

Pupil premium strategy statement - Chacewater School – 2021 to 2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic years) 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 2022/23

Detail	Data
School name	Chacewater School
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	David Hick
Pupil premium lead	David Hick - Headteacher
Governor / Trustee lead	Vicky Sanderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,749 (projected)
Recovery premium funding allocation this academic year	£4,640 (projected)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£52,389

Part A: Pupil premium strategy plan

Statement of intent

When creating our PP Strategy we recognise the importance of considering the context of the school and the subsequent challenges made. We will use research such as that conducted by EEF and also recommendations from other partners e.g. English and maths hub to support decisions around the strategies chosen.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges can be and are varied and there is no “one size fits all”.

As recognised by the EEF we acknowledge that ‘good teaching is the most important lever schools have to improve outcomes for disadvantaged students’ and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers.

Historically the school has seen an attainment gap at the end of KS2 between children eligible for pupil premium and those who are not. We therefore have several key objectives:

- Ensure that we are identifying all children who are eligible for PP funding.
- Narrow attainment gaps between PP and non PP pupils.
- Ensure that progress for PP pupils is at least in line with non PP pupils.
- To support our children’s health and wellbeing to enable them to best access learning and the wider school offer.

We aim to do this by focusing first and foremost on quality first teaching and support to ensure that we are meeting the needs of our children, this includes:

- a focus on the development of early reading and early number. Believing that these early skills are crucial in securing success in our children’s journey through school.
- promoting an ethos of attainment for all and celebrating all successes.
- giving identified children access to high quality support and interventions which are tracked and reviewed to check that they are having the desired impact.
- Training for teachers and TAs both internally and through external partners.

Alongside this approach we will look to support health and wellbeing by enhancing our offer of extra curricular activity as we emerge from the COVID crisis and will ensure that PP pupils/families are able to and supported in accessing this.

Challenges

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

Challenge number	Detail of challenge
1	Improvement in early reading and phonics to narrow attainment gaps.
2	Improvement in understanding of early number to narrow attainment gaps.
3	Ensure progress is in line with non PP pupils, particularly in targeted year groups - Y1, Y3, Y4 and Y6.
4	Narrow attainment gaps caused as a result of the COVID crisis
5	Attendance - supporting targeted pupils and families to improve attendance.
6	Engagement in enrichment opportunities.
7	Ensuring that all children eligible for PP are identified.

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
PP attainment gaps are narrowed in all year groups where they exist.	<p>Achieve national average attainment scores at the end of KS1 and KS2 (other year groups benchmarked against these) relevant to starting points.</p> <p>Historic PP attainment at the end of KS2 has been 50% reaching ARE. To narrow these attainment gaps then we are aiming for 75%.</p>
PP progress is at least in line with non PP pupils.	<p>Achieve national average progress scores in reading, writing and maths at the end of KS2.</p> <p>KS1 to make at least expected progress from EYFS ELGs.</p> <p>Y3,4,5 at least maintain standardised scores in TT.</p>
Children have access to a range of interventions to support attainment and progress.	<p>Progress meetings and ongoing assessment is used to identify children who require additional intervention - this is responsive, fluid and based on need.</p>

	<p>Provision map is used to track and monitor these.</p> <p>Training in place for TAs to support this.</p> <p>Interventions delivered by teachers as well as TAs</p>
PP Attendance improves	<p>Attendance of PP pupils is above the 95% threshold.</p> <p>EWO used to support attendance.</p> <p>Attendance in school is regularly celebrated with children and families.</p> <p>Families are regularly reminded about the importance of good attendance.</p>
Pupils have access to a wide range of enrichment opportunities.	<p>Provision of after school clubs in place and PP children are giving priority access if oversubscribed.</p> <p>PP children identified in Y5/6 for additional swimming lessons provided by the LA.</p> <p>All classes to resume curriculum visits and PP supported financially with these.</p> <p>Y6 residential in the summer. PP children/families supported financially with this.</p>
All eligible children for PP are identified.	<p>Process to apply is made clear on website.</p> <p>Regular reminders on newsletter.</p>

