

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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

Detail	Data
School name	Chiddingly Primary
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Academic Year 2021-22
Date this statement was published	Feb 22
Date on which it will be reviewed	Dec 22
Statement authorised by	James Procter Executive Head Kayleigh Vile HOS
Pupil premium lead	Sian Leahy
Governor / Trustee lead	Catherine Simmons James Streets

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,245
Recovery premium funding allocation this academic year	£3045
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	£31290

Part A: Pupil premium strategy plan

Statement of intent

At the Pioneer federation we have high aspirations for all our children and believe that no child should be left behind. We aim to develop a thirst for knowledge, a commitment to learning and to give every child in our schools every chance to realise their potential.

When making decisions about using the funding we look at common barriers to learning such as language and communication skills, social and emotional aspects of learning including confidence, attendance, punctuality and support at home. Complex family situations may sometimes prevent children from flourishing and can present as another significant barrier to learning. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, have previously been in the care system or are young carers.

Our main objective in deciding how to use the Pupil Premium funding is to ensure that the gap between groups of pupils is narrowed and that all vulnerable children make good progress from their starting point including those who are already high attainers. We aim to ensure that high quality teaching and targeted interventions alongside wider strategies that support being ready to learn, help remove barriers to learning and progress.

We believe in building belief, resilience and a “can do” attitude. The school community works hard to develop resilience and perseverance in all our children, staff believe that all children can succeed and we celebrate individual strengths and have high expectations for all children.

The federation believes in providing the highest quality of teaching and acknowledges that early intervention is key and needs to be focused on the areas in which our vulnerable pupils are struggling to make good progress. We value the importance of early language development and acknowledge the importance of the EYFS. We aim to maximise teaching time by supporting parents to improve attendance and punctuality.

Our plans need to be considered alongside our School Development plan as our plans for high quality teaching, behaviour and attitudes and personal development are interlinked with this strategy and there are many cross overs. The focus of the National Tutoring programme is also closely linked to this strategy.

Leadership are aware that improvements in pupil attainment require effective use of resources including staffing. We believe in using an evidence based approach to identify areas of focus and intervention and in reviewing the impact of our plans. Plans and strategies are put in place and reviewed following data analysis to ensure the best possible outcomes for all children. Children’s progress is analysed termly to support this. In addition we seek advice from our local authority, and utilise other areas of

expertise, such as Education Endowment Foundation, East Sussex Behaviour and Attendance service, our School Improvement Partner and other Headteachers.

All staff are aware of PPG children and other vulnerable groups across the school and the progress of these groups is discussed at termly Pupil Progress meetings. Some individuals will have specific intervention as individuals or in a small group. The school will respond flexibly to the needs of individual children taking into account individual situations.

Challenges

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

Challenge number	Detail of challenge
1	Gaps and distance from age expectations
2	Low progress of PPG pupils in writing compared to non PPG
3	Speech and language skills
4	Attendance of vulnerable pupils
5	Well-being and sensory needs impacting on being ready to learn

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
To close the gap with expected standard for all PPG pupils but particularly in writing	All pupil premium children to make expected progress or progress in line with their peers PPG pupils make accelerated progress in writing
Pupil premium children are engaged in lessons and making good progress	All PPG children make good progress in core subjects
For children to have the understanding to participate and engage in all whole class teaching	Language link scores indicated age appropriate norms or that children are making progress with LL or speech and language targets as indicated in support plans
Attendance of pp pupil improves and is not impacting on access to learning or interventions	PPG pupils attendance is in line with the national average Attendance at intervention groups is in line with non PPG

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD and INSET regarding phonics, grammar and maths in place as part of SPD</p> <p>Sharing practice by subject leads across the federation – Maths</p> <p>CPD around the use of Clicker 8 to support writing</p> <p>NO COST FROM PPG</p>	<p>CPD for national teaching standards</p> <p>The EEF guide to the pupil premium - training and improving Quality Teaching</p> <p>The EEF guide to the pupil premium key lessons – improving quality of teaching</p>	2,3
<p>Therapeutic thinking training</p> <p>NO COST FROM PPG</p>	<p>CPD all staff</p> <p>The EEF guide to the pupil premium key lessons – improving quality of teaching</p> <p>Dfe – Mental Health and Wellbeing in schools (Nov 19)</p>	1

