

Pupil premium strategy statement 2022

School overview

School name	Chilton Community Primary
Pupils in school	164
Proportion of disadvantaged pupils	40% (pupils)
Pupil premium allocation this academic year	£85,870
Academic year or years covered by statement	2022
Publish date	Sep 2022
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	30.8%	75%
Writing, % at expected standard	38.5%	72.7%
Maths, % at expected standard	53.8%	81.8%
Meeting % at expected standard in reading, writing and maths	15.4%	45.5%
KS2 Progress Measure (2019 data – 2020 N/A due to Covid)	Chilton disadvantaged pupils	National non-disadvantaged pupils
Reading		
Writing		
Maths		

Funding Overview

Detail	Amount
Aim	Target
Attainment in Reading	To raise attainment of all disadvantaged pupils including those from disadvantaged backgrounds to narrow the attainment gap to national non-disadvantaged attainment.
Attainment in Writing	To raise attainment of all disadvantaged pupils including those from disadvantaged backgrounds to narrow the attainment gap to national non-disadvantaged attainment.
Attainment in Mathematics	To raise attainment of all disadvantaged pupils including those from disadvantaged backgrounds to narrow the attainment gap to national non-disadvantaged attainment.
To increase pupils' vocabularies and spoken language	To improve the language comprehension and oracy of disadvantaged pupils. To ensure that all pupils, irrespective of prior attainment and barriers to learning have access to a rich, broad and challenging curriculum with planned progression throughout the school.
Barriers to learning this strategy addresses	Attendance – means less exposure to teaching and a higher risk of children falling behind in their learning. Social & Emotional needs – in some cases, these can inhibit/prevent learning or impact upon others' learning. This problem will potentially be exacerbated by Covid. Learning Behaviours – in some cases, these behaviours need developing. Gaps in learning can result in pupils not meeting age related expectations in reading, writing and maths. In some pupils this is likely to have increased due to Covid, particularly among pupils eligible for FSM. Language - in some cases, limited vocabulary and language skills can impact upon learning. Cultural Capital –in some cases there may be limited exposure to life experiences which can significantly increase a child's knowledge and understanding of the world in which they live in.
Projected spending	£46,290

Teaching priorities for current academic year

Aim	Activities
<p>To deliver high quality, precise teaching and ensure that premium pupils make or exceed national expectations.</p>	<p>To use high staff: pupil ratios in EYFS and KS1 and also deliver targeted early intervention speech and language support.</p> <p>To embed 'Power Maths' scheme to support quality maths teaching across the school and update the assessment system to match the mastery framework.</p> <p>To support NQT+1's to develop good grasp of schools systems and strategies.</p> <p>To develop a clear strategy for managing further restrictions in provision due to Covid planning for blending learning or school closure.</p> <p>To use twilights, meetings, an extra afternoon PPA session and work alongside the trust to allow for high quality CPD and collaborative planning across the curriculum.</p>
<p>To quickly identify and address misconceptions or gaps in pupils learning so they can make sustained rapid progress.</p>	<p>Fortnightly arithmetic tests used to identify and teach to gaps</p> <p>1:2:1 RWI phonics sessions – monitored and changed half termly</p> <p>Spelling system designed to identify and plug gaps across key stages, assessed and reviewed every 4 weeks</p> <p>PUMA/PIRA assessments termly, gaps identified and planned for.</p>
<p>To ensure pupils from deprived backgrounds develop good basic skills to allow them to access the full curriculum offering.</p>	<p>Monitored in Friday assembly and reading daily by teachers.</p> <p>TT rockstars used weekly and monitored in Friday assembly.</p> <p>Reading – half termly reports sent home to identify where there is insufficient practice.</p>
<p>To support pupils to access learning and ensure they are active and engaged.</p>	<p>To use pupil quizzes to identify strength of teaching and impact of provision.</p>

	To facilitate SLT release time to have capacity to support vulnerable families.
To ensure pupils can broaden their vocabularies and provide effective speech and language support.	<p>To plan and teach topic specific vocabulary and monitor the application and use of this.</p> <p>To use knowledge maps to precisely plan the vocabulary to be taught within a topic.</p> <p>To use 'Accelerated Reader' to target underperforming readers and ensure they are regularly practising reader and receiving high quality teaching of reading.</p>
To deliver a broad and balanced curriculum.	<p>To ensure disadvantaged pupils access a range of extra-curricular clubs for free.</p> <p>To recruit and train apprentices to deliver clubs effectively.</p>
Barriers to address	<p>Recruitment and retention of staff</p> <p>Staff workload</p> <p>Implementing change</p> <p>Time management</p>

