enrichment activity	Clubs register evidence and recruitment drive effective.
Improved oral language skills and vocabulary among Pupil Premium pupils	Assessments and observations indicate significantly improved oral language among Pupil Premium pupils, including subject-specific vocabulary. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment.

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: £ 10,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 tuition for phonics catch up</p> <p>£3180</p>	<p>Small group tuition, targeted at pupils' specific needs has an average impact of four months' additional progress over the course of a year. This is supported by evidence from the EEF.</p>	1
<p>Targeted whole staff CPD for:</p> <ul style="list-style-type: none"> -Maths reasoning and problem solving and Mastery of Number (Boolean) -Phonics (RWInc) and whole class reading - SEND – specifically the class teacher's role in supporting SEND pupils -Thrive <p>CPD budget £7150</p>	<p>Teaching pupils in KS2 strategies for solving problems, is one of the 7 recommendations from the EEF to improve mathematics</p> <p>Teaching pupils in KS1 the EEF recommended strategies for improving mathematics in the early years and KS1</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>This is supported by evidence from EEF.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This is supported by evidence from EEF.</p>	1,2,5
<p>Build on the current good practice across the school in by further developing number sense, based on new research – subsidising; cardinality and counting;</p>	<p>This is consistent with Mastery learning which is recognised by the EEF as a cost effective ap-approach that has an average of 5 months progress over the course of a year.</p> <p>This is supported by evidence from EEF.</p>	1

composition; comparison. This includes increased use of manipulatives across the school. Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £20,146

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional sessions (school-led tutoring) and/or targeted resources, targeted at disadvantaged pupils who require further support. £2768	Small Group tuition and resources, targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: This is supported by evidence from EEF.	1
Speech and language therapy £7030	EEF oral language interventions +6 months SALT assess concerns in language, communication, and interaction development in order to ensure early targeted intervention. 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: This is supported by evidence from EEF.	1, 5
Educational Psychologist £3960	Where learners with pupil premium have a high level of special educational needs, an educational psychologist can offer support and guidance to school based on the child's individual needs.	1,2
Sports Mentoring £6388	A mentoring service offering structured interventions to build confidence, resilience and team-building skills for individuals and groups as required. Mentors typically build	2,4

	relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, or at weekends. In some approaches mentors may meet with their mentees in small groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £38,904

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Lead to work with families and provide specific support and interventions to individuals and groups of children. The focus of this work is to ensure that pupils' basic needs are being met on the hierarchy of needs and they are in a position to learn. The 'Thrive' approach will be shared with all staff.</p> <p>Pastoral lead £18,269.</p> <p>Thrive and SEMH £11,550 + £931</p>	<p>Pastoral Learning Support mentor will provide additional support to improve disadvantage learners' social and emotional wellbeing. The average impact of successful SEL interventions is an additional four months progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school: Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Embedding principles of good practice from DfE guidance and from working with BANES Attendance and Welfare Support Officer.</p> <p>Attendance lead £3850</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	2,3
<p>Ensure that all children have the correct and appropriate uniform</p>	<p>Pastoral Learning Support mentor will provide additional support to improve disadvantaged learners social and emotional wellbeing. The average</p>	1, 2, 3

<p>and equipment needed for school.</p> <p>Uniform £804</p>	<p>impact of successful Social and Emotional Learning (SEL) interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>EEF evidence</p>	
<p>All Pupil Premium children attend at least one enrichment activity throughout the year e.g after school clubs, camps, enrichment visits etc.</p> <p>Enrichment-clubs and instrumental lessons</p> <p>£3000</p>	<p>The evidence is compelling that there are strong associations between non-cognitive factors and positive outcomes for young people. Measurable factors such as self-control and school engagement are correlated with positive outcomes in the future such as academic attainment, improved finances in adulthood, and reduced crime.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</p>	1,4
<p>Implement strategies to increase parental engagement (coffee mornings for: Reading/RWInc, SEND/Behaviour, Attendance)</p> <p>£500</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	2

Total budgeted cost: £ 69,380

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance

Attendance for disadvantaged pupils for 2022-23 was 91.2% (national 90.2%) compared to 95.8% for other pupils. Our attendance team and pastoral leads work together to help overcome barriers to attendance and support families which has impacted on a small increase in attendance for disadvantaged pupils.

Outcomes in Reading, Writing and Maths

In end of key stage 2 assessments our outcomes for disadvantaged pupils were better than for non-disadvantaged pupils in reading and writing and maths. Outcomes in maths at KS1 were a strength for our disadvantaged learners.

Social and Emotional Wellbeing

The school continues to identify and support vulnerable pupils who require social and emotional intervention. Levels of wellbeing are demonstrated by teacher observations, pupil voice and parent voice. There has been an increase in participation in enrichment activities, particularly among Pupil Premium pupils.

The school have two dedicated pastoral leads who support disadvantaged learners with social and emotional wellbeing needs as appropriate to the child. We provide emotional literacy programmes: *Thrive* and *Drawing & Talking*. We also provide social communication groups to support children's social wellbeing.

Oral language Skills and Vocabulary

Assessments and observations indicate significantly improved oral language among Pupil Premium pupils, including subject-specific vocabulary. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment.

Outcomes in phonics/early reading

The RWInc programme has been further embedded for phonics. Specific and personalised literacy interventions have been in place to support learners to improve outcomes in phonics and early reading.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Pupil Mentoring	Switch Rugby
Literacy Intervention	ARC Literacy

