

Pupil premium strategy statement 2023-24

School overview

School name	Chilton Community Primary
Pupils in school	171
Proportion of disadvantaged pupils	42% (71 pupils)
Pupil premium allocation this academic year	94,125
Academic year or years covered by statement	2023-24
Publish date	Sep 2023
Review date	Updated: Next review:
Statement authorised by	L Carr
Pupil premium lead	L Carr
Governor lead	G Kenworthy

Disadvantaged pupil attainment and progress scores for last academic year

KS2 Attainment Measure 2022 data	Chilton disadvantaged pupils	National non-disadvantaged pupils
Reading, % at expected standard	71%	73%
Writing, % at expected standard	57%	71%
Maths, % at expected standard	43%	73%
Meeting % at expected standard in reading, writing and maths	43%	59%
KS2 Progress Measure	Chilton disadvantaged pupils	National non-disadvantaged pupils
Reading		
Writing		
Maths		

Funding Overview


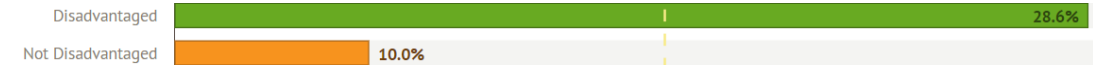
Detail	Amount
Pupil Premium funding allocation this academic year	£94,125
School-led tutoring grant	£4,185
Recovery premium funding allocation this academic year	£9,280
Funding carried forward from previous years	£0
Total budget for this academic year	£107,590

Teaching priorities for current academic year

Aims
To deliver high quality, precise teaching and ensure that pupil premium pupils make or exceed national expectations for attainment and progress.
To ensure that all children have a similar school experience.

Targeted academic support for current academic year


1. High Quality Teaching		Budgeted Cost: £10,744										
“High quality teaching is the most important lever schools have to improve pupil attainment, including disadvantaged pupils.” EEF Evidence Brief												
Activity	Success Criteria	Cost	Evaluation									
3 weekly data (ATM) meetings between teachers and TAs to discuss progress towards targets and plan support.	All children make at least expected progress.	12 hours x all TAs per year £3,039	<p>Combined scores for disadvantaged children increased more over the year, than non-disadvantaged (Years 1-5)</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Score</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>46.9%</td> <td>↑ 23.1%</td> </tr> <tr> <td>Not Disadvantaged</td> <td>55.0%</td> <td>↑ 18.6%</td> </tr> </tbody> </table> <p>KS2 SATs results showed that children in receipt of pupil premium achieved a higher combined score (71%) than non-pupil premium (44%). The combined score for pupil premium was also higher than the National Average (61%).</p>	Group	Score	Change	Disadvantaged	46.9%	↑ 23.1%	Not Disadvantaged	55.0%	↑ 18.6%
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<p>Pupil Progress meetings</p>	<p>Regular pupil progress meetings are held between class teacher and head teacher to focus teaching on priority children.</p>	<p>6 days x Jenny £1,864</p>	<p>Took place and supported focused ATM meetings (see above).</p>
<p>Accelerated Reader is used to promote and support reading in school and at home.</p>	<p>All children are reading 25 minutes per day with a book at the correct level.</p>	<p>Accelerated Reader subscription £1,300</p>	<p>The attainment of advantaged and non-disadvantaged (years 1-5) was similar at the end of the year. However, disadvantaged children made 11% more progress than non-disadvantaged.</p>  <p>KS2 reading SATs results for children in receipt of Pupil Premium (85%) were higher than non-pupil premium (41%) and the National reading score (74%).</p>
<p>Read Write Inc is used as a whole school phonics scheme and for individual intervention</p>	<p>Phonics is assessed monthly (teacher release) Whole school training package, to include INSET day in</p>	<p>1 day per month of Maddie £2,909 3 days of Jenny £932</p>	<p>Disadvantaged children in Year 1 achieved higher scores in end of year testing than non-disadvantaged.</p> 

	<p>September and support meetings for RWI lead</p> <p>Release time for RWI lead to attend training days and work with trainer in school</p> <p>New RWI books</p>	£700	
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2. Targeted Intervention Budgeted Cost: £100,363

“Strategic deployment of TAs is important to ensure priority pupils are supported.” EEF Evidence Brief

