

Pupil premium strategy statement

This statement details our 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	Chalk Ridge Primary School
Number of pupils in school	350
Proportion (%) of pupil premium eligible pupils	23% (80 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	8 th March 2022
Date on which it will be reviewed	December 2022
Statement authorised by	Sue Jackson Head Teacher
Pupil premium lead	Amanda Forsey Inclusion Lead
Governor / Trustee lead	Stig Lincoln-Ohrstrand and Elliot Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,210.00
Recovery premium funding allocation this academic year	£4785.00
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	£97,995.00

Part A: Pupil premium strategy plan

Statement of intent

Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupil qualifying for pupil premium (EEF 2021).

Therefore, our 21-24 strategy has been founded on the following EEF principles using a tiered approach to pupil premium spending to ensure we balance approaches to high quality teaching, targeted academic support and wider strategies: -

- It covers a 3-year period, reviewed annually, with the necessary adjustments.
- Leaders focus on a small number of priorities each year in areas likely to make the biggest difference.
- It is embedded within a wider strategic cycle and its impact is reported termly
- Our approach is linked closely to EEF evidence.
- We will spend some of our PP funding on non-academic interventions such as improving attendance as this will boost attainment. A focus on attendance is particularly important now given the impact of Covid-19.

Our school vision is based on five key values which are aspiration, inclusion, respect resilience and independence and whilst we expect all children, irrespective of their background or the challenges they face, to make good progress from their starting points and achieve highly in all areas of school this strategy is to support the most disadvantaged pupils. We expect our pupil premium children to demonstrate a relentless passion and purpose. We want them to persevere and to expect the best for themselves and others. We expect pupil premium pupils to support each other and reach their goals by having high aspirations of themselves and the confidence to progress and achieve well in all aspects of their life. When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

At Chalk Ridge Primary School our intent for the pupil premium strategy is to:

- To improve pupil premium pupil's attendance – particularly the attendance of PP persistent absentees.
- Ensure that every disadvantaged child can exit Year 1 having passed the Phonics Screening
- Narrow the gap for all disadvantaged pupils in school to ensure they make or exceed national expectations in reading at statutory milestones.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Challenges

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

Challenge number	Detail of challenge
1	<p>Poor attendance</p> <p>Data analysis indicates that some families don't send their children regularly and some don't understand the impact this has on their children's educational outcomes. Our attendance data over the last year indicates that attendance among disadvantaged pupils is 3.9% lower than for non-disadvantaged pupils.</p> <p>46% of disadvantaged pupils have been 'persistently absent' compared to 36% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Phonics</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with retaining and applying their phonic knowledge than that of their peers. This negatively impacts their development as readers. Parental understanding of phonics impacts their confidence in supporting their pupils with phonics at home.</p>
3	<p>Reading</p> <p>Assessments indicate that there is poor pupil engagement in reading, particularly reading for pleasure, this is compounded, in some cases, by lack of parental engagement in supporting reading at home either by listening to their child read or having quality texts at home compared to their peers.</p>
4	<p>Well-being, Emotional and Mental Health</p> <p>Observations from the Inclusion Team note that there are a range of different social and emotional issues linked to some families of disadvantaged children. Some children are displaying low levels of self-esteem, self-confidence and resilience. We believe some of this is due to a lack of enrichment and extra-curricular opportunities during school closures. These challenges particularly affect disadvantaged pupils, and have a negative impact on their attendance and attainment.</p>

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
<p>To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.</p> <p>Those disadvantaged pupils with less than 90% attendance will improve to match the national 95% (or even better).</p>	<p>Sustained high attendance from 2024/2025 demonstrated by:-</p> <p>The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so there is no significant gap.</p> <p>The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% higher than their peers</p>
<p>100% of PP pupils (without significant SEND) pass the phonics screening at the end of Year 1.</p>	<p>New phonics programme embedded with high quality teaching to that increasing numbers of pupils are passing screening year on year.</p> <p>Phonic screening data demonstrates there is no significant pupil premium versus non-pupil premium gap and that the gap decreases year on year.</p> <p>Number of pupils requiring extra phonics programme/teaching in KS2 decreases.</p>
<p>There will be an improved reading attainment among disadvantaged pupils with the gap between disadvantaged and non-disadvantaged pupils closing.</p>	<p>KS2 reading outcomes in 2024/25 show that there is no significant gap between the attainment of disadvantaged pupils and non-disadvantaged pupil who met the expected standard.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>

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: £ 40,581

Activity	Evidence that supports this approach	Challenge number(s) addressed
The purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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 +5 months impact Phonics EEF (educationendowmentfoundation.org.uk)	2
Training for all staff and resourcing for new phonics programme	Staff will need to be trained to carry out the new phonics programme and reading books will need to be bought to align with the scheme and to ensure all children have access to booked matched to their phonic knowledge. EEF +5 months impact	2
Embedding training for the teaching of high-quality guided reading lessons in Key Stage 1 (as appropriate) and Key Stage 2.	Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) EEF +6 months impact	3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30,112

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. EEF +5 months impact</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) EEF +5 months impact</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk) EEF +4 months impact</p>	<p>2,3,4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing).

Budgeted cost: £ 27,302

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1</p>
<p>Provide parenting support beyond school hours to support parents to proactively manage challenging behaviour at home through support from our Parent Support Advisor.</p> <p>Provide additional support to identified pupils, to help them manage their mental health and develop more resilience through work with the ELSA and TALA</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk) EEF +4 months impact</p>	<p>4</p>
<p>School trip subsidies are offered to low income disadvantaged families to enhance real-life learning experiences so that knowledge links can be made, vocabulary skills extended and</p>	<p><i>School trips are an incredibly important part of school life and really help children to make the connection between what they are learning inside the classroom and the wider world. (Plan my school trip 2021)</i></p>	<p>4</p>

<p>disadvantaged pupils made valid connections with new learning, deepening their knowledge bank and place it into their long-term memory.</p>	<p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>Outdoor adventure learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Mastery learning EEF +5 months impact Collaborative learning approaches EEF +5 months impact Metacognition and self-regulation EEF +7 months impact</p>	
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Total budgeted cost: £ 97,995.00

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.

Attendance and punctuality were slightly below the school expectations of 96% or above. In the Summer term 2021 the attendance for Pupil Premium children was 93.1%. In the Autumn term it was slightly higher for Pupil Premium children at 94.8%. Children who were absent from school were tracked and monitored. The lower attendance was due to high Covid levels in the Summer/Autumn term for Pupil Premium children.

Pupil Premium children attended additional learning opportunities and extra curriculum activities offered by the school. Financial support for Pupil Premium children was offered for children in Year 6 attending PGL in the Summer and the Autumn Term. This was £60 per family. For remote teaching and learning opportunities, fifteen children received laptops to use at home. Before and After school catch up opportunities were provided for children to help close the gaps in learning.

Support for families was given in regards to delivery of food parcels. Six families received weekly food parcels which were delivered to their homes. Learning packs were provided for ten Pupil Premium families where they could not print off the remote learning activities and resources. Regular emotional and mental health support was given to families by the ELSA and the EFA. As a result, there was good engagement in learning from Pupil Premium children and parents, and because of this continuous support and communication parents and children felt supported both mentally and academically.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.