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

Targeted academic support for current academic year

Aim	Activities
To use interventions to meet individual needs of disadvantaged learners	<p>Breakfast club booster sessions ran by SLT and SCITT students. Pupils engaged in Nussy, Reading and times table activities.</p> <p>To effectively use the Covid catch up funding to support learners with gaps in knowledge as a result of schools closure.</p> <p>To monitor the impact of provision and ensure that gaps and needs are identified and mitigated.</p> <p>For staff to deliver bespoke interventions on a weekly basis according to need identified at the half termly pupil progress meeting.</p>

To ensure that additional adults are deployed effectively to address learning areas identified in assessment.	To identify areas for development using different types of formative assessment, including: spellings, phonics, TT rockstars, weekly arithmetic tests, daily maths lessons, dyslexia assessments, support from external agencies e.g. County Inclusive Service To ensure teaching sequences are adapted according to assessment. To monitor and support teachers in deployment of additional adults in line with EEF guidance.
Barriers to learning these priorities address	Staff capacity Staff training for delivering interventions
Projected spending	£22,000

Wider strategies for current academic year

Aims	Activity
To ensure attendance of pupil premium pupils improves to 97% and persistent absenteeism falls vs. 2018/19	To target parents of children with low attendance by holding meetings and working with the trust to maximise the role of the EWO. To monitor attendance closely and work with families to minimise absence.
To meet the needs of pupils so they are ready to learn	Holding TAC meetings Identifying vulnerable families and arranging CAF support Hosting parental training courses and supporting parents to attend Working alongside the CAMHS nurse to make referrals and get supported as needed. To run a young carers group.
Breakfast club for vulnerable pupils	To provide structured learning activities for pupils before school; including Nessy, accelerated reader, TT rockstars To provide early morning intervention that is based on summative assessment and formative

	assessment findings for Year 6 pupils from October 2019
To increase pupils' cultural capital	<p>Skills to be mapped out with progression across all topics</p> <p>To provide opportunities for high quality experiences in music, drama and through educational visits for all children.</p> <p>School passports identify range of experiences to address pupils cultural capital deficit.</p> <p>To use the local environment to raise pupils' awareness of local characteristics.</p> <p>To bring in visitors to add context to learning and inspire pupils.</p>
Barriers to learning these priorities address	<p>Diverse range of social and emotional needs to be met.</p> <p>Cost to fund and support breakfast club and the range of provision.</p> <p>Cost to support learning opportunities beyond the locality.</p>
Projected spending	£11,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Inconsistencies in teaching approaches in reading, writing and maths.</p> <p>Ensuring that formative assessment is used effectively to plan and deliver teaching sequences. Ensuring that effective communication between different members of staff supports this.</p> <p>Ensuring enough time is provided for effective CPD and join planning.</p>	<ul style="list-style-type: none"> - Teaching and learning, Maths and English leaders to monitor quality of teaching and support its development. - CPD cycle to allow regular dialogue and sustained focus on key school improvement priorities. - To use good practice eg EEF maximising impact of TA to ensure effective deployment to support learning.
Targeted support	<p>Staff are deployed in ineffective interventions</p> <p>Staff are not delivering the planned intervention</p>	<p>Monitoring of interventions half-termly through PP meetings checking outcomes.</p> <p>Learning walks ensure consistent delivery</p>

	Staff lack the skills to deliver effective intervention	CPD arranged where required for new or inexperienced staff Staff meetings used to deliver CPD
Wider strategies	Cultural capital deficit is not addressed Pupils needs are not addressed	Passport plans experiences into whole school curriculum Support tracked through PP meetings to ensure consistency and effectiveness.

Review: last year's aims and outcomes

What went well in 2021-22?
<ul style="list-style-type: none"> • Y1 phonics check was 84.2%, 95.8% of Year 2 passed the re-check. This remains above the national score. • Y2 teacher assessments for reading showed that PP children achieved the same as non-PP children. • The difference between Y6 writing greater depth for PP and non-PP children was only 1.3%. • 100% of PP children in Y6 made expected progress from KS1. • 8% of PP children in Y6 children made more than expected progress from KS1 in reading, writing and maths. • 15% more PP children made expected progress in maths than non PP in Y6. • 9% more PP children made expected progress in reading than non PP in Y6. • 5 children received weekly 1:1 support for mental health. 1 child received play therapy. Some received uniform, attended breakfast club and receive additional support with home learning through this. Some year groups were able to attend a theatre and took part in bike-ability.

What went well in 2022-23?
<ul style="list-style-type: none"> • 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%.