

## 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	346 (5/12/2022)
Proportion (%) of pupil premium eligible pupils	21.67% (75 pupils) (5/12/2022)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	15th December 2022
Date on which it will be reviewed	5 <sup>th</sup> December 2023
Statement authorised by	Sue Jackson Head Teacher
Pupil premium lead	Amanda Forsey Inclusion Lead
Governor / Trustee lead	Elliot Roberts

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,430.00
Recovery premium funding allocation this academic year	£30,299.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£128,729.00

## 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 of 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.
- Some of the funding is spent on extracurricular activities to enable those PP eligible individual children who would not be able to attend visits, music and swimming lessons.

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 support these pupils to ensure that they make good progress, and have at least the same opportunities as their peers. We want them to persevere and to expect the best for themselves and others and support them to do so. As with all pupils, 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.

Our phonics screening results and reading assessment data show that pupils are not achieving as well as they could. 41% of our current Pupil Premium children did not pass the phonics screening.

The current economic climate means that we need to sensitively support some of our Pupil Premium children's families financially and through referrals to other agencies to enable them to access the things that many children take for granted.

**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 and to provide catch up support for those who didn't historically.
- 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.
- To support children with the development of language and communication skills so that all Pupil Premium eligible children have the skills to access learning and communicate effectively.
- To support Pupil Premium eligible children to access events and opportunities available to their peers.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Poor attendance</b></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. Some families do not understand the impact of booking a family holiday during term time. Our attendance data over the academic year 2021-22 indicates that attendance among disadvantaged pupils is 1.98% lower than for non-disadvantaged pupils. This figure represents a closing of the gap during the last year from 3.9%, however the challenge remains to completely close the gap.</p> <p>Whilst the gap between these two groups has decreased, the figures are still higher than the national average and this remains a challenge for us to address as our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p><b>Phonics</b></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. 41% of our Pupil premium eligible cohort either did not pass or did not take the phonics screening. Lack of parental understanding of phonics impacts their confidence in supporting their pupils with phonics at home.</p>

3	<p><b>Reading</b></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><b>Well-being, Emotional and Mental Health</b></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. Some children need extra support with food, uniform, and paying for visits.</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>

	Number of pupils requiring extra phonics programme/teaching in KS2 decreases.
There will be improved reading attainment among disadvantaged pupils with the gap between Chalk Ridge pupils and the national average closing.	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. This figure matches the national average.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

## 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: £4,400.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
The introduction and embedding of Little Wandle, 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.	2

	Initial assessment data shows that our pupils are beginning to close the gap.  <a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	
Continued support and training for all staff and further resourcing for new phonics and reading programme, particularly at Key Stage 2.	Staff training will need to continue, with monitoring and support to ensure fidelity to the scheme. Further reading books and phonics materials will need to be bought as they become available for Key Stage two, to ensure that for those pupils who still have not mastered phonics, the reading books are 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.  <a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> EEF +6 months impact	3

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

Budgeted cost: £72,130.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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	2

	<a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	
Additional reading opportunities individually, targeted to improve fluency, prosody and comprehension, with books matched to phonic skills and then books of increasing complexity.  Precision teaching, and individual tailored programmes.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils.  <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> EEF +5 months impact  <a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> EEF +4 months impact	2,3,4

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

Budgeted cost: £51,700.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.  <a href="https://www.gov.uk/government/publications/improving-school-attendance-support-for-schools-and-local-authorities">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a>  Attendance officer and senior leader with responsibility for attendance following up absences rigorously.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Provide parenting support beyond school hours to support parents to proactively manage challenging	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.	4



<p>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>Engage with the Mental Health initiative, training a Senior Mental Health Lead, and participating in the Basingstoke Wave 8 roll out.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> EEF +4 months impact</p>	
<p>School trip and residential 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 disadvantaged pupils made valid connections with new learning, deepening their knowledge bank and place it into their long-term memory.</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><a href="https://www.educationendowmentfoundation.org.uk">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a></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>	4
<p>Subsidies for extra curricular activities to enable Pupil Premium children to benefit from opportunities available to</p>	<p>From - An Unequal playing field report by The social mobility commission July 2019. The University of Bath, who conducted the research, found that children who do participate in extra-</p>	

their peers, such as peripatetic music tuition and swimming lessons.	curricular activities gain confidence and build up their social skills which is much sought after by employers. They are also more likely to aspire to go on to higher or further education.	
Provision of equipment to support learning at home to enable pupil premium children to engage with home learning in a more equitable way with their peers.	Provision ensures that Pupil premium children are not at a disadvantage to their peers.	
Provision of food, clothing and access to out of hours provisions as required to ensure that pupil premium children have their basic needs met.	Meeting children's basic needs enables them to focus on their learning. Referrals are also made where appropriate.	

**Total budgeted cost: £ 128,230.00**

Carry over to next year £499

## 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 2021 to 2022 academic year.

**Attendance and punctuality** were slightly below the school expectations of 95% or above. The attendance rate for the whole school was 93.25% with the attendance rate for Pupil Premium children being 91.27%. The gap between the whole school figure and the PP figure has closed in the last year, moving from 3.9% in 2020-21 to 1.98% in 2021-2022. The unauthorised absence figure for PP eligible pupils remains higher than that for the whole cohort at 1.24% (0.6% whole school).

The figures this academic year were adversely affected by a number of factors:-

- the personal circumstances of a child who came to join us who had an emergency placement in a refuge. The placement was compromised within the first week and the child had to move immediately. Despite following county procedures and linking with outside agencies, there was a delay in confirming the child's next school, and so they remained on our role, whilst being out of the area. Their absence figure was 53.85% which has a significant impact on the overall figure.
- Two refugee children joined us and were on roll for 15 days, however were rehoused in a different area after 7 days. As per the regulations they stayed on our roll until they joined the next school, and so they each had absence figures of 42.1%.
- Three pupil premium children were on Reduced Hours provision during the last academic year. One with an EHCP whilst specialist provision was secured due to their needs being so complex that full time attendance in a mainstream school was detrimental to the child's mental health. One child arrived mid-year very distressed and needed this provision to settle into school. Another child had a significant accident causing injury that meant that medical advice was to attend part time.

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 Autumn Term. Support was also provided for music lessons, swimming lessons and to enable participation in some school events.

A new **phonics and reading scheme** was researched and purchased with associated staff training taking place. This is ready to roll out for the academic year 2022-23. Additional catch up and keep up programmes were provided for 18 children including precision teaching, Rapid Reading,

Accelerated Accelerate. The gap has closed between pupil premium and non pupil premium children in teacher assessments of reading. Pupil premium 58.7% - (44 out of 75) children outperformed non pupil premium children 51% - (121 out of 235) in teacher assessments in 2021-2022 end of year assessments. The gap between Chalk Ridge attainment and national expectations now needs to be focussed upon.

Regular **emotional and mental health support** was given to families by the trained 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.