

Chaucer Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium 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 21-22	Data 22-23	Data 23-24
School name	Chaucer Primary School	Chaucer Primary School	Chaucer Primary School
Number of pupils in school	262	268	261
Proportion (%) of pupil premium eligible pupils	49%	65%	66%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/ 2022 to 2024/25	2021/ 2022 to 2024/25	2021/ 2022 to 2024/25
Date this statement was published	December 2021	December 2022	December 2023
Date on which it will be reviewed	December 2022	December 2023	December 2024
Statement authorised by	Claire Murphy, Headteacher	Claire Murphy, Headteacher	Claire Murphy, Headteacher
Pupil premium lead	Claire Murphy headteacher	Claire Murphy, Headteacher	Claire Murphy, Headteacher
Governor / Trustee lead	Glenn Holt -Link Governor for Pupil Premium	Glenn Holt -Link Governor for Pupil Premium	Glenn Holt -Link Governor for Pupil Premium

Funding overview

Detail	Amount 21-22	Amount 22-23	Amount 23-24
Pupil premium funding allocation this academic year	£ 177, 267	£204,135	£240,985
Recovery premium funding allocation this academic year	£ 9425	£22,983	£22,765
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0	£0	£0

Part A: Pupil premium strategy plan

Statement of intent

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

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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.

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: £82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review December 22	Review December 23
<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,</p>	4	<p>Behaviour inset for all staff scheduled for January 22 focusing on de-escalation strategies.</p> <p>Fixed term exclusions decreased overall. 2019- 21.5 days for 10 pupils 2021-22- 3 days 1 pupil</p>	<ul style="list-style-type: none"> Trauma informed training is reflected in the ethos of the school and all related policies. <p>Fixed Term Suspensions have increased slightly but children with suspensions are</p>

	attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)		Dec 2022 – 0 days 0 pupils	supported by external services as well as school. Fixed term suspensions are used appropriately and recorded in line with legislation. No permanent exclusions.
Purchase of standardised diagnostic assessments and resources. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,3,4	Standardised tests used for summative assessment across school in order to accurately identify gaps in knowledge and understanding and ensure interventions are timely and appropriate for pupils not making expected progress. School has purchased White Rose Maths Scheme and Assessment alongside Rising Stars Reading Comprehension.	Standardised tests allow teaching staff to identify gaps in learning and children not making expected progress. A growing number of these children have poor school attendance and this will be a priority moving forward into 23-24.
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: Phonics Toolkit Strand Education Endowment Foundation EEF	2	Synthetic Phonics scheme rolled out across school 'Bug Club Phonics'. Additional training has been offered and additional reading books for pupils into year 3.	<ul style="list-style-type: none"> • Further training on bridging the gap for children who did not pass their phonics test in year 2- Rapid Phonics intervention and Rapid Reading intervention. • Interventions for non- routine admissions and

			Phonics results for year 1 Pupil Premium children in 2022- 56% All pupils 70%.	children with specific learning difficulties in order to close the gap for children entering Chaucer mid year.
Literacy teaching and learning- speech and language and the focus as building blocks to literacy skills including the resources required to support this.	<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>	1, 2	<p>Additional training has been sought for staff working with Early Years and KS1 children.</p> <p>Neli – (Nuffield Early Language Intervention) Speech and language development programme has been launched in school.</p> <p>Talk Boost – Nursery pupils and families</p>	Early support for speech and language has ensured pupils attending Nursery have early support to develop speech and language from school and external agencies.
Reading and phonics training and intervention groups from trained members of staff	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1#nav-downloads</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p>	2	Additional training from external and internal providers for all staff in school.	

