

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	Chantry Community Primary School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	September 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Becky Reed
Pupil premium lead	Helen Drake
Governor / Trustee lead	Richard Sage

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,355
Recovery premium funding allocation this academic year	£16,720
Pupil premium funding carried forward from previous years	£4149
Total budget for this academic year	£104,224

Part A: Pupil premium strategy plan

Statement of intent

Our aim in supporting our disadvantaged pupils are to ensure that they are enabled to make accelerated progress through both academic and social, emotional and mental health support. To increase confidence and a sense of “I Can” we are working to provide a range of cultural capital opportunities such as music therapy, music lessons and beach school, ensuring a broad and inspiring curriculum, with a significant focus on mental health and wellbeing across the school and throughout the curriculum.

Difficulties with their social, mental and emotional health leads to children being unable to manage well and impacts heavily on relationships and behaviour, therefore limiting academic progress. We have heavily invested in supporting this through nurture, therapy, the Empowerment Approach and Neuroninja activities (also available to parents to support their children at home). We are also investing in continuing training to ensure these are embedded across the school.

We believe that reading is key for academic and future life success and have therefore invested in increasing consistency in the quality of phonics teaching and early reading through the Read, Write, Inc programme.

To ensure that children are secondary ready, and feel able to take full advantage of the opportunities their next phase has to offer, we are working to increase the percentage of children achieving greater depth standards in writing and maths at the end of KS2. We are achieving this through the use of a range of means including in school targeted tutoring, and employing additional staff to provide small group targeted sessions.

We aim to provide equality of opportunity by removing the barriers for children feeling “other” by providing access to activities, resources and equipment. This includes many things from supplying water bottles to Chromebooks and funding for trips and activities such as music lessons and clubs. Where appropriate we are also looking at supporting out of school activities such as clubs and lessons to ensure that disadvantaged children have as much opportunity to develop peer relationships, a wide parachute of support, and an opportunity to develop their skills as non-disadvantaged pupils.

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 noticeably increased during and after COVID and continues to be a challenge particularly among our disadvantaged pupils.
2	Lack of support and low expectation from home (due to challenging factors including single parents and parental conflict, domestic violence and other trauma, parent mental health (including anxiety), low engagement from parents, difficulties such as low levels of literacy and parental education, poverty factors such as nutrition.
3	Lack of equipment to access educational activities at home.
4	Lack of access to cultural capital activities outside of school.
5	Low attainment due to combination of above factors, and low levels on entry.

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
Improve mental and emotional wellbeing.	Children will demonstrate a good understanding of how to support their own mental health. Parents will access available resources to provide support for their children at home (including Neuroninja programme).
Improve behaviour through increased self-esteem, developing the skills to manage well when things go wrong, show understanding and support when others aren't managing well due to understanding why challenging behaviour occurs.	Empowerment Approach embedded across the school and used consistently. Targeted nurture support through groups, 1:1 and freeflow provision to reduce demand and build knowledge and skills as appropriate. Nurture club at lunchtimes. Therapy available for higher level challenges. Exclusions rare or at zero. Fewer incidents recorded on CPOMS for highlighted pupils.
Increase cultural capital opportunities for disadvantaged pupils.	Increased engagement in school due to increased self-esteem and feeling of "I Can", leading to accelerated progress. Equality of opportunity for clubs and activities between disadvantaged and non-disadvantaged pupils demonstrated through data. Fewer incidents recorded on CPOMS for targeted pupils. Funding provided for out of school activities.

Increased parental engagement to ensure pupils receive support at home as well as at school.	High take up for Neuroninja programme, high levels of parental attendance for parent workshops, open afternoons etc.
Accelerated progress for disadvantaged pupils.	Data evidence for disadvantaged children working at, or above, Age Related Expectations (ARE) showing better progress on previous attainment. High levels of disadvantaged pupils demonstrating good phonic knowledge in EYFS and Key Stage 1. Technology appropriately targeted.

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: £ 2,816

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Empowerment Approach Training and resources</i>	Fewer incidents recorded of CPOMS. Exclusions remain low or reduce to non-existent.	1
<i>Staff CPD</i>		1

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

Budgeted cost: £ 75,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 Tutoring (teachers/TAs)</i>	Accelerated progress. Increased levels of disadvantaged children reaching ARE or above.	2, 3, 5
<i>Teacher group intervention – Y2</i>		2, 3, 5
<i>NTP Reading Programme</i>		2, 3, 5
<i>Reading recovery TA</i>		2, 3, 5
<i>1:1 TAs</i>	Decreasing CPOMS incidents recorded. Reduced or non-existent exclusions. Accelerated progress.	1, 3, 5
<i>Behaviour & Learning support TA (15%)</i>	Decreasing CPOMS incidents recorded. Reduced or non-existent exclusions. Increased engagement in learning.	1, 4, 5
<i>Nurture support lead</i>		1, 4, 5
<i>TA interventions</i>	Accelerated progress. Increased levels of disadvantaged children reaching ARE or above.	2, 3, 5

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

Budgeted cost: £ 26,073

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Music Therapy & Rock Steady</i>	Increased self-esteem. Increased engagement in learning. Reduced incidents recorded on CPOMS. Reduced or non-existent exclusions.	4, 1
<i>Neuroninja Project</i>	Increased pupil and parent understanding of anxiety and mental health and how to support it, high take up from parents. Fewer incidents recorded on CPOMS. Accelerated progress.	1, 2
<i>Attendance Rewards</i>	Increased attendance. Accelerated progress.	2
<i>School trip supplements</i>	All pupils access to all events. Additional funding available to build range of peer relationships, increase parachute of support, develop skills and passions to take through life	4, 1, 5
<i>Cultural capital items e.g. Music workshops, drama workshops, art visits, clubs in and out of school etc.</i>		4, 1, 5
<i>Family support worker – early help</i>	Increased parental engagement and capacity. Improved mental health for parent and child.	1, 2, 5
<i>Breakfast club</i>	Positive start to school day. Improved peer relationships. Improved focus and attention due to receiving breakfast. Attendance of cultural capital activities.	1, 2, 4, 5
<i>ICT – home learning support</i>	Access to learning outside of school. Accelerated progress.	1, 3, 5
<i>Curriculum resources</i>	Equality of educational access.	2, 5

Total budgeted cost: £ 104,224

Part B: Review of outcomes in the previous academic year

Please see separate document – Pupil Premium Report 2020-2021