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: **£24,160**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular CPD is in place for teachers and TAs.</p> <ul style="list-style-type: none"> ● SDMs for teachers focused on development and not management. ● Dedicated TA training at least fortnightly and led by SLT. This will prioritise phonics training and updates weekly. ● ECT support mentoring and coaching in place x3 ECTS. ● Engagement with the Maths Hub (Y5/8, SKTM WG, Tfm sustaining). <p>Teacher release time to embed key elements and curriculum development to better support disadvantaged pupils.</p> <p>Teacher release time to facilitate engagement with curriculum hubs.</p> <p>Release time - £3060</p>	<p>EEF - Effective Professional Development Report.</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>We have looked at the capacity of staff within the school and through our SDP and action plans identified CPD opportunities for teachers and TAs.</p>	<p>1,2,3,4</p>
<p>Additional TA appointed to provide SEND</p>	<p>EEF (+4) Evidence:</p>	

<p>support and to increase capacity in KS1 for RWInc groupings.</p> <p>TA - 10.5 hours a week - £6150</p> <p>TA employed to deliver 'Fresh Start' intervention for children in KS2 to support reading and phonics.</p> <p>TA - 10 hours a week - £6050</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.</p>	
<p>Pupil support mentor (TIS trained) is employed to support vulnerable groups.</p> <p>TIS practioner - £2900</p>	<p>EEF (+4) Evidence:</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	
<p>Purchase of standardised diagnostic assessments.</p> <p>NFER - £2100</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	3&4
<p>Update approaches to the teaching of phonics - moving to using RWInc with fidelity. Groupings are set to support PP</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading</p>	1

<p>pupils and other disadvantaged groups.</p> <p>£3900 (2hours leadership per week)</p>	<p>(though not necessarily comprehension), particularly for disadvantaged pupils</p> <p>Government review (April 2021) shows that effective systematic synthetic phonics programmes ensure help to ensure high quality phonics teaching that:</p> <ul style="list-style-type: none"> ● gives all children a solid base upon which to build as they progress through school ● helps children to develop the habit of reading widely and often, for both pleasure and information <p>This is supported by a school audit from our local English Hub which made recommendations to improve our current provision. This included additional resourcing and training for all staff.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£26,390**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School led tutor is employed to work with identified pupils, initially in Y6 for two mornings a week.</p> <p>Tutoring Costs</p> <p>KS1 – 5 hours a week £1800</p> <p>KS2 – 7 hours a week - £1440</p> <p>KS2 – 5 hours a week - £1800</p>	<p>EEF (+4) Evidence:</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy</p>	<p>3,4</p>

	<p>to ensure effective progress, or to teach challenging topics or skills.</p> <p>Internal assessment and analysis shows that there are some gaps that can be effectively narrowed in upper KS2 through intensive, regular and focused intervention, particularly in maths. A known qualified teacher leading this also ensures quality assurance and enables the class teacher to also focus more effectively on target pupils in class.</p>	
<p>Trained Speech & Language Therapist is employed to provide support and intervention for targeted children.</p> <p>5 hours a week - £2900</p>	<p>Early intervention and ongoing support allows the identified children to better access and communicate within the school environment.</p>	1,2,3,4
<p>TAs are used to support fluid interventions - either leading or enabling the teacher to lead interventions.</p> <p>£18,450</p>	<p>EEF (+4) Evidence:</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.</p> <p>TAs delivering interventions will be the same TAs that normally work with the class and will be directed by teachers. This will be supported by training for TAs as needed.</p>	1,2,3,4
<p>Additional ICT based programs to be used to support learning both at school and at home.</p>	<p>Using online materials to support learning at home can encourage parental engagement. Phonic videos, Numbots and RockStars enable learning at home. There is evidence that tech</p>	1,2,3,,5

	approaches are beneficial for reading, writing and maths practice.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£1850**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Work with EWO to support and improve attendance of identified children.</p> <p>£350- to facilitate partnership working with SLT.</p>	<p>There is clear evidence from multiple sources that good attendance has a positive impact on attainment and progress in school.</p> <p>The Department for Education (DfE) published research in 2016 which found that:</p> <p>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</p> <p>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</p> <p>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p>	5
<p>Prioritise access to extra curricular activities for PP.</p> <p>Financial support for families to engage with trips and residentials.</p> <p>£1500</p>	<p>As a result of COVID and more recently the 'financial crisis' there have been limited opportunities for many pupils to participate in wider curricular and extracurricular opportunities.</p> <p>Families eligible for PP funding have less disposable income to spend on such opportunities and therefore could miss out.</p>	6

