

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

This statement details our school's use of pupil premium, recovery premium funding for the 2022 to 2023 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 Primary School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	18.8%
Academic year	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	December 2022
Statement authorised by	Stella Schâringer (EHT)
Pupil premium lead	Claire Foreman (HofS)
Governor / Trustee lead	Fiona Trigwell

Funding overview

Detail	Amount
Pupil Premium Funding Allocation this Academic Year	£62208
Covid Catch Up Funding	£4212
Recovery Premium	£6090
Total budget for this academic year	£72510

Part A: Pupil premium and school 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	Enabling every child to develop a passion for reading that sets them on a lifelong path as a reader.
2	Removing any barriers to phonic learning which then impact on reading.
3	Ensuring challenge at every level for all pupils.
4	Removing barriers that cause low attendance and lack of engagement with school.

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
Reading	For every child to make at least good progress relevant to their starting points, to see themselves as a reader and be instilled with a love of reading for pleasure.
Maths	For every child to make at least good progress with an additional focus on providing challenge.
Mental Health	For everyone in the school community to be mental health aware, to know how and where to seek support.
Improve attendance of disadvantaged pupils and reduce % of persistent absentees	To be at least 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><u>Reading</u></p> <p>I. Reading for pleasure</p> <ul style="list-style-type: none"> Investment in author collections UKLA building of readers teacher project Investment in Pie corbett read aloud and poetry spine collections <p>II. Embedding Little Wandle</p> <ul style="list-style-type: none"> Further investment in sets of decodable books for each colour band 	<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. <i>EFF Early Literacy approaches- moderate impact</i></p> <p><i>EFF Early years Intervention – moderate impact</i></p> <p><i>EFF Phonics moderate impact for very low cost</i></p> <p><i>DFE Validation of a Systematic, Synthetic, Phonics Programme (SSP)</i></p> <p><i>EFF Communication and language approaches- high impact</i></p>		

<ul style="list-style-type: none"> Investment in LW SEND resources Investment in LW Year 2 accelerated catch up resources <p>III. Introducing reading progress and reading coach</p> <ul style="list-style-type: none"> Reading progress and reading coach CPD 	<p><i>The Reading Framework. Teaching the Foundations of Literacy. January 2022. DfE</i></p> <p><i>EFF Metacognition and self-regulation High impact for low cost</i></p> <p><i>EFF toolkit Digital technology Moderate impact for moderate cost</i></p>		
<p><u>Maths</u></p> <p>Introduction of Power Maths</p> <ul style="list-style-type: none"> Purchase of Power Maths license Power Maths CPD 	<p><i>EFF Mastery learning Moderate impact for low cost</i></p> <p><i>EFF Improving Maths in EYFS, KS1 and</i></p> <p><i>EFF Metacognition and self-regulation High impact for low cost</i></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.</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.</p>		

	<p>EEF – Switch-on Reading intervention moderate cost and high impact</p> <p>EFF Metacognition and self-regulation High impact for low cost</p>		
<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>Whole class fluency sessions for all years.</p> <p>First class at number and switch on release time (training and resources)</p>	<p>Develops targeted children's number and calculation ability and their mathematical understanding, communication and reasoning skills. Entry and exit data will be is tracked throughout the 10-week programme</p> <p>EFF Metacognition and self-regulation High impact for low cost</p>		
<p>Deliver targeted small group or individual tuition for identified KS2 children in reading and maths.</p>	<p>Small group tuition</p> <p>EFF moderate impact for moderate cost</p> <p>EFF Metacognition and self-regulation High impact for low cost</p>		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<p>Development of whole school Mental Health strategy.</p> <ul style="list-style-type: none"> Investment in Mental Health training (Creative Education) Mental Health Lead Embedding whole school Nurture approach based on 	<p>EFF Social and emotional learning Moderate impact for moderate cost</p> <p>EFF Metacognition and self-regulation High impact for low cost</p> <p>Transforming Children and Young People's Mental Health Provision. DfE.</p>		

the Nurture principles			
<p>Curriculum enrichment experiences:-</p> <ul style="list-style-type: none"> • Subsidised school trips • Subsidised swimming 	<p><i>EFF – outdoor adventure learning shows positive benefits to academic learning and self-confidence.</i></p> <p><i>Ofsted Research (2019) places emphasis on developing cultural capital , particularly for disadvantaged pupils to level the playing field .</i></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><i>Ofsted (2014) Pupil Premium report said the most successful schools offer support where necessary to improve attendance</i></p>		

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 2021 to 2022 academic year.

Communication and Language development underpins early years and year 1 practice so that the vocabulary gap closes and speech and language barriers are removed.	Comprehensive focus on development of communication & language throughout the year. Introduction of new strategies, such as Winnie's WOW words, extended vocabulary exposure. 100% PP In Reception and Year 1 on track for speaking and listening, attention and understanding by Summer Term 2.
Little Wandle Letter and Sounds Phonics (complete Systematic Synthetic Phonics programme) purchased and all staff fully trained. Purchase further decodable books to ensure that the reading texts complement the Wandle Phonics scheme	All staff (teachers and TAs) fully trained and delivering Little Wandle. Decodable books purchased and used both in lessons and sent home – ensuring that each child's book matched their level.
Adopt a whole school structured approach to the teaching of vocabulary and ensure all staff have adequate training and support to implement this.	Introduction of Winnie's WOW words has exposed the children to higher level vocabulary. All staff trained through weekly school development briefings ensuring high profile maintained.
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	All staff teaching early number skills trained using Karen Wilding training. Use of Becoming 1 st Class and 1 st Class at Number supporting targeted intervention.
IPads purchased so that available for remote learning for those pupils who do not have digital technology at home. (TTRS, Numbots and Bug Club) Digital technology enhances the teaching and learning in all year groups	Every child has access to an ipad to support remote learning. Use of digital technology to support teaching and learning in all year groups. Ongoing staff training through weekly school development briefings.
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.	Key focus on assessment for learning throughout the year. Curriculum delivery adapted to account for gaps to be addressed. Use of NCETM progression document.
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.	Every classroom developed as a Nurture classroom. Inclusion resources available to all children in every class. Ongoing staff development through weekly school development briefings.
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.	Regular meetings PSA, Trust Safeguarding Lead, SLT focussed on strategies to support hardest to reach parents. Rigorous and unrelenting approach taken.
Enabling environments will improve engagement and address low level behaviour that hinders learning. Children attendance will	All classrooms developed in line with flexible learning spaces that promote the skills of 21 st century learning.

<p>improve as the classrooms and approaches will focus on social and emotion learning, removing barriers and self-regulation.</p>	
<p>Cultural Capital experiences are embedded in the wider curriculum through a carefully planned LTP. There is a LTP for trips and experiences to enhance the children’s knowledge of their locality of Kent. Digital Technology is used to widen children’s horizons and opportunity.</p>	<p>LTP of trips, visitors and experiences planned and implemented.</p>