

# Pupil premium and Recovery Premium strategy statement – Chilmington Green

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	249
Proportion (%) of pupil premium eligible pupils	24.8%
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Helen Evemy
Pupil premium lead	Claire Foreman
Governor / Trustee lead	Fiona Trigwell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,385
Recovery premium funding allocation this academic year	£6,815
<b>Total budget for this academic year</b>	<b>£75,200</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Chilmington Green Primary school we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are 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
- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our context: IMD Rank 252 indicates the school has an average level of deprivation. 24.8% of pupils are eligible for Pupil Premium Funding which is inline with the 24% national average.

Achieving our objectives: In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPDL to ensure that pupils access effective quality first teaching, which prioritises high expectations and inclusive practice.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and digital technology to enable ALL pupils and remove barriers to learning.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences, to ensure that children's 'cultural capital' is developed; those with 'limited life experiences' are not disadvantaged.
- Provide opportunities for all pupils to participate in enrichment activities.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

- This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles: We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers and senior leaders will together identify, through the pupil progress meetings, specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication
2	Social, emotional and mental health
3	PP Gaps in Reading, Writing and Maths at KS1 and Maths at KS2.
4	Attendance and punctuality
5	Pupils Arrive at school unprepared for learning
6	Access to wider 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
Reading, Writing and Maths attainment.	Achieve outcomes in-line national average by the end of KS2 in Maths. Achieve outcomes in-line national average by the end of KS1.
Reading, Writing and Maths progress.	Achieve national average progress score (0).
Attendance	Ensure attendance of disadvantaged pupils is at least 95%

## 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
<p><b>Communication and Language</b></p> <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</p> <p>Speech and Language therapist</p> <p>EYFS TA on Speech and Language</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
Implement Writing strategy and embed high expectations across all writing practice.	<b>(EFF Communication and language approaches- high impact)</b>	1, 2, 3
Embed Power Maths from Reception to Year 6 ensuring all new staff are well trained and planning is focused on the progress of all children.	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally	1, 2, 3
iPads and Digital technology enhance the teaching and learning in all year groups	<b>(EFF toolkit Digital technology Moderate impact for moderate cost)</b>	1, 2, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
First class @ Number maths intervention for EYFS and KS1.	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally.	1, 2, 3
Dynamo maths intervention at KS2.	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally.	1, 2, 3

Deliver targeted small group or individual tuition for identified KS2 children in reading and maths. Booster groups.	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally.	1, 2, 3
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	<b><i>(EFF Social and emotional learning Moderate impact for moderate cost)</i></b>	2, 4, 5, 6
The PSA and Safeguarding Lead remove barriers that affect the hardest to reach parents and their ability to get their children to school on a regular basis.	Increase in support from School Liaison Office and where necessary Social Service involvement and referrals to outside agencies.	2, 4, 5, 6
Enabling environments to improve engagement and address low level behaviour that hinders learning. Children's attendance will improve as the classrooms and approaches continue to focus on social and emotion learning, removing barriers and self-regulation.	<b><i>(Collaborative learning EFF toolkit Moderate impact for low cost)</i></b>  <b><i>(EFF Metacognition and self-regulation High impact for low cost)</i></b>	1, 2, 3, 4, 5, 6

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Key areas of impact

2023 Good Level of Development - National 67.3%; ALL 68.9%; PP 85.7%

2023 Phonics screening teacher assessment – National 78.9%; ALL 72.7%; PP 62.5%

2023 KS1 Reading teacher assessment – National 68.3%; ALL 59.4%; PP 0.0%

2023 KS1 Writing teacher assessment – National 60.1%; ALL 53.1%; PP 20.0

2023 KS1 Maths teacher assessment – National 70.4%; ALL 62.5%; PP 40.0%

2023 KS2 Reading – National 73.3%; ALL 73.9%; PP 71.4%

2023 KS2 Writing – National 71.0%; ALL 82.6%; PP 71.4%

2023 KS2 GPS – National 72.0%; ALL 69.6%; PP 57.1%

2023 KS2 Maths – National 73.0%; ALL 73.9%; PP 42.9%

2023 R/W/M – National 59%; ALL 65.2%; PP 42.9%

Reading Progress Score (0); ALL –3.8; PP –4.6

Writing Progress Score (0); ALL –1.0; PP –2.0

Maths Progress Score (0); ALL –1.5; PP 5.5

New Parent Support Advisor to support most vulnerable families;

KS2 results improving and in line with or above national in Reading and Writing.

PP pupils outperforming ALL at the end of EYFS for GLD.

Targeted interventions for most vulnerable pupils, including those with SEMH needs and SEND are showing impact.