Activity	Success Criteria	Cost	Evaluation						
<p>Century Learning is used as an intervention in KS2 to address reading, writing and maths gaps for PP children.</p>	<p>Interventions are focused on children’s needs.</p> <p>Homework is specifically targeted.</p>	<p>Cost of century learning subscription £1,200</p>	<p>Focused on maths during the sessions in Years 5 and 6.</p> <p>Year 5 disadvantaged children made more progress and achieved higher attainment than non-disadvantaged:</p>  <table border="1"> <tr> <td>Disadvantaged</td> <td>87.5%</td> <td>↑ 12.5%</td> </tr> <tr> <td>Not Disadvantaged</td> <td>84.6%</td> <td>↑ 7.7%</td> </tr> </table>	Disadvantaged	87.5%	↑ 12.5%	Not Disadvantaged	84.6%	↑ 7.7%
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<p>Century Learning is used as an afterschool booster session in Years 5 and 6 for PP children.</p>	<p>The gap between PP and non-PP children in Years 5 and 6 closes.</p> <p>All children have headphones (20 sets)</p>	<p>1 hour per week x Maddie Gooderham £1,546 £837</p>	<p>In Year 5, the gap between disadvantaged and non-disadvantaged is closing in the combined score. The disadvantaged children made more progress across the year.</p>  <p>KS2 SATs results showed that children in receipt of pupil premium achieved a higher combined score (71%) than non-pupil premium (44%). The combined score for pupil premium was also higher than the National Average (61%).</p>
<p>Read Write Inc is used as a whole school phonics scheme and for individual intervention</p>	<p>Teaching assistants to carry out intervention with priority children.</p>	<p>10 TA hours per week £2,533</p>	<p>All children received the allocated intervention, which was informed by regular assessments.</p>
<p>Additional adult in Reception class to support engagement and small group interventions</p>	<p>Phonics, maths and social interventions take place in Reception.</p> <p>Smaller teaching groups due to</p>	<p>1 TA £17,575</p>	<p>GLD in Reception rose from 50% to 59% in 2024.</p>

	additional adult.											
Additional adults in class	TAs in classes are able to carry out specific interventions focused on the basic reading, writing and maths skills children need to access the wider curriculum.	Cost of TA's 2 hours per day £76,672	<p>Combined scores for disadvantaged children increased more over the year, than non-disadvantaged (Years 1-5)</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Score</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>46.9%</td> <td>↑ 23.1%</td> </tr> <tr> <td>Not Disadvantaged</td> <td>55.0%</td> <td>↑ 18.6%</td> </tr> </tbody> </table>	Group	Score	Change	Disadvantaged	46.9%	↑ 23.1%	Not Disadvantaged	55.0%	↑ 18.6%
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3. Wider strategies		Budgeted Cost: £36,552										
<p>“Social and emotional skills support effective learning and are linked to positive out comes in later life.”</p> <p>“Levels of parental engagement are consistently associated with improved academic outcomes.” EEF Evidence Brief</p>												
Activity	Success Criteria	Cost	Evaluation									
Pastoral lead to support behaviour and wellbeing strategies	<p>Lunch time social groups and activities daily.</p> <p>Parental workshops and information sessions are regularly held</p>	3 days per week of Maddie £30,151	Drawing and talking sessions were held for children, as well an informal support. Lunchtime groups and interventions supported children to manage their emotions and learn to work alongside others. This enabled children to focus on learning during lessons.									

	by pastoral lead. 1:1 and small group interventions		
Breakfast Club	Increased school punctuality for targeted groups	1 hour per day activity worker rate £3,067	Disadvantaged pupil attendance average was 94.6% which was in line with the national average of 94.2%. This is higher than the National Average for disadvantaged, which was 91.8%.
Young Carers group	Children in this role are supported and supported is targeted at families	1 hour Maddie per week £1,546	Support has been given to children through this and the CAF process. The additional adult has enabled increased communication.
After school activity club	Clubs targeted at PP children take place to increase opportunities for cultural capital	12 hours of Maddie £488	All children were encouraged to attend an afterschool club. Where children were not able to attend, they were able to influence the lunch time activities.
Trip subsidies	All children have access to trips and opportunities for cultural capital	£1,000	Trips took place in all year groups, including a two night residential in Year 6.

Uniform	Uniform is supplied to PP children where there is a need	£300	This supported the attendance figures (see above).
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Review: last year's aims and outcomes

What went well in 2022-23?

- PP children in Reception achieved 57% GLD, this was higher than the non-PP children.
- In EYFS 86% of PP children achieved the expected standard in 'building relationships,' this was in line with the total for the cohort.
- In EYFS 100% of PP children achieved the expected standard in 'gross motor,' this was higher than the total for the cohort.
- In EYFS 86% of PP children achieved the expected standard in 'comprehension,' this was higher than the cohort total.
- In EYFS 57% of PP children achieved the expected standard in 'writing' this was higher than the total for the cohort.
- In EYFS 86% of PP children achieved the expected standard in 'number' this was higher than the total for the cohort.
- PP readers in KS2 achieved 71% at the expected standard, this was close to the National figure of 73%.