



## Pupil Premium Report

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2021 - 2022

Pupil Premium Allocation for 2021 - 22 = £83,355

### Pupil premium spending academic year 2021 - 2022

SUMMARY INFORMATION			
Date of most recent pupil premium review:	<b>September 2022</b>	Date of next pupil premium review:	<b>April 2023</b>
Total number of pupils:	<b>207</b>	Total pupil premium budget:	<b>£83,355</b>
Number of pupils eligible for pupil premium:	<b>64 (31%)</b>	Amount of pupil premium received per child:	<b>£1,345</b>

## Context of the School

### Catchment and Demographic School SEF 2021

Chantry Community Primary is a one-form entry school in Bexhill-on-Sea on the south coast. The school is slightly smaller than the national average with 209 (September 2021) pupils on roll, 48% of pupils of which were girls and 94% white British. The Free Schools Meals (FSM) percentage is 31%, (well above the national average of 21%), with 32% of children currently Ever6. 6% of children are from ethnic minorities, this is significantly below the national average. Only 2% of pupils' first language is not English.

For the year 2021 – 22 numbers on the SEND register supported with an EHC Plan or at SEND Support was 12.5%. 1 pupil had an EHC Plan, (0.5%), below the national average. Mobility for academic year 2021 – 22 was low at 11.2%. Pupils feed into Chantry from a range of pre-school settings and there are established links to support this transition. Children arrive into EYFS with a wide range of skills and abilities. Attendance was at 92.28%, higher than the national average which was 80.8% % in July 2022.

Most pupils are from white, British families where socio-economic circumstances are below the national average. The indices of deprivation show that the school is in an area in the 20% of most deprived neighbourhoods in the country. There are low levels of higher education amongst parents resulting in low aspirations for their children. Our families are largely employed in low-paid sectors (care work and retail e.g.) and have very little disposable income, hence our fluctuating FSM numbers.

## Objectives of Pupil Premium Spending

Our key objectives for using the Pupil Premium Grant in 2021 – 22 was supporting: **disadvantaged pupils to make accelerated progress; improve social, mental and emotional health; reading progress; achievement at greater depth in writing and maths at the end of KS2; equality of opportunity through activities, resources and equipment.** Disadvantaged attainment was mixed. EXS in Reading and Writing was 87% at the end of KS2, but attainment was lower in maths, and across the school.

Our challenge in 2021 - 2022 was to reduce behaviour challenges arising from Social, Emotional and Mental Health needs (including due to lockdown and COVID anxiety); lack of support, low expectation or lack of access to equipment for educational activities at home; lack of access to cultural capital activities outside of school; low attainment and low levels on entry due to the above factors.

This year's data shows Pupil Premium children performing lower than other children across the data, except combined scores at the end of KS2 where they slightly outperformed non Pupil Premium children.

Many children start school in Reception with low attainment on entry. We have seen a decline in attention, listening, speech and language skills over the last three years. Our aim is to ensure that children make accelerated progress in order to reach age related expectations and above as they move through the school. This is therefore a focus for next year 2022 – 23.

Many of our pupil premium children are finding it hard to concentrate or engage with education due to the challenges outlined above. This has settled somewhat over the year with significant support in place including nurture teaching, Education Mental Health Practitioner (EMHP) and Music Therapy support in school. The majority of places for these activities have been targeted to pupil premium children – 100% of those attending Music Therapy being PP for example. We are continuing to work on the Empowerment Approach being embedded across the school, and Therapeutic Thinking works alongside this (as of October 2021). We predict that support will be needed over a prolonged period of time for some of our most vulnerable children, and some provision is likely to be intensive.

What has worked well:

- Embedding of Mental Health & Emotional Wellbeing (EMHW) team managed by SENCo – Educational Mental Health Practitioner (EMHP), Music therapy, Nurture Lead Teacher and Nurture Support Teacher, 1:1 support and targeted interventions
- Rocksteady, music lessons, Amazing Me Art Lessons, transport to music and dance festival, therapeutic storytelling, theatre trips, steel pan band to increase cultural capital and engagement for PP pupils
- 1:1 Tutoring for year 6 including breakfast
- Narcanon workshop for year 6 pupils
- PGL, Bikeability and school trip funding to ensure equality of access
- Family Support Worker
- Breakfast Club
- TT Rockstars/Numbots Spellzone and Accelerated Reader
- Read Write Ink resources
- Widget Software
- Uniform

• What has not worked well:

- Speechlink & Language link, Staff allocation for interventions – due to absence and behavior challenges upon return to school and therefore inability to utilise staff effectively for intervention
- Culture Shift – lack of resilience meant that several children did not complete the sessions
- Neuroninja – remote support less effective than in school workshops. Good uptake but little impact.
- CGP bundles for parents

Core approaches that were successful: tutoring; family support worker, and in school MHEW team; targeted support staff for 1:1 and behaviour needs; increasing equality of access to Cultural Capital activities such as music and clubs.

