

# Pupil premium strategy statement



This statement outlines our pupil premium strategy, how we intend to allocate the funding for the academic year 2022 to 2023.

## School overview

Detail	Data
School name	Chantry Community Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	31% (33% ever6) National Average 21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	September 2022
Date on which it will be reviewed	March 2023
Statement authorised by	Becky Reed
Pupil premium lead	Helen Drake
Governor / Trustee lead	David Becker

## Funding overview

Detail – Pupil Premium	Amount
Pupil premium funding allocation this academic year	£83,100
Post LAC allocation	£7, 230
Out of County CLA PP	£2055
Pupil premium funding carried forward from previous years	£12,000
<b>Total PPG budget for this academic year</b>	<b>£104,385</b>
Detail – Recovery Premium	Amount
Recovery premium funding allocation this academic year	£4,385
Recovery premium funding carried forward from previous years	£10,538
<b>Total Recovery budget for this academic year</b>	<b>£14,923</b>
<b>Total PPG &amp; Recovery budget for this academic year</b>	<b>£119,308</b>

## Part A: Pupil premium strategy plan

### Statement of intent

#### **Our aims in supporting disadvantaged pupils are:**

- To ensure accelerated progress both academically and with social, emotional and mental health (SEMH). Difficulties with SEMH impacts heavily on relationships and behaviour, therefore limiting academic progress. We continue to invest in nurture, therapy, the Empowerment Approach and Therapeutic Thinking. Regular training continues to embed this across the school. Raising the children's knowledge of how to support and maintain their own mental health will be a focus of this academic year.
- To minimise the impacts of school closures on our most vulnerable pupils. COVID heavily impacted our families, most noticeably our pupil premium children who have struggled at a higher level with learning, behaviour and settling back into the day to day demands of school life. The Recovery Premium has been used to target these children particularly, as well as those whose school life has been most disrupted. Year 2 were a focus for example as they had never had a full settled year in school and this was reflected in both their academic results and their resilience in the classroom.
- Focusing on understanding where stress responses arise from. This practises and encourages the skill of empathy and builds strategies for self-help when things are challenging. It develops resilience both in the short term and as a life skill in the longer term.
- To provide a range of cultural capital such as music therapy and lessons, off site learning and a broad and inspiring curriculum. A significant focus on mental health and wellbeing is woven through this.
- To develop children's oracy, vocabulary and reading skills. Before children can write with confidence and flair they need to be able to form the words in their head, with a broad range of vocabulary at their fingertips. Research shows that behaviour challenges often arise from a communication difficulty. COVID closures had a significant impact in this area as the richness of language experienced in the school curriculum, as well as everyday experiences are lacking from their day to day vocabulary. We are therefore investing in building children's basic language skills with targeted interventions, as well as higher level skills through cultural capital experiences, access to high quality texts and developing a passion for reading. The Recovery Premium is supporting in this area.
- To ensure children reach the highest standards across the school. This includes increasing the percentage of children achieving EXS in maths at end of Key Stage (results in 2021 - 22 showed this to be an area that needs further development). Reading is key for academic and future success. We

have therefore also invested in high quality phonics and early reading through the Read, Write, Ink programme. Whole School training took place in academic year 2021-22, and ongoing support/further targeted training will continue in 2022-23.

- To continue to deepen children's knowledge in the foundation subjects. Curriculum development continues as we adapt our learning to reflect our school and ensure access for all. We are working to increase diversity in the curriculum to represent the broader society, and increase powerful knowledge, encouraging the children to make links between areas of learning as they move through the school.

## Challenges

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

Challenge number	Detail of challenge
1	Social, Emotional and Mental Health difficulties leading to challenging behaviour. This has improved significantly over the last academic year. There continue to be children who will need targeted and ongoing support however, and these are almost solely Pupil Premium children. COVID and school closures noticeably impacted behaviour and SEMH in this group. Behaviours impact on the wider environment and therefore provision needs careful planning so all children feel safe and able to learn.
2	Lack of resilience, both in children and parents/carers. Difficulty in understanding how to improve and maintain positive mental health for themselves and their children.
3	Lack of access to cultural capital activities outside of school leading to narrow experiences, lack of transferable skills and limited hobbies and passion.
4	Low levels of language impacting on ability to communicate or process instructions/social interaction etc. Impacts also on attention, behaviour, relationships, regulation and impulse control, as well as academic progress. COVID closures impacted heavily due to reduced interactions, range of available experience and day to day life meaning fewer opportunities to learn and embed new vocabulary.
5	Low attainment due to combination of above factors, parents finding it difficult to support at home, and low levels on entry. This was particularly noticeable in our Pupil Premium families during COVID closures. School places were available, technology was provided and regular contact was maintained with phone calls and hot lunch delivery to Pupil Premium families but engagement remained low and the academic gap widened.

## 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
Accelerated progress both academically and with social, emotional and mental health (SEMH) to raise standards in line with non PP children.	Children will demonstrate good understanding of how to support their own mental health. Parents will have skills and knowledge to provide support. Increased attendance, reduced CPOMS incidents, increased attainment for PP children reducing the gap with non PP children.
Increase cultural capital opportunities for disadvantaged pupils to ensure access is in line with non PP peers.	Equality of opportunity for clubs and activities. Fewer incidents recorded on CPOMS for targeted pupils. Increased attendance for out of school activities. Development of skill and passion for PP children (art, musical instrument e.g.)
To develop oracy, vocabulary and reading skills to raise standards in line with non PP children.	Consistent targeted interventions through Speech and Language TA, progress evidenced. Referrals made if limited progress (2 terms consistent support). High quality texts and experiences increasing vocabulary and English attainment.