Regular reminders to families about how to apply for PP funding and regular signposting.	Families may become eligible and not know how to apply.	7
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Total budgeted cost: £52,400

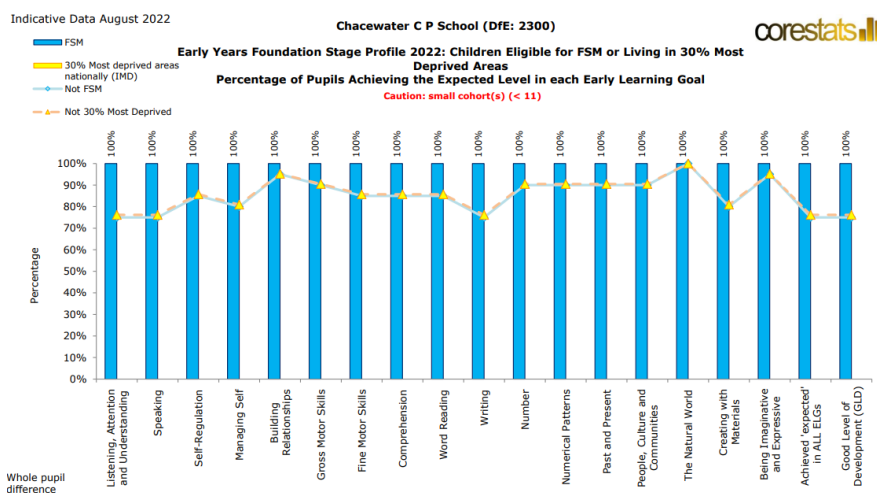
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

EYFS

100% of children reached GLD:



End of KS1

Expected Standard - Disadvantaged

LA and National comparators are for non-disadvantaged pupils

Year	Pupils	Reading				Writing				Maths				Science			
		School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif
2018	4	50.0%	75.4%	79.0%	-1	50.0%	70.0%	73.9%	0	50.0%	75.3%	79.7%	-1	100.0%	85.3%	86.0%	0
2019	3	33.3%	76%	78.5%	-1	0.0%	70%	73.2%	-2	33.3%	76%	79.3%	-1	33.3%	86%	85.5%	-1
2022	3	0.0%	70.2%	71.6%	-2	33.3%	60.5%	62.7%	0	33.3%	70.6%	72.5%	-1	66.7%	82.6%	81.4%	0

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

* 3 PP children, one joined in the summer term. These children have been identified for continued support in Y3, including phonics interventions.

