

# Targeted Funds Statement including: Pupil Premium, Recovery Premium funding and School Led Tuition funding

This statement details our school's use of pupil premium, recovery premium funding for the 2021 to 2022 academic year alongside school led tuition funding to help improve the attainment of our disadvantaged pupils.

It outlines our strategies, how we intend to spend these funds 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	Chilmington Green Academy
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils (41 pupils out of 168 pupils)	27%
Academic year	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Stella Schâringer (EHT)
Pupil premium lead	Nicola O'Connell (AHT)
Governor / Trustee lead	Fiona Trigwell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,041.00
Recovery premium funding allocation this academic year	£5,075.00
School led tuition	£4,050.00
<b>Total budget for this academic year</b>	<b>£65,166.00</b>

# Part A: Pupil premium and Recovery premium funding strategy

## Statement of intent

As a school set within the context of a deprivation indicator, that is above the national, there is the potential challenge that less advantaged pupils do not have the same starting point, experiences or support as their peers. We identify the barriers this can pose, in both well-being and academic achievement, and as a team of professionals we work together to develop the whole child. As a team we have the highest aspirations for ALL pupils and ensure that disadvantaged pupils receive the same entitlement as their non - disadvantaged peers.

We are committed to ensuring that the impact of COVID19 on children's well-being and learning continues to be addressed through improving classroom pedagogy, the use of technology to enhance teaching and learning as well as targeted catch- up strategies.

We aim to:

- Develop a personalised learning approach for all children that promotes self-directed learning and enquiry.
- Develop enabling learning environments which offer flexible seating and resources that promote self-directed learning.
- Fully embrace digital technology to remove barriers, develop skills and widen children's horizons and opportunity.
- Provide a well-being team of skilled and experienced professionals who address the social, emotional, and mental health conditions that affect children's school attendance, well-being and learning.
- Develop *all* children's "cultural capital" so that those with "limited experiences" are not at a disadvantage and are able to acquire the essential knowledge and skills to prepare them for future success.

## Challenges

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

Challenge number	Detail of challenge
1	Impact of COVID19 - vulnerable learners whose gaps have widened even further as a result of school closures.
2	Increased number of pupils with complex needs (29 children – 17%) - 48% (14 children PP & SEN) of pupils in receipt of pupil premium funding also are pupils with SEND.
3	The prime area of Communication and Language is low on entry to Reception.
4	Closing the vocabulary gap for those who have limited life experiences and opportunities to join in enrichment opportunities.
5	71% of families on the safeguarding log are in receipt of pupil premium funding
6	Removing barriers that cause low attendance and lack of engagement with school.
7	Boxall assessments have highlighted a need for bespoke nurture provision for some of our disadvantaged families.

## 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
Progress in Reading	Achieve national average progress score in KS2 Reading
Progress in Writing	Achieve national average progress score in KS2 Writing
Progress in Maths	Achieve national average progress score in KS2 Maths
Phonics (Year 1 and Year 2)	Achieve at least national average expected standard
GLD - EYFS	Achieve at least national average GLD
Improve attendance of disadvantaged pupils and reduce % of persistent absentees	In line with the LA average

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<p>Communication and Language development underpins early years and year 1 practice so that the vocabulary gap closes and speech and language barriers are removed.</p> <p>Speech and Language link £1584</p>	<p>A well-balanced approach to developing early Literacy skills which gives pupils' opportunities to enjoy a language rich environment in the indoor and outdoor provision. (<b>EFF Early Literacy approaches- moderate impact</b>)</p> <p>Speech and Language Link assessments identify barriers to Communication and Language (<b>EFF Early years Intervention – moderate impact</b>)</p>	1,2 & 3	<p>Language rich environments have led to wider vocabulary being used within the classroom which has a greater impact upon writing levels and quality of writing produced by children. Training has led to staff facilitating higher order oral interactions as well as written responses, impacting strongly on the progress of children's spoken language level.</p>

