

Pupil premium strategy statement

This statement details Chuckery 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	Chuckery Primary School
Number of pupils in school	444
Proportion (%) of pupil premium eligible pupils	37.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	16 th November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Janet Jeffries (Chair of Governors)
Pupil premium lead	Angela McMorrow
Governor / Trustee lead	Nicola Rudge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£229,995
Recovery premium funding allocation this academic year	School Led Grant £19,845 Recovery Grant £24,796 (over 2 years)
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	£262,238

Part A: Pupil premium strategy plan

Context: 37.9% of pupils are PP

Year Group	PP TOTAL (168)	PP	PP + EAL	PP + SEND	PP + EAL + SEND	IDACI Decile Band	
						0-10%	10-20%
YR	13	46%	54%	-	-	38%	15%
Y1	19	21%	74%	5%	-	46%	7%
Y2	24	40%	32%	16%	12%	32%	17%
Y3	27	42%	4%	12%	4%	46%	13%
Y4	28	43%	29%	21%	7%	32%	8%
Y5	26	27%	54%	4%	15%	26%	16%
Y6	31	42%	26%	13%	19%	20%	12%

Statement of intent

Our intention is that appropriate provision is in place so that all pupils but particularly disadvantaged pupils make progress that will ensure their attainment is in line with national expectations in the core subjects. 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. 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.

Our strategy is also integral to wider school plans for education recovery for all pupils whose education has been worst affected, including non-disadvantaged pupils. We ensure that all teaching staff are involved in the analysis of data and identification of pupils and we have employed qualified additional staff to ensure children receive supplementary targeted sessions.

We know that children learn best when they attend school regularly. In our strategy we focus on encouraging attendance through our family support worker, our pupil premium champion and outside agencies actively engaging with families to encourage and support good attendance in school. We also ensure vulnerable families engage in the holiday activities programme.

Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes two HLTAs who are trained to meet the SEMH needs of children.

They provide advice to teachers and targeted interventions for children. Education Mental Health Practitioners are an integral part of the school. They provide regular support and advice for parents, sessions with identified children and staff training.

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're 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 attainment and wider achievement. Improved reading attainment among disadvantaged pupils

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. The information has been taken from the Attainment and Progress Summary Y1 – Y6 (July 2021).

Challenge number	Detail of challenge
1	Internal assessments indicate that writing attainment and progress among disadvantaged pupils is below that of non-disadvantaged pupils. At the last assessment point (July 2021), disadvantaged pupils in all year groups (except Y4 and Y6) made less than expected progress and the gap between disadvantaged and non-disadvantaged pupils is widening in all year groups.
2	Internal assessments for reading indicate that disadvantaged children in two year groups made at least expected progress (6 points) and four year groups made above expected progress (>7 points). The percentage of children on track to meet end of Key Stage ARE between non-disadvantaged and disadvantaged pupils narrowed in four year groups and widened in two year groups. In tests (July 2021) the standardised scores for disadvantaged pupils were lower than all children (except for Year 1).
3	Internal assessments for maths indicate that disadvantaged children made at least expected progress in all year groups except Year 2. The percentage of children on track to meet to meet end of Key Stage ARE between non-disadvantaged and disadvantaged pupils widened in four year groups (Y2, Y4, Y5 and Y6). In tests (July 2021) the standardised scores for disadvantaged pupils were lower than all children (except for Year 1).
4	Surveys for social and emotional wellbeing, IDACI data, observations and discussions with teachers and pupils have identified addressing SEMH needs is a priority for disadvantaged pupils. These challenges

