

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 (3 year plans are recommended)	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	£3,474
Pupil premium funding carried forward from previous years	£12,000
Total PPG budget for this academic year	£105,804
Detail – Recovery Premium	Amount
Recovery premium funding allocation this academic year	£4,385
Recovery premium funding carried forward from previous years	£10,538
Total Recovery budget for this academic year	£14,923
Total PPG & Recovery budget for this academic year	£120,727

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: £12,932

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: £81,874

Activity	Rationale for this approach	Challenge number(s) addressed
<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' learning at home and support progress.	5

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

Budgeted cost: £18,779

Activity	Rationale for this approach	Challenge number(s) addressed
<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>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	1, 3, 5
<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

Carried forward figure: £7,142

Total budgeted cost: £120,727

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

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 2022 to 2023 academic year.

To accelerate progress both academically and with social, emotional and mental health in to raise standards in line with non PP children:

- **Academic: End of EYFS 60% GLD, KS1 57% Reading, 33% Writing and Maths, KS2 33% Writing and Maths 11%Reading 0% Combined.** The majority of funding for academic support came from other sources of funding. Our next goal is to ensure that the gap closes between PP and Non-PP children as they move through the school. Ofsted feedback and our Pupil Progress Meetings show that our strategies are impacting lower down the school and moving through. Our challenge is to ensure that this continues, and increases, in early KS2 where our weakness currently lies. Support is in place for this including additional adult support (year 3), targeted catch up funding (year 3), and internal support from the Key Stage Leader and SENCO/Deputy Head following observed weaknesses.
- **Social, Emotional and Mental Health:** Difficult and dangerous behaviour reduced over the course of 2022 – 2023 as a result of our investment in mental health and emotional wellbeing. There were ongoing provisions for children, and whole school training for adults to support them in effectively managing this. Suspensions remained at 10 days (following 2021 – 2022), as did permanent exclusions with one right at the beginning of the academic year for physical violence against an adult. This accounted for 6 days of suspension also.

Activities supported by Pupil Premium funding include:

- Music Therapy – supporting pupils to build positive outlets, stronger reciprocity skills and relationships with a broader range of trusted adults to increase positive view of school. Impacted on engagement, attendance and behaviour with fewer incidents recorded for those children taking part in the therapeutic sessions. 75% Pupil Premium children.
- Nurture support teacher (2 days per week, Terms 1 – 5) - worked with children across the school to develop skills such as emotional regulation (Zones of Regulation), self-knowledge and social awareness (Talkabout), friendship and social skills (targeted nurture groups), creative nurture groups (a sense of “I Can” and positivity about being in school) resulting in reduced distressed and overwhelmed behaviour. 57% Allocation to Pupil Premium children.
- Additional adults in classes with high levels of need – supporting regulation for children exhibiting difficult and dangerous behaviours; providing “break out”

sessions for children struggling with being in class and accessing learning, presenting with a flight or fight response, reducing impact on the wider cohort and therefore lowering difficult and dangerous behaviour. Year 1 – 47%, Year 2 37%, Year 5 40% Pupil Premium children compared to 31% (33% ever6) average across the school.

- Level 2 Keyworker (early intervention) – worked with families experiencing conflict in, or break down of, family relationships. Targeted those with low attendance. Provides support and signposting for additional needs or social factors (poverty, housing, nutrition, poor physical or mental health e.g.). In one case the family was escalated to L3 and is now being supported by Children’s Services. 82% Pupil Premium Children.
- Ofsted reported that behaviour was good across the school, especially for the higher needs pupils (1:1 adults are 100% allocated to Pupil Premium children). Some classes now need targeted support for low level behaviours, including training for adults, and this is planned in for 2023 – 2024.
- Resources and training for the Empowerment Approach were funded through PP. These are now embedded throughout the Wellbeing curriculum, with further lessons being developed. This provides consistency for whole school expectations of prolearning and prosocial behaviours expected day to day, as well as clear strategies to support difficult and dangerous behaviour.
- 22 children were funded or partially funded for Breakfast club to enable parents to get to work, additional positive social time, guarantee breakfast before starting school and support good transition into the school day.

Increased Cultural Capital opportunities for disadvantaged pupils to ensure access with Non PP peers:

Cultural Capital is low across our Pupil Premium children.

- Only one child did not attend PGL, they were Pupil Premium. Financial support was offered – parents made the decision based on other factors. Funding for other school visits is provided to ensure that children have access to the full range of activities offered.
- Culture Shift club targets children with low self-esteem, low level social difficulties or lack of engagement.
- 4 spaces for children with a passion for music were funded by Pupil Premium to attend Music Lessons with Rock Steady, and 2 further spaces for 1:1 music lessons with the peripatetic music teacher.
- Narcanon workshops take place annually in year 6 to support understanding and staying safe with legal and non-legal substances. This is funded through Pupil Premium due to the increased risk factors for this group in later life.
- Coaches for children to attend the White Rock Theatre’s festivals during the year enabled all children in relevant year groups to take part in singing or dance performances on stage with an audience. This develops experience and

confidence, as well as a potential ongoing love of the performing arts providing social options and developing passions later in life.

- Bikeability course funded for some children to ensure safety and increase mobility and access to wider areas for some children.

To develop oracy, vocabulary and reading skills to raise standards in line with non PP children.

- A range of software and subscriptions were purchased through Pupil Premium including Speech and LanguageLink, Widgeit (Visual Support software), Accelerated reader, Numbots and Times Table Rockstars. These are easily accessible from phones and tablets and use gaming style learning to support progress.
- CGP SATS bundles were purchased to enable parents and carers to more easily support their children's progress at home.
- School invested heavily Read, Write, Ink resources and training packages. Ofsted noted the impact on progress lower down the school and how this is beginning to impact as the children move through, improving long term outcomes.
- Oracy project implemented (long term project) with whole school training and individual staff support for planning and teaching high quality oracy lessons, with a view to increasing outcomes in Reading and Writing.

Quantifiable data on impact for these resources is difficult to prove. Results rely on a number of qualitative factors and over a longer period of time, rather than immediate outcomes. Behaviour incidents for targeted PP children have reduced significantly, attendance has improved and children are in class and agreed spaces learning more consistently. Progress is observable in these areas.

Progress is good in Key Stage 1 and now needs to translate into ongoing consistent and accelerated progress as the children move into and through KS2.