KS2

Year 3: 30 pupils Reading Pupil Premium 4 (13.3%) Not Pupil Premium 26 (86.7%) Difference (change in difference):	Missing Assessment No. (%) 1 (25.0%) 0 (0%)	On Track or Higher Aut2 21-22 66.7% Sum2 21-22 33.3% 88.5% 80.8% 21.8 47.5 (25.7)	Year 4: 30 pupils Reading Pupil Premium 8 (26.7%) Not Pupil Premium 22 (73.3%) Difference (change in difference):	Missing Assessment No. (%) 0 (0%) 3 (13.6%)	On Track or Higher Aut2 21-22 50.0% Sum2 21-22 62.5% 78.9% 84.2% 28.9 21.7 (-7.2)
Year 3: 30 pupils Writing Pupil Premium 4 (13.3%) Not Pupil Premium 26 (86.7%) Difference (change in difference):	Missing Assessment No. (%) 1 (25.0%) 0 (0%)	On Track or Higher Aut2 21-22 66.7% Sum2 21-22 33.3% 84.6% 73.1% 17.9 6.4 (-11.5)	Year 4: 30 pupils Writing Pupil Premium 8 (26.7%) Not Pupil Premium 22 (73.3%) Difference (change in difference):	Missing Assessment No. (%) 0 (0%) 3 (13.6%)	On Track or Higher Aut2 21-22 37.5% Sum2 21-22 62.5% 68.4% 89.5% 30.9 27.0 (-3.9)
Year 3: 30 pupils Mathematics Pupil Premium 4 (13.3%) Not Pupil Premium 26 (86.7%) Difference (change in difference):	Missing Assessment No. (%) 1 (25.0%) 0 (0%)	On Track or Higher Aut2 21-22 66.7% Sum2 21-22 33.3% 76.9% 73.1% 10.2 39.8 (29.6)	Year 4: 30 pupils Mathematics Pupil Premium 8 (26.7%) Not Pupil Premium 22 (73.3%) Difference (change in difference):	Missing Assessment No. (%) 0 (0%) 3 (13.6%)	On Track or Higher Aut2 21-22 63.2% Sum2 21-22 84.2% 25.7 21.7 (-4.0)

Year 5: 30 pupils Reading Pupil Premium 5 (16.7%) Not Pupil Premium 25 (83.3%) Difference (change in difference):	Missing Assessment No. (%) 0 (0%) 1 (4.0%)	On Track or Higher Aut2 21-22 20.0% Sum2 21-22 60.0% 66.7% 83.3% 46.7 23.3 (-23.4)
Year 5: 30 pupils Writing Pupil Premium 5 (16.7%) Not Pupil Premium 25 (83.3%) Difference (change in difference):	Missing Assessment No. (%) 0 (0%) 1 (4.0%)	On Track or Higher Aut2 21-22 20.0% Sum2 21-22 60.0% 62.5% 79.2% 42.5 19.2 (-23.3)
Year 5: 30 pupils Mathematics Pupil Premium 5 (16.7%) Not Pupil Premium 25 (83.3%) Difference (change in difference):	Missing Assessment No. (%) 0 (0%) 1 (4.0%)	On Track or Higher Aut2 21-22 20.0% Sum2 21-22 80.0% 66.7% 83.3% 46.7 3.3 (-43.4)

*Attainment gaps are narrowing and targeted support and intervention/support is in place for identified individuals and groups.

End of KS2

Expected Standard - Disadvantaged

LA and National comparators are for non-disadvantaged pupils

Year	Pupils	Reading				Writing (TA)				Maths				Reading, Writing & Maths			
		School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif
2018	4	75.0%	80.4%	80.9%	0	50.0%	82.3%	83.8%	-1	50.0%	77.9%	81.3%	-1	50.0%	67.6%	71.1%	0
2019	3	66.7%	77.6%	78.8%	0	66.7%	81.7%	83.9%	0	33.3%	81.0%	84.2%	-1	33.3%	67.4%	71.5%	-1
2022	5	60.0%	76.0%	79.2%	0	40.0%	74.5%	75.1%	-1	60.0%	73.1%	77.3%	0	40.0%	60.3%	64.9%	-1

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic

Key Stage 1-2 Progress (Disadvantaged)

Year	Reading Disadvantaged			Reading Non-Disadvantaged			Writing Disadvantaged			Writing Non-Disadvantaged			Maths Disadvantaged			Maths Non-Disadvantaged		
	Pupils	School	LA	Pupils	School	LA	Pupils	School	LA	Pupils	School	LA	Pupils	School	LA	Pupils	School	LA
2018	4	0.46	-1.09	17	3.11	0.06	4	-0.77	-1.00	17	1.50	0.31	4	-1.61	-1.77	17	0.81	-0.46
2019	3	-1.70	-1.28	17	2.34	0.20	3	-1.10	-0.73	17	2.49	0.10	3	-1.92	-1.78	17	3.83	-0.43
2022	5	3.84	-0.89	24	3.17	0.04	5	1.93	-0.47	24	2.31	0.64	5	4.34	-1.48	24	2.99	-0.27

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
Reading	Accelerated Reader
Phonics	Read Write Inc