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

Budgeted cost: £ 27677

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutor led funding (25% contribution) for small group tuition on focused elements identified from assessments</p> <p>£810 (25%)</p> <p>All recovery money to be used to fund a teacher for individual and small group</p>	<p>Feedback EEF toolkit – high impact to low cost +6</p> <p>small group tuition EEF toolkit +4</p> <p>teaching reading comprehension strategies +6</p>	1,2

tuition(total £3045 including the 810)		
Teacher recruited who is known to the school and knows the children		
Teacher allocated hours April – July £8247 TA hours allocated to PPG intervention 2 X 2 Hours weekly plus sensory circuits and 1 hour classroom provision per class £16385 *(includes sensory below)	Oral language interventions EEF toolkits +6 Overlearning opportunities – Mastery – EEF toolkit +5 phonics and language link focus in KS1 - EEF toolkit +4 social and emotional learning EEF toolkit +4 small group tuition EEF toolkit +4 The EEF guide to the pupil premium key priority - Language acquisition including extending vocabulary breadth, depth and use in context, relating to curriculum topics	1,2,3,5,6

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

Budgeted cost: £ 3264

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contributions to trips and extracurricular activities, additional resources and breakfast club (£500)	Feeling part of the group, cultural capital OFSTED framework 2019 Dfe – Mental Health and Wellbeing in schools (Nov 19)	4,5
Sensory circuits provision 4 x 1/2 hour PE teacher (plus 4 x 1/2 TA provision included above) To meet need, gather evidence for referral and be ready for learning included in figures above	Physical activity EEF toolkit +1 OT advice in order to meet needs	5
Drawing for Talking 2 x 1/2 hour sessions available each term (10 weeks) PPG pupils to be considered as first priority £1800 (30 hours)	Social and emotional learning EEF toolkit +4 Arts participation EEF Toolkit +3 Boxall Dfe – Mental Health and Wellbeing in schools (Nov 19)	5
Boxall Subscription to screen the whole school and help prioritise level of need £325		5

Language link Screener Ks1 (£275) – screen all Reception and KS1 and put in place interventions as necessary	The EEF guide to the pupil premium - key lessons EYFS is key, The EEF guide to the pupil premium key priority - Language acquisition including extending vocabulary breadth, depth and use in context, relating to curriculum topics	3
Language link screen for KS2 screen all KS2 pupils and put in place interventions as necessary £364	The EEF guide to the pupil premium - key lessons EYFS is key, The EEF guide to the pupil premium key priority - Language acquisition including extending vocabulary breadth, depth and use in context, relating to curriculum topics	3

Total budgeted cost: £ 0 + 27577+3264=£30941

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.



Progress Breakdown
Y2, Y3, Y4, Y5, Y6 - All Pupils (69 pupils)

20 February 2022

Sum2 2019-20 to Sum2 2020-21

	Pupils (%)	Pupils (%) making 6+ steps progress		
		Reading	Writing	Mathematics
All Pupils	69 (100%)	55 (79.7%)	52 (75.4%)	54 (78.3%)
Pupil Premium	22 (31.9%)	17 (77.3%)	15 (68.2%)	17 (77.3%)
Not Pupil Premium	47 (68.1%)	38 (80.9%)	37 (78.7%)	37 (78.7%)

Progress in reading and Mathematics for PPG pupils was broadly in line with non-PPG pupils. Writing progress was lower.

Attendance for PPG was 94.6% compared to 96.6% for all pupils.

We have received positive anecdotal evidence of positive impact of Drawing for Talking from pupils and parents. The timetable for PPG pupils did take place well as there was not much staff absence, some interventions took place on line. Pupil attendance did impact on this planned intervention.

The introduction of Clicker 8 is beginning to have an impact on writing evidence in Year 3 and 4 and has had an impact in Year 5 and 6.

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
n/a	n/a

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

12 children have been identified for tutor led intervention and additional children have benefited from group work as part of this support.