The overall aims of pupil premium strategy:

- Improve mental and emotional wellbeing
- Improve behaviour through increased self-esteem, developing skills to manage well, show understanding and support when others aren't managing
- Increase cultural capital opportunities for disadvantaged pupils
- Increased parental engagement to ensure pupils receive support at home
- Accelerated progress for disadvantaged pupils

## Teacher Assessment Information 2021-2022

EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
		School Average	National average
Good level of development (GLD)	56%	100%	65.2%
PSED	55.6%	100%	83%
Maths	55.6%	100%	68.%
English	55.6%	100%	75.9%

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	National average
56%	95%	Not yet available

END OF KS1			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	33.3%	57%	63.6%
% making expected progress in reading	42.9%	68.2%	71.6%
% making expected progress in writing	28.6%	68.2%	62.6%
% making expected progress in maths	28.6%	54.5%	72.5%

END OF KS2			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	58%	56%	59%
% achieving expected standard or above in reading	75%	78%	74%
% achieving expected standard or above in writing	83%	89%	69%
% achieving expected standard or above in maths	58%	66%	71%
GREATER DEPTH STANDARDS			
% achieving greater depth standard in reading, writing and maths	0%	0%	14.9%
% achieving greater depth standard in reading	0%	0%	31%

END OF KS2			
% achieving greater depth standard in writing	0%	0%	19.7%
% achieving greater depth standard in maths	0%	0%	27.2%
PROGRESS			
% making expected progress in reading			Not Yet Available
% making expected progress in writing			Not Yet Available
% making expected progress in maths			Not Yet Available

Record of Pupil Premium Grant spending by item/project 2021/2022			
Item/Project	Cost	Objective	Outcome (Evidence)
Focus: Improve mental and emotional wellbeing			
<b>JR Worrybusters group</b>	£4,162	Reduce anxiety, increase engagement	Increased time in class, better engagement with learning (fewer incidents reported on CPOMS, less SLT time supporting children out of class)
<b>DW Nurture TA</b>	£2,534	Reduce anxiety, increase executive function skills	Increased time in class, better engagement with learning (fewer incidents reported on CPOMS, less SLT time supporting children out of class), accelerated progress for targeted children (children achieved EXS who had been WTS)
<b>Music Therapy</b>	£6,445	Increase engagement, reduce anxiety, increase resilience and social interaction	Increased time in class, better engagement with learning (fewer incidents reported on CPOMS, less SLT time supporting children out of class)
<b>Breakfast Club</b>	£896	Children come into school settled having had a healthy breakfast and positive social experience	Reduced lateness for some PP children, breakfast consistent before school – learning time not lost providing it, social relationships developed, social skills improved.
<b>Sub Total</b>	<b>£14,037</b>		

Focus: Improve behaviour through increased self-esteem, developing skills to manage well, show understanding and support when others aren't managing			
<b>Nurture Teacher Sam Sankey, 2 days per week 100%</b>	£18,624	Skills of regulation, impulse control, empathy.	Reduced exclusions and CPOMs incidents for targeted children. Better engagement.
<b>KM 1:1 TA</b>	£14,443	Skills of regulation, impulse control. Access to learning – academic progress	Able to transition back into class following time at specialist provision. Academic progress accelerated. Fewer high level behaviour incidents recorded. Improved peer relationships.
<b>Narcanon</b>	£90	Awareness of narcotics and impact on individual, relationships and society	Impact not observable during time in school, increased knowledge to improve outcomes later in life, positive feedback from children.
<b>Kit Messenger Changing Chances</b>	£500	Increased awareness of supporting behavior and causes	Parent workshop, staff training completed. Reduced incidents recorded on CPOMS. Consistency of approach.
<b>Sub Total</b>	<b>£33,657</b>		
Focus: Increase cultural capital opportunities for disadvantaged pupils			
<b>Culture Shift</b>	£400	To engage with artists of different media. To develop confidence, self-esteem and social skills	Less impactful this year. Children did not complete the group due to lack of resilience and engagement. Those who completed the full set of sessions gave good feedback and reported increased self-esteem and enjoyment of skills development.
<b>Rocksteady</b>	£286	To ensure equality of access to enrichment activities. PP children engage with a range of cultural activities to broaden CC.	Development of skills and talents for PP child. Increased engagement and fewer behavior incidents recorded for targeted children.