	also affect attainment. 69.7% of school concerns 2020/21 were for disadvantaged children.
5	There is a high rate of mobility. 27 children who were disadvantaged joined the school in 2019, 44% had an additional barrier where English was not their first language. During 2020, 12 children who were disadvantaged joined (40% EAL). As of November 2021, 6 children who are disadvantaged enrolled (50% EAL). <i>Children joining Reception were not included in this data.</i>
6	Our attendance data shows that attendance between disadvantaged and non-disadvantaged children were broadly in line in 2018/19 (+0.39%). However, the pandemic affected this: -1.77% in 2019/20. At the end of the first autumn half term, attendance of disadvantaged children was 90.8% (Nat FSM -0.5%) compared to All National 93.5% (-2.5%). 20.2% of disadvantaged pupils are 'persistently absent' compared to 11.3% of their peers and 52% of persistently absent children are disadvantaged. (As of November 2021). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 writing attainment among disadvantaged pupils.	KS1 and KS2 writing outcomes in 2021/22 show that percentage of disadvantaged pupils make strong progress in writing and therefore the gap with national outcomes is reduced.
Improved reading attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes in 2021/22 show that percentage of disadvantaged pupils make strong progress in writing and therefore the gap with national outcomes is reduced.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS1 and KS2 maths outcomes in 2021/22 show that percentage of disadvantaged pupils make strong progress in writing and therefore the gap with national outcomes is reduced.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Wellbeing has been strongly promoted and supported throughout the 2021/22 academic year and is evident in: <ul style="list-style-type: none"> • qualitative data from parent discussions and teacher observations • quantitative data from student surveys • a reduction in behaviour and school concern incidents

	<ul style="list-style-type: none"> • an increase in participation in enrichment activities
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Improved attendance by end of 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> • children with persistent absence are identified and appropriate action is taken • attendance of disadvantaged children is carefully monitored and action is taken when it falls below expected (93%) • overall attendance for all groups is in line with national for 2021/22 • the percentage of persistently absent pupils who are disadvantaged is significantly reduced

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: £153,238

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training and support for staff to embed the Write Stuff approach in Y1-Y6.</p> <p>Funding and purchase of resources, training and release time.</p>	<p>Evidence on literacy from the Teaching and Learning Toolkit alongside finding from recent EEF projects in the guidance reports from improving literacy in KS1 and KS2 recommended a teaching a number of strategies to support each component of the writing process.</p> <p>EEF Education Evidence Guidance Reports Improving Literacy in KS2 - recommendation 4</p> <p>EEF Education Evidence Guidance Reports Improving Literacy in KS1 - recommendation 5</p>	1
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Funding of ongoing teacher training.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. It identifies core concepts that are needed for pupils to progress and demonstrates how pupils can build their understanding of these concepts from Y1-Y6.</p> <p>DfE Guidance Teaching Mathematics in Primary Schools June 2020</p>	3
<p>Ensuring teachers have release time to review and analyse interventions for individual children.</p>	<p>There is strong evidence to suggest that metacognitive strategies and self regulation strategies have a significant impact on children's learning. Using these strategies independently and habitually, enables disadvantaged children to manage their own learning and overcome challenges themselves in the future.</p> <p>EEF Teaching and Learning Toolkit Metacognition and self regulation</p>	1, 2, 3

Targeted academic support

Budgeted cost: £29, 045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group targeted phonics groups in Early Years and KS1 to secure stronger phonics teaching for all children.	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: EEF Teaching and Learning Toolkit Phonics	2, 5
Purchase of Lexia to improve reading skills for struggling readers.	EEF research has identified use of technology as being particularly practical for lower attaining pupils, particularly those with SEN or from disadvantaged backgrounds in providing personalised learning matched to pupils' individual abilities and needs. EEF Projects and Evaluation Lexia	2, 5
School have funded an additional teacher to provide cover and planning time in order for class teachers to deliver targeted writing interventions.	There is a strong and consistent body of evidence demonstrating the benefit of structured interventions to provide additional support for pupils who are struggling with their literacy. EEF Education Evidence Guidance Reports Improving Literacy in KS2 - recommendation 7 EEF Education Evidence Guidance Reports Improving Literacy in KS1 - recommendation 8	1

