

# Pupil premium strategy statement – Chapmanslade Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 - 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Robert Cottrell, Headteacher
Pupil premium lead	Robert Cottrell, Headteacher
Governor / Trustee lead	Minnie House, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,736
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years.	£66
<b>Total budget for this academic year</b>	<b>£20,800</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Chapmanslade School is committed to supporting disadvantaged pupils to attend school regularly, participate fully, apply themselves consistently, communicate respectfully and succeed joyfully in all areas of school life so that they may flourish at primary school and move on to secondary school as kind, confident and articulate young people. We want no difference in these outcomes for disadvantaged pupils when compared to all other pupils.

Our strength, as a small school, is our ability to build and maintain a strong sense of community. We encourage the growth of strong partnerships and positive relationships between pupils, parents, carers, staff and the wider community – this will drive our pupil premium strategy to improve outcomes for all pupils. Quality First Teaching is at the heart of our approach as this is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Overall, our intent has been crafted to ensure that our pupil premium grant prioritises equal access to a broad range of opportunities to support all our children's academic, social and emotional needs.

## Challenges

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

Challenge number	Detail of challenge
1	A number of our disadvantaged children struggle to self-regulate when trying to organise their learning both in and out of school. This has significantly increased as a result of COVID lockdowns.

2	Our disadvantaged pupils struggle with reading accuracy due to limited access to regular sustained reading practice at home, including reading for pleasure, being heard read and being read to.
3	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>Our disadvantaged children struggle to be resilient learners both in and out of school, specifically in maths and writing tasks. Anxiety or family pressures such as family crisis or parental separation affects this. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.</p>
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
5	Our disadvantaged learners struggle to flourish and thrive, due to limited participation and access to educational experiences and extra-curricular opportunities.

## 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
Disadvantaged learners in particular are able to self-regulate behaviour. They will show increased organisational strategies and learning independence skills.	<p>Pupils will be able to articulate our school rules clearly.</p> <p>Monitoring data, including pupil voice, will demonstrate pupils self- help strategies around planning, monitoring and evaluating.</p> <p>Pupils will be able to set personal goals and talk about their success and next steps.</p>
Progress in reading accuracy and enjoyment toward reading will have improved for all our disadvantaged learners.	<p>All pupils will have access to a vast collection of targeted, purposeful fiction and non-fiction for reading at home and within school.</p> <p>Data, over the next three years, shows improved progress in reading accuracy.</p> <p>Monitoring will demonstrate a broader knowledge of word reading skills and comprehension.</p>

	Pupil voice will show an increased level of engagement and love of reading.
Improved confidence to tackle more challenging aspects of English and Math, leading to improved attainment in writing and reading for disadvantaged pupils at the end of KS2.	Monitoring data, including pupil voice, will demonstrate pupil's resilience. Pupils will be able to know, use and explain strategies to help them succeed with their learning when they experience challenge. Pupils will feel more confident in problem solving activities in maths and in extended writing tasks in writing.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations. Pupils will feel confident in sharing their worries; helping them focus more on their learning. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Improved attainment in phonics by the end of Year 1 and Year 2.	All disadvantaged pupils pass Phonics Screening test by end of KS1.
All children will have access to educational experiences and extra-curricular activities despite barriers to engagement.	Our disadvantaged children will have access to all extra-curricular activities (relevant to their cohort).  Pupil voice will show that our disadvantaged children can talk about their wider experiences and how these support their learning.

## 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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff are trained to deliver our <a href="#">DfE validated</a>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word	4

<a href="#">Systematic Synthetic Phonics programme</a> , Sounds-Write	reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
CPD toward developing QfT principles – purchasing National College	This is a significant strategic priority for the school where all teachers will have access to QfT CPD to strengthen the profile across the school. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	1, 2, 3, 4
Purchase of standardised diagnostic assessments.	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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	2, 3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	2, 3

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Small group and 1-1 tuition	<a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a>  This project will allow us to employ a school-led tutor to target interventions – this year, the focus will be on maths. The school-led tutor will work groups with 2-5 pupils. We aim to target children with poor attendance and pupils with gaps in their comparative English and Maths data.	2, 3, 4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA and Licenced Thrive Practitioner to support social and emotional needs	The ELSA and Thrive practitioner will prioritise support for our disadvantaged pupils using specific mental health strategies. (linked to DFE mental health strategy- Senior Mental Health Lead)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> <a href="https://www.elsa-support.co.uk">https://www.elsa-support.co.uk</a> <a href="https://www.gov.uk/guidance/senior-mental-health-lead-training">https://www.gov.uk/guidance/senior-mental-health-lead-training</a> <a href="https://www.bera.ac.uk/publication/the-role-of-schools-in-the-mental-health-of-children-young-people">https://www.bera.ac.uk/publication/the-role-of-schools-in-the-mental-health-of-children-young-people</a>	1, 3
Whole staff training on behaviour management and approaches with the aim of developing our school ethos and continuing to improve behaviour across school	Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1
Embedding principles of good practice set out in the DfE's <a href="#">Improving</a>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3, 5

<a href="#">School Attendance</a> advice.		
Enrichment Access	<p>A small amount of financial assistance can make a big difference to achieving full participation. Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p> <p>This initiative will ensure that of disadvantaged pupils get access to low cost or free enrichment activities.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 20,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Attainment for disadvantaged pupils in Year 6 at the end of KS2 in 2022-23 was generally positive, with disadvantaged pupils performing better than non-disadvantaged peers on average in reading, writing and SPAG. Maths performance was lower than non-disadvantaged peers on average. End of KS1 performance was lower in all areas for disadvantaged pupils than non-disadvantaged peers, although all disadvantaged pupils also have SEN. All pupils passed phonics screening by the end of KS1.

Diagnostic assessment is having a positive affect on monitoring achievement of disadvantaged pupils in relation to their peers, as well as reducing anxiety toward end of Key Stage assessments. Phonics training and access to purposeful, targeted books is having a positive impact on all pupils.

The majority of our disadvantaged learners are show increased learning independence and resilience skills. In March, Ofsted reported that “Adults support pupils with complex needs proficiently. They make good use of ‘the nest’ where staff help pupils to regulate their behaviour.”, “Pupils follow the school rules ‘ready, respect and safe. Adults have high expectations of pupils who are successful in meeting these. Pupils behave well.”, “Pupils know that sometimes their peers struggle with their emotions. They understand the need for additional support from adults and access to different resources to help them. Pupils are inclusive. They learn about tolerance and acceptance. They say that everyone is welcome at their school.”

Attendance for disadvantaged pupils was 92.8%, whereas the whole-school attendance was 95.4%. Both are disappointing and fall short of a whole-school target of 97%. Tackling attendance effectively was not possible due to unexpected other school priorities. Monitoring and tackling attendance for the whole-school and, in particular, disadvantaged learners will continue to be a focus within the current strategy cycle.

All disadvantaged children had access to educational equipment, uniform, experiences and extra-curricular activities throughout the academic year 2022-23. For example, we funded access to residential, trips, swimming and clubs for several of our pupils.

### Externally provided programmes

Programme	Provider



## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

The school experienced significant disruption in the 2022-23 academic year for various reasons, such as recruiting a new Headteacher. Therefore, the capacity of the Senior Leadership Team was reduced.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The National College training we selected allowed us to train a Senior Mental Health Lead. They will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.