### Activity for 2022-23

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching

Budgeted cost: £9, 670

Activity	Rationale for this approach	Challenge number(s) addressed
<i>Whole school Oracy Training</i>	Increased vocabulary, processing/comprehension (reading and verbal) and attainment. Increased phonic knowledge at accelerated rate leading to raised attainment.	4, 5

<i>Fresh Start Phonics Training</i>	Supports older children developing phonic knowledge to decode and accelerate reading progress.	4, 5
<i>Ongoing support and training from Read, Write, Ink (RWI)</i>	Consistent High Quality teaching across year groups to accelerate progress.	5
<i>Early Maths (8.35 – 8.45 daily)</i>	Target gaps in learning to accelerate progress.	5
<i>Test Base</i>	Software to assess children's strengths and gaps, ensuring planning can be targeted to need in each class. Interventions can be carefully planned based on analysis.	5
<i>Increased diversity through resources, displays, texts, visitors, curriculum</i>	Increase children's understanding of broader diversity to build respect and appreciation of differences among us.	3
<i>TT Rockstars, Numbots, Accelerated Reader, Star Maths</i>	Software to support basic skills development and consolidation.	5
<i>Read Write Ink Resources</i>	Phonic programme to accelerate learning early, impacting on reading and writing	5
<i>Widgit Software</i>	Provides a language rich environment, access to and support for ambitious vocabulary for all children.	4, 5

## Targeted support

Budgeted cost: £94, 752

<b>Activity</b>	<b>Rationale for this approach</b>	<b>Challenge number(s) addressed</b>
<i>Volunteer Readers</i>	Repetition, enjoyment of reading, broadens parachute of support.	1, 4, 5
<i>Speech and Language TA</i>	Targeted intervention for language development and speech sound formation to support decoding, writing, comprehension and processing of language.	1, 4, 5
<i>1:1 Reading (PP, vulnerable and lower 6 targeted)</i>	Targeted intervention to support decoding, comprehension and enjoyment of reading.	4, 5
<i>1:1 Tutoring</i>	Targeted intervention to support maths and English skills and accelerate progress.	5

<i>Nurture support lead</i>	Talkabout, Zones of Regulation, Coaching, 1:1 and small group nurture support, social skill development	1, 2, 5
<i>TA interventions – phonics, basic maths skills, sensory circuits, motor skills, pre-teaching vocabulary, reading comprehension e.g.</i>	Proactive, planned, targeted intervention to support skills development, support sensory and mental health need, to increase access and accelerate progress.	1, 4, 5
<i>Additional Adult Support to target PP in high % classes (R, 1, 2, 6)</i>	Reactive and proactive planned targeted support for skills development, increase access to the curriculum, support sensory and mental health need.	1, 2, 4
<i>Music Therapy</i>	Targeted support for SEMH	1, 2
<i>Speech and Language Link</i>	Targeted assessment of and intervention for language development and speech sound formation to support decoding, writing, comprehension and processing of language.	1, 4, 5
<i>Family Support Key Worker</i>	Targeted support for families experiencing broader difficulties.	2, 5
<i>Targeted SATS support – CGP packs, SATS Week Tutoring and Breakfast club e.g.</i>	Targeted support for year 6 parents to engage with their child's learning at home and support progress.	5

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

Budgeted cost: £15, 120

<b>Activity</b>	<b>Rationale for this approach</b>	<b>Challenge number(s) addressed</b>
<i>Local knowledge and community familiarity (visits to library, post office, supermarket e.g.)</i>	Enriching day to day experience, developing specific vocabulary, interaction with adults in different contexts	3,
<i>Parent Workshops: Maths basic skills, Times Tables, SEMH/SEND, Behaviour, MHEW, Online Safety, Oracy</i>	Increased parent confidence in supporting children at home, leading to greater engagement with home learning	4,
<i>Artist in Residence, Arts Award, Discover/Explore, Rocksteady, Music Lessons</i>	Increased Cultural Capital, passion and skill development, increased engagement	1, 2, 3

<i>Empowerment Approach, Therapeutic Thinking, MHEW embedded in curriculum</i>	Increased skills of empathy and emotional regulation, increased understanding of how to improve and maintain positive mental health	1, 2
<i>Attendance Awards</i>	Increase parental engagement and attendance with, impact on wellbeing and attainment	
<i>Equality of access (clubs, trips, PGL, cultural capital, arts, holiday activities, uniform, equipment)</i>	Equality of access, increased cultural capital, skills and passion development	1, 2, 3
<i>Culture Shift</i>	Increased cultural capital, skills (including social and emotional skills) and passion development, increased understanding of how to improve and maintain positive mental health	1, 2
<i>Year 6 Narcanon, Bikeability</i>	Life skills, keeping themselves safe now and in the future	1, 2, 3
<i>Breakfast Club</i>	Physical needs met, settled positive social start to the day, increase in attendance and being in school on time	
<i>Remarkable Me Art Workshops, Cultural Capital Activities, Therapeutic Storytelling, Curriculum experiences, Musical experiences, Transport to CC events</i>	Increased cultural capital, skills (including social and emotional skills) and passion development, increased understanding of how to improve and maintain positive mental health, opportunity awareness development	1, 2, 3, 4
<i>Equality of resources – uniform, water bottles, equipment e.g.</i>	Equality of access, resources and presentation	1, 2
<i>Staff training – Empowerment Approach, Therapeutic Thinking, Oracy development, SEND support, maths mastery, phonics etc</i>	Increased confidence in supporting children's skills, knowledge and wellbeing across priorities	1, 2, 3, 4, 5

## **Total budgeted cost: £119, 542**

For outcomes from the previous year please see Pupil Premium Report, completed and reported to governors Annually.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Therapeutic Thinking	ESCC
Empowerment Approach	Changing Chances
Education Mental Health Practitioner	ESCC



## 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.*