			The use of speech and language link supports effective gap analysis.
<p>Little Wandle Letter and Sounds Phonics (complete Systematic Synthetic Phonics programme) purchased and all staff fully trained. £1,500</p> <p>Purchase further decodable books to ensure that the reading texts complement the Wandle Phonics scheme £5,000</p>	<p><b>(EFF Phonics moderate impact for very low cost)</b> <b>DFE Validation of a Systematic, Synthetic, Phonics Programme (SSP)</b></p>	1 & 2	<p>Key stage 1 have decodable books to match phonics teaching enabling children to make good progress in reading. Year 1 have a good percentage on track to meet expected phonics screening result.</p> <p>KS2 teachers have been trained in how to carry out Little Wandle assessment and in the process of getting additional training on interpreting the assessments so they can correctly target the support KS2 children receive.</p>
<p>Adopt a whole school structured approach to the teaching of vocabulary and ensure all staff have adequate training and support to implement this.</p>	<p>CPD on closing the vocabulary gap and implementing a whole school approach to explicitly teaching Tier 3 vocabulary.</p> <p><b>(EFF Communication and language approaches-high impact)</b></p>	3	<p>Whole Trust training delivered at SDD. Due to change over in staff, this training needs to be repeated.</p> <p>A whole-school initiative of 'Winnie's Wow Words' has been launched and vocabulary training is in the process of being planned for.</p>
<p>External CPD on early number skills to improve the teacher's knowledge of early number skills which children need to build upon as they move through their Primary years</p>	<p>Work with the maths hub and purchase resources to embed Teaching for Mastery across all year groups.</p> <p><b>(EFF Mastery learning Moderate impact for low cost)</b></p>	1	<p>EYFS-Purchased Karen Wilding subtitising CPD has had a positive impact on the early recognition of number.</p> <p>Teaching for mastery approach is beginning to be embedded across the school supporting in depth understanding of mathematical concepts allowing children to reduce gaps in learning.</p>
<p>iPads purchased so that available for remote learning for those pupils who do not have digital technology at home. (TTRS,</p>	<p><b>(EFF toolkit Digital technology Moderate impact for moderate cost)</b></p>	All	<p>Developed use of ipads for all classes supporting enagemnet of reluctant learners and therefore impacting on progress being made.</p>

<p>Numbots and Bug Club) Digital technology enhances the teaching and learning in all year groups £5,000</p>			
<p>Ensuring teaching is targeted and considers starting points for individual pupils as well as 'lost learning' due to COVID-19 pandemic. SLT to support assessment and addressing gaps.</p>	<p>Use of summer term assessments as a baseline. Formative and summative assessments used to re-teach or teach specific concepts or topics, adjust curriculum content in the medium or long term, provide pupils with feedback through which they can address their own areas for improvement, decide which pupils may need additional, targeted academic support. <b>(EFF Feedback High impact for low cost)</b></p>	<p>All</p>	<p>Formative and summative assessments used to support next steps and constant review of these allows teaching to be adapted to support the needs of learners. Feedback is given in a variety of ways to ensure all children can access quality feedback and respond appropriately eg. Audio/video/written</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<p>Switch- on reading intervention. All class teaching assistants implement targeted reading intervention daily.  £24104</p>	<p>This is an intensive 10-week intervention that is based on a one-to-one basis who have been trained in this approach. The focus is on closing the reading achievement gap for vulnerable children working below age expected. <b>(EEF – Switch-on Reading intervention moderate cost and high impact)</b></p>	<p>1 &amp; 2</p>	<p>All TAs are training in this intervention and it is up and running in all classes where appropriate. Progress in this programme is assessed each term</p>

			and vulnerable children are discussed during data meetings, in order to identify those children who would benefit from this intervention.
<p>First class @ Number maths intervention for EYFS and KS1.</p> <p>All teaching assistants released 3 x per week to implement targeted early maths support.</p> <p><b>First class at number and switch on release time (training and resources)</b></p> <p>£24104</p>	<p>Develops targeted children's number and calculation ability and their mathematical understanding, communication and reasoning skills. Entry and exit data will be tracked throughout the 10-week programme</p>	1 & 2	<p>First class @ number implemented in Year 2 and having an impact on recognition of key early number facts.</p> <p>Resources set up for ease of use ensuring intervention time is efficient.</p>
<p>Deliver targeted small group or individual tuition for identified KS2 children in reading and maths.</p>	<p>Small group tuition <b>(EFF moderate impact for moderate cost)</b></p>	1 & 3	<p>All staff carrying out the tutoring programme have taken part in the DFE tutoring training. All Y5 children have received 2 terms of tutoring on a 7:1 basis. Y6 have received tutoring for 3 terms on a 1:6max basis</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<p>Nurture support for children in class and in nurture facility to support children not accessing full-time education. Nurture support to provide training for all staff to improve in-class nurture strategies and intervention for social and emotional development. Nurture Teaching Assistant £17760</p>	<p><b>(EFF Social and emotional learning Moderate impact for moderate cost)</b></p>	<p>1, 4, 5 &amp; 6</p>	<p>Nurture TA supporting chn in classes where high level of need. Boxall Profiles shows improving level of wellbeing.</p>
<p>The PSA and Trust Safeguarding lead remove barriers that affect the hardest to reach parents and their ability to get their children to school on a regular basis. Parent support Advisor £12 720</p>	<p>With COVID home issues and Safeguarding being the most important drive in our school, the last year has seen the need to extend our safeguarding team to deal with an increase in Social Services involvement and referrals to outside agencies</p>	<p>5 &amp; 6</p>	<p>Joined up approach are ensuring that gaps are closing in areas of attendance concerns.</p>
<p>Enabling environments will improve engagement and address low level behaviour that hinders learning. Children attendance will improve as the classrooms and approaches will focus on social and emotion learning, removing barriers and self-regulation. Flexible seating and enhanced outdoor learning environments £5,000</p>	<p><b>(Collaborative learning EFF toolkit Moderate impact for low cost)</b></p> <p><b>(EFF Metacognition and self-regulation High impact for low cost)</b></p>	<p>All</p>	<p>All learning environments have been adjusted in light of changes to school and trust vision allowing for inclusive classrooms that take into consideration individual and group needs. This allows all pupils to engage and immerse themselves in learning.</p>