<b>PGL Trip Support</b>	£843	Equality of access to enrichment activities. PP children engage with a range of cultural activities to broaden CC.	All PP children wishing to access activities able to, as non-PP children. Resilience development, relationship building, enjoyment.
<b>Dens and Signals animals experience workshop</b>	£300	Access for all to breadth of experience and knowledge.	Knowledge development, enjoyment.
<b>Music Lessons</b>	£61	Equality of experience and resources.	All PP children wishing to access activities able to, as non-PP children. Skill development, passion creation.
<b>School trip support</b>	£93	Equality of experience and resources.	All PP children wishing to access activities able to, as non-PP children. Powerful knowledge, enjoyment, progress.
<b>Bikeability x 2</b>	£40	Equality of experience and resources.	All PP children wishing to access activities able to, as non-PP children. Skill development, relationship building, enjoyment, mobility.
<b>Easter Pantomime</b>	£70	Equality of access to enrichment activities. PP children engage with a range of cultural activities to broaden CC.	All PP children wishing to access activities able to, as non-PP children. Powerful experiences, enjoyment and wonder.
<b>Storyteller</b>	£300	Equality of access to enrichment activities. PP children engage with a range of cultural activities to broaden CC.	All PP children wishing to access activities able to, as non-PP children. Powerful knowledge, enjoyment, engagement with reading/writing/language.
<b>Transport to Music Festival and Time to Dance</b>	£463	Equality of access to enrichment activities. PP children engage with a range of cultural activities to broaden CC.	All children able to access Cultural Capital activities. Skill development, enjoyment, passion creation.
<b>Sub Total</b>	<b>£2,856</b>		
Focus: Increased parental engagement to ensure pupils receive support at home, reduction of perceived “difference”			

<b>Family Key Worker (0.2) Level 2 support</b>	£8,467	Support Parental Engagement and to provide support for individual families (behaviour, mental health, financial, legal signposting).	4 PP families supported. Mental health and behavior improved. Legal advice provided. Equality of access to food, uniform, utilities through support. Safeguarding support.
<b>Spellzone TT Rockstars Numbots</b>	£475	Programmes to support basic skill progress.	Graduated support to build basic skills. Variable effectiveness dependent upon engagement.
<b>CGP bundles for year 6 home learning (SATS)</b>	£202	Skills and knowledge development supported at home to raise attainment in year 6	Parents knowledge of expectations at year 6, supported engagement with children at home to make progress (book provides answers so parent knowledge required is minimal). Positive feedback from PP parents.
<b>Neuroninja</b>	£1,000	Webinars and support for parents/carers to support Mental health and anxiety in their children	Good take up from parents, PP not the majority of parent/carers accessing resources. Online not as impactful as face to face support.
<b>Uniform</b>	£25	Equality of access to uniform	Children received new school uniform in line with non PP peers. Reduced financial stress of parent/carers.
<b>BW Attendance TA</b>	£1,354	Liaison with vulnerable families to reduce barriers for children attending school	Attendance low across the school due to COVID, role became void. Cover needed in classes due to staff absence or behaviour support required.
<b>Sub Total</b>	<b>£11,523</b>		
<b>Focus: Accelerated progress for disadvantaged pupils</b>			
<b>MW Reading Recovery</b>	£9,525	1:1 time limited reading intervention to accelerate progress and embed skill	Unable to embed consistently due to staff absences and support being needed in class.
<b>Curriculum Resources, books</b>	£855	Targeted resources to support progress	Resources to support need in place (impact not quantifiable by itself), high quality texts to support engagement and vocabulary development

<b>BB TA Interventions</b>	£2,955	Targeted support for basic skills	Unable to embed consistently due to staff absences and support being needed in class.
<b>Languagelink infant and Junior, Speechlink</b>	£639	Assessment for gaps in language, speech sound production difficulties preventing communication	Unable to embed consistently due to staff absences and support being needed in class.
<b>Widgit software</b>	£200	Targeted support for need	Increased access for language development, independence development.
<b>Sub Total</b>	<b>£14,174</b>		
<b>Total</b>	<b>£76,247</b>	£12,000 Carried forward to 22-23	