

Chaucer Primary School 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	Chaucer Primary School
Number of pupils in school	262
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/ 2022 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Claire Murphy, Headteacher
Pupil premium lead	Claire Murphy headteacher
Governor / Trustee lead	Glenn Holt Link Governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 177, 267
Recovery premium funding allocation this academic year	£ 9425
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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 what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	On entry to Reception baseline data assessments and observations of pupils evidences low speech and language skills which have a direct impact on the acquisition of early phonic and reading skills. This continues to impact into KS1 and beyond.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Attainment evidenced in statutory and non-statutory assessments of pupils eligible for pupil premium is below that of non-pupil premium with the largest gap in reading.
4	A proportion of pupils have social, behavioural and emotional issues which impact on progress and attainment- a larger proportion of these are pupil premium children.

5	Our internal progress data highlights pupils with poor attendance and punctuality impacts on daily learning which builds over time. Persistent absence data and punctuality evidences all of these families receive pupil premium funding.
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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
Children close the gap with speech and language skills in the reception year	Children begin KS1 with good language and vocabulary development due to the focus on speech and language screening and interventions enabling them to make good progress in phonics and reading
Children in the early years develop good early reading and phonics skills in order to ensure they are able to decode words and read well.	Statutory data across school in phonics and reading evidences attainment at least in line with national averages.
Attainment of pupil premium children is at least in line with national averages in reading.	Children read for pleasure and understanding and have developed fluency in reading across school. Statutory and internal data evidences reading and phonics data is in line with national averages and reflects good teaching across school.
Children with behavioural, social and emotional needs are supported well to make good progress across the curriculum	<p>Children with social and emotional behavioural needs are supported by trained staff and make good progress across school evidenced in internal and statutory data.</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations
The vast majority of children have good attendance and punctuality and as a result have good outcomes.	Children have good attendance and punctuality due to the supportive actions and high expectations of the school and external support.

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: £61,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Training and development for behaviour support and interventions for individuals and groups of children by trained staff and external providers</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</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>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p> <p>Self-regulation developed in the early years</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>3, 4</p>

<p>Purchase of standardised diagnostic assessments and resources.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>Literacy teaching and learning- speech and language and the focus as building blocks to literacy skills including the resources required to support this.</p> <p>School also intends to lower school age in order to ensure these gaps are addressed at an earlier age.</p> <p>School will offer full time places for all Nursery age children given the current recovery from the pandemic and the provision</p>	<p>There is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them, and that the quality of this input is likely to be more important than the quantity.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1#nav-downloads</p> <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/literacy-ks-1/Supporting_oral_language_development.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/earlier-starting-age</p> <p>Whilst the research is not conclusive that an offer of a full day rather than part time provision, at Chaucer the offer there based on high quality provision led by a qualified teacher, support for speech and language development and support for parents.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/extra-</p>	<p>1, 2</p>

led by qualified early years teachers providing high quality learning and early support for speech and language development	hours?utm_source=/education-evidence/early-years-toolkit/extra-hours&utm_medium=search&utm_campaign=site_searchh&search_term	
Reading and phonics training and intervention groups from trained members of staff	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1#nav-downloads https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches	2
<i>Support for families regarding SEND support, links with home and external agencies in the format of TAF and CAF interventions</i>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Effective_parental_engagement_for_pupils_with_SEND.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_High_Quality_Teaching_for_Pupils_with_SEND.pdf</p>	

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

Budgeted cost: £ 47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the national tutoring programme to provide Specialist Tutoring for children who are experiencing difficulties with English language acquisition and application and whose progress has been impacted by the pandemic.</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_searchh&search_term</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Use of support staff to provide targeted instruction to individual pupils or groups of pupils who require a tailored approach to their learning in core subjects.</p>	<p>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	

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

Budgeted cost: £ 62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for families in engagement of learning, family support, attendance and punctuality</p> <p>-Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</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>https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</p>	
<p><i>Art and sports clubs offered after school to support health and wellbeing.</i></p> <p><i>Additional music lessons offered for pupils in school</i></p>	<p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Singing and music lessons provide children with additional skills in concentration and confidence.</p> <ul style="list-style-type: none"> In general, the process evaluation suggested that pupils enjoyed participating in the program, and were engaged. Teachers also reported that some pupils' confidence and social-skills improved during the program. <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/act-sing-play</p>	

<p><i>Social Emotional Support and teaching in nurture groups and spaces across school by trained members of staff and planned and evaluated by the school special needs co-ordinator.</i></p> <p><i>Pupil counselling is also sought to provide an outlet for pupils experiencing difficulties in processing experiences, either current or past.</i></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>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

Total budgeted cost: £ 170,000

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.

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.

Key Areas of Impact:

- ✓ Family Support- Learning mentor has supported families throughout the past year with mental health signposting as well as supporting families to access additional food. Referrals have been made via school to the Early Help team to support families over a very challenging year.
- ✓ Attendance on the wider return to school in September is above national expectations for all pupils at 93.3%
- ✓ Interventions have continued to have an impact on pupils learning through high quality training and support plans. This is evident in internal data across school.
- ✓ Additional support packages and training has been purchased to support the acquisition of speech and language in the early years.
- ✓ Music lessons have been provided for pupil premium children showing a particular interest or talent in music.
- ✓ Additional teaching for phonics has been sought through the Covid Catch Up funding in order to ensure pupils in key stage 1 catch up on lost learning.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Strategy planning has been undertaken by the Headteacher via the Education Endowment Fund training package attended the Spring Term 2021. This has ensured a clearer understanding of the need for focused, impact driven spending based on the main barriers of the school.