Wider strategies

Budgeted cost: £79, 955

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEL approaches from work undertaken for the AATI Gold Award will be sustained in universal routine practices. School have funded two HLTAs to provide targeted group and individual support for children so that behavioural and emotional issues evident since the	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with	4, 5

onset of Covid-19 disruption are appropriately addressed for disadvantaged pupils in order for them to be ready to learn.	peers and emotional self-regulation, both of which may subsequently increase academic attainment. EEF I Social and Emotional Learning	
The Family Support Worker will monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence and work in partnership with families to address needs which impact attendance.	DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5, 6

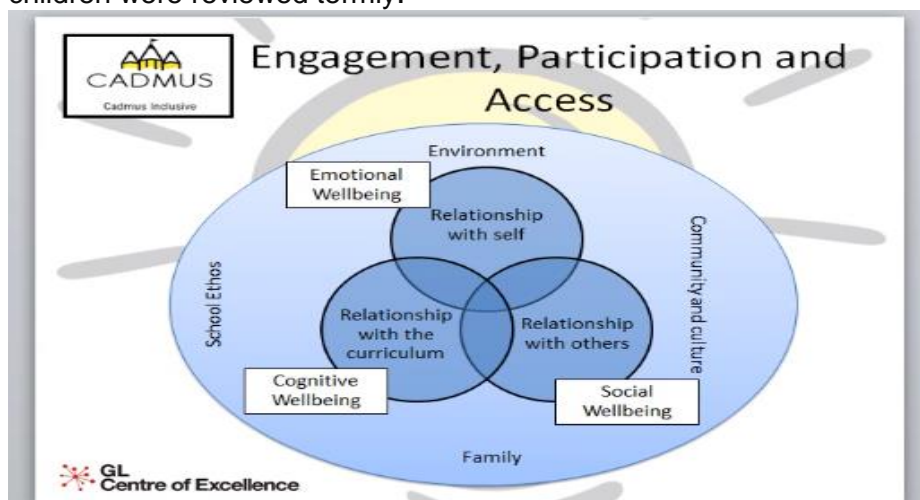
Total budgeted cost: £ 262,238

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.

Children were identified for teachers who were 'disadvantaged'. Children who satisfied this category were those who were further from the average difference of the results in the December 19 and September 20 tests. Teachers and Leaders had a clear understanding of the barriers to learning faced by every disadvantaged children including the learning needs from the child's perspective. Using assessment data, teaching and learning plans for individual children were reviewed termly.



Following the training day on 2nd November (QFT strategies – see above), teachers put in place a range of actions to overcome barriers and accelerate progress: regular feedback to parents in person and via Marvellous Me, recognizing effort, memorable moments (red flag moments), task slicing, mini adventure overviews, sharing learning journeys, colourful semantics, enabling environments, working walls which anchor children in the mini-adventure, supporting emotional wellbeing, recognizing effort, targeted groups, additional provision, Lexia follow up, safeguarding team to follow up attendance issues, inclusion team for SEMH and SEN provision, librarian discussing books with specific children etc.

During lockdown, lessons were delivered live online and work was set using Google Classrooms. Wellbeing calls were made to all children and families weekly. Where contact could not be made, the Inclusion Team visited the family homes. Where lockdown was having an effect on wellbeing, children were offered a place in school. This was reviewed weekly with the Headteacher. Additional lessons and 1:1 support were given to disadvantaged children who had targeted learning plans. Laptops and dongles were given to children who did not have access to equipment.

Internal assessments July 2021 showed the following in core subjects:

READING: Disadvantaged children in two year groups made at least expected progress (6 points) and four year groups made above expected progress (>7 points).

MATHS: Disadvantaged children made at least expected progress in all year groups except Year 2

WRITING: Disadvantaged pupils in all year groups (except Y4 and Y6) made less than expected progress and the gap between disadvantaged and non-disadvantaged pupils is widening in all year groups.

Therefore, writing progress and attainment will be a priority for the Strategy next year.

Further information (optional)

School achieved the Attachment and Trauma Informed Schools Gold Award. A new Relationships and Behaviour Policy was introduced as a result of whole school training and adopting a restorative approach to behaviour management. This was necessary to support the changing needs of all pupils, particularly disadvantaged children.