<p>The proportion of persistent absentees is in line with the LA and increased attendance of Pupil Premium pupils and pupils with SEN</p>	<p><b><i>Ofsted (2014) Pupil Premium report said the most successful schools offer support where necessary to improve attendance</i></b></p>	<p>5</p>	<p>Working closely with SLO and implementation of Ashford Hub attendance strategy. PSA and SENDco working closely with outside agencies inc Early Help, PEO and PIAS engaged for supporting persistent absentees with SEN.</p>
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## Part B: Review of Pupil Premium strategy outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Switch on	See COVID catch up statement and Switch On Case Study
Inference Training	
Precision teaching	During periods of lock down and bubble closures the interventions ran remotely via TEAMS. PSA and SLT supported with 'hard to reach' families. IT equipment and internet access were provided where needed. All pupils accessing these interventions made progress and the key focus on foundation skills in literacy and maths ensured any gaps were diminished and upon the whole school return, the children had a secure knowledge base.
Speech and Language Link (EYFS)	62.5% of pupils made accelerated progress in Communication and Language in the Reception cohort. On entry to Reception, 66.7% of children had age appropriate skills in communication and language and at the end of the year this had increased to 91.3%.
Bug Club, Numbots and Times Table Rock stars, as part of class provision, access at home and run as a lunchtime club.	Bug Club, Numbots and Times Table Rock Stars were actively promoted with Pupil Premium children, both at home and in school. Additional practice sessions have been implemented. The children have thoroughly enjoyed these approaches to learning. Reading Champions, Numbots and TTRS Champions have been celebrated in weekly assemblies.
Parent Support Advisor	The PSA and the well-being team have supported families during the numerous lockdowns. The PSA has worked closely with the Trust safeguarding lead, the Nurture lead and the Trust safeguarding lead to reassure parents during COVID restrictions so that they feel confident about sending their children to school. The PSA supported families who were affected by the lockdowns through providing food vouchers, food hampers, white goods and supporting with housing/early help referrals. The PSA and Trust safeguarding lead were creative when signposting to support family's mental health issues during these challenging times.
Nurture Teaching assistant, Safeguarding team and SENCO	The Nurture Lead has worked closely with staff throughout the school in ensuring that well-being needs are rapidly identified and strategies implemented both in school and during remote learning. Boxall Profiling has supported accurate identification of need.
Pupil Premium Case Studies	Pupil Premium case studies have supported bespoke support for Pupil Premium children. This has included access to clubs (pandemic allowing) and learning resources based on the children's interests.

## Part C: School-Led Tutoring funding

### Intent

Disruptions caused by the COVID-19 pandemic have resulted in significant missed education by pupils. Disadvantaged and vulnerable pupils have been particularly impacted. Tutoring is one of the most effective tools for helping pupils recover lost education. The Government has offered schools and academy trusts a new expanded tutoring offer from the start of this academic year 2021/22.

Schools and academy trusts can now access three tutoring routes as part of the National Tutoring Programme:

- Route 1: Tuition Partners
- Route 2: Academic Mentors
- Route 3: School-Led Tutoring (existing staff such as teachers or teaching assistant or another professional educator). Internal staff will undertake the free training programme, from the DFE, before delivering tutoring.

We have chosen the School-Led Tutoring route where all eligible state-funded schools and academy trusts are given a ring-fenced grant to fund locally sourced tutoring provision for disadvantaged pupils. This gives us the opportunity to provide an intervention teacher, that may be familiar, who will deliver intensive and individualised academic support to pupils in either one-to-one or small group arrangements.

This approach to tutoring has a positive impact on pupil's academic progress which is backed by the research provided by the EFF. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.

Research also shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Clear, positive and encouraging communication between tutors, staff and pupils is important. An evaluation from the EFF on Primary Tuition, found that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective when there was good communication between the tutor and school staff and between the tutor and pupil.

### Implementation

Pupils targeted for tutoring

The School-Led Tutoring will focus on providing tuition to disadvantaged and vulnerable pupils who we know have faced more barriers during school disruptions and their well-being and academic progress has been adversely affected. This will include pupils eligible for pupil premium but could also include pupils with other types of disadvantage or additional needs, including Special Educational Needs and Disabilities (SEND), children who have a social worker, previously looked-after children, young carers and other vulnerable pupils.

We will be focusing the tuition on English and Maths, given the importance of these subjects in improving wider pupil outcomes.

## School Led Tutoring Summary

Delivery approach	Subject	Targeted pupil number
Booster groups after school Teacher / Teaching Assistants in Year 5 & 6  EGPS & Maths	<b>Mon and Wed Y5:</b> 7 children identified  <b>Tues and Thurs Y5:</b> 6 children identified	<b>Total Children 13</b>
	<b>Mon and Wed Y6:</b> 6 children identified  <b>Tues and Thurs:</b> 5 children identified	<b>Total children- 11</b>