<p><i>Support for families regarding SEND support, links with home and external agencies in the format of TAF interventions</i></p>	<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>	<p>1,2, 3, 4, 5</p>	<p>Additional teaching support for those pupils working well below the age-related learning objectives. This has ensured more progress and improved self-esteem, lower behaviour incidents.</p> <p>Attainment for Pupil Premium SEND pupils:</p> <p>KS2- 8/9 PP</p> <p>RWM – 22% NA 18%</p> <p>Reading – 56% NA 37%</p> <p>Writing – 22% NA 26%</p> <p>Maths – 44% NA 34%</p> <p>KS1 – Remains below National</p> <p>Phonics- Year 1 -56%</p> <p>SEND – 60% NA 38%</p> <p>PP – 55% NA 62%</p> <p>Monitoring impact from the EYFS speech and language outcomes termly.</p>	<p>SEND data remains in line with national averages evidencing the support provided to those pupils. Pupil premium gas also partly funded additional teacher for children working well below age related expectations, these children have made increased progress, fewer low level behaviour incidents and higher self esteem.</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review December 22	Review December 23
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>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_search_h&search_term</p>	2,3	<p>2 Members of staff have completed the online training course and are delivering small group intervention for Maths based on assessment outcomes.</p> <p>Additional support for children with English as an Additional Language from an external provider ensuring they make accelerated progress.</p> <p>Children in school with English as an Additional Language have good attainment and are making good</p>	This funding has supported children in Lower Key Stage 2 to 'catch up' with literacy and numeracy, small group teaching in the mornings. Extended hours offered to those children below age related and pupil premium for numeracy in very small groups of upto 4 children.

			progress from their relative starting points. Attendance Data English as an Additional Language – 93.9% NA 93.6%	
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: Phonics Toolkit Strand Education Endowment Foundation EEF	2	Phonics and guided reading is delivered across school for all pupils every day. Impact will be measured over time.	Additional support for children below age related in KS2 has continued with progress measured on an individual basis.
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.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	2,3	Additional support is targeted across school for children with additional needs requiring an individualised curriculum without reducing the curriculum. Children are making good progress based on individualised assessments.	Additional staff utilised across school to support pupils with reading and key skills as well as social and emotional support.

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

Budgeted cost: £ 94,985

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review December 22	Review December 23
<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>	5	<p>Coffee mornings for parents are running throughout the school year. External support services are invited to attend to provide parents with an overview of their service in a non-formal environment leading to engagement from parents with services that are available in the local area.</p> <p>School attendance - The rigorous approach to attendance has had lots of success for the majority of families. There are a few families who require a higher level of support and this is provided by school and wider support services.</p>	<p>Attendance and persistent absence is a growing concern and funding will ensure that the family support worker has attendance as a priority alongside admin support and SLT/ governor links to ensure this is a high priority.</p> <p>Children with persistent absence are identified early and tracked and supported for improvements. Review the policy and firm up attendance monitoring action plans for parents and paperwork.</p> <p>School are monitoring attendance and sharing data with Department for</p>

			<p>Monitored closely for impact.</p> <p>Data – Updated February 2023</p> <p>Chaucer Year to Date (YTD)- 91.5%</p> <p>National (YTD) 93.6%</p> <p>Pupil Premium – 90% NA- 91.1%</p> <p>English as an Additional Language – 93.9%</p> <p>Special Educational Needs -89.7% NA 91.7%</p> <p>Boys – 92.2%</p> <p>Girls 90.7%</p>	<p>Education and regularly reviewing and sharing with governors.</p> <p>Rising number of non routine admissions with additional needs across the spectrum requiring additional support for SENCO and FLM.</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. 	4	<p>Sports clubs are offered year round with clubs also offered for arts and crafts.</p> <p>Pupils take part in singing events throughout the academic year with additional opportunities and after school clubs offered at certain times of the year.</p>	<p>Sports clubs as well as non sports are offered half termly and are very popular, Rock Steady Music also continues to support children.</p>

	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/act-sing-play			
<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>	4	<p>Nurture provision developed around school where children can be supported to overcome personal barriers to learning, emotional, family based, trauma.</p> <p>Counselling/ play therapy is provided weekly from an external provider to support children in need of this intervention. Has led to improvements in wellbeing and learning behaviour.</p> <p>Pet Therapy is being developed in school to support pupil wellbeing.</p>	<p>Nurture provision in the morning and afternoon is supported alongside 1:1 mentoring support for key children.</p> <p>Counselling is a key offer for those children requiring support at particularly challenging times in their lives.</p>
Contingency fund for acute issues.	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.		Support is available for learning and emotional needs of non- routine admission pupils across school ensuring they are settled and make good progress at Chaucer.	Growing number of non routine admissions of vulnerable families requires contingency to support uniform/ external services – such as counselling, 1:1 learning support and interventions.

Total budgeted cost: £

