

Pupil premium strategy statement

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	102
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Academic Year 2022-23
Date this statement was published	Dec 22
Date on which it will be reviewed	Dec 23
Statement authorised by	James Procter Executive Head Kayleigh Vile HOS
Pupil premium lead	Sian Leahy
Governor / Trustee lead	Lorna Duggleby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,625
Recovery premium funding allocation this academic year	£0
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	£34,625

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	Attendance of vulnerable pupils 2021-22 <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Pupil Premium</td> <td style="width: 20%;">PP</td> <td style="width: 20%;">89.95%</td> <td style="width: 30%;">24</td> </tr> <tr> <td></td> <td>Non-PP</td> <td>93.78%</td> <td>74</td> </tr> </table>	Pupil Premium	PP	89.95%	24		Non-PP	93.78%	74
Pupil Premium	PP	89.95%	24						
	Non-PP	93.78%	74						
2	Cross over with PP and SEND - language needs impacting on within year progress								
3	Emotional and wellbeing needs impact on access to learning								

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
Attendance of pp pupil improves and is not impacting on access to learning or interventions	PP pupils attendance is in line with the non PP (gap closed 21-22 PP 89.95% non PP 93.78%)
Early language needs are identified and appropriate interventions put in place so that children make progress in learning	PP pupils with SEND attain and make progress in line with nonSEND PP pupils in maths and other core areas
SEMH needs are identified and appropriate interventions are in place so that children make progress in learning	Thrive approach whole school profiling takes place twice annually and identified children have Individualised action plans PP pupils with SEMH are making progress in line with non-SEMH pupils

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
Little Wandle training for all KS1/R staff (SDP)	EEG phonics – high impact for low cost +5	2
Training a member of Pioneer staff to become a Thrive Practitioner, second member of staff license renewed Sept 22– April 23 (federation paid)	The Thrive Approach is research based: https://portal.thriveapproach.com/approach/info/credentials/ Dfe – Mental Health and Wellbeing in schools (Nov 19)	3
Zones of regulation training for all teachers (CLASS core units)	East Sussex recommended provision for SEMH. Dfe – Mental Health and Wellbeing in schools (Nov 19)	3

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

Budgeted cost: £ 390+ 2394 + £19,502 + £220 =£5000 = £27,506

Activity	Evidence that supports this approach	Challenge number(s) addressed
ESBAS units bought into support attendance £390	EEF parental engagement cost 1 impact +4	1
TA hours allocated to PPG intervention including, language link, early phonics intervention, pre-teaching and revisiting, wellbeing supports (The Thrive Approach), sensory circuits 4 X afternoons weekly £2394	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	2,3

Provision of class TAs to facilitate smaller groupings £19,502	Sensory circuits – as recommended by OT and ADHD plans	
Language link KS1 screener and programmes £220 and put in place interventions as necessary Language link KS2 screener and programmes (funded by SEND) and put in place interventions as necessary	Oral language interventions EEF toolkits +6 The EEF guide to the pupil premium key priority - Language acquisition including extending vocabulary breadth, depth and use in context, relating to curriculum topics	2,3
Investigation of an oracy programme for KS1 such as Philosophy for Children and use of Sticky notes £5000	Oral language interventions EEF toolkits +6 The EEF guide to the pupil premium key priority - Language acquisition including extending vocabulary breadth, depth and use in context, relating to curriculum topics	2

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

Budgeted cost: £ 344+1700+800+200=£3044

Activity	Evidence that supports this approach	Challenge number(s) addressed
HOS time and Inclusion Manager increased knowledge and familiarity with the East Sussex EBSA guidance and toolbox, attendance at EBSA network meetings no cost	East Sussex Behaviour Support Therapeutic Thinking training Dfe – Mental Health and Wellbeing in schools (Nov 19) parental engagement +4	1,3
Individual Thrive profiling and actions plans built into SEND and behaviour support plans as needs are identified £1375 / 4 schools= £344	The Thrive Approach is research based: https://portal.thriveapproach.com/approach/info/credentials/ Dfe – Mental Health and Wellbeing in schools (Nov 19)	2,3
Sensory circuits provision 4 x 45 min 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 and ADHD advice in order to meet needs	3
Senco/Inclusion Manager	EEF parental engagement cost 1 impact +4	1,2,3,

parental coffee mornings and workshops related to key school topics and SEND provisions/outside agencies including the Thrive approach and zones of regulation No cost		
Contributions to residential, trips and extracurricular activities, additional resources and breakfast club (£1700)	Feeling part of the group, cultural capital OFSTED framework 2019 Dfe – Mental Health and Wellbeing in schools (Nov 19)	3
Drawing for Talking 2 x ½ hour sessions available for 4/6 terms (10 weeks each) PPG pupils to be considered as first priority Training of Pioneer member of staff to be able to provide this support in house £800	Social and emotional learning EEF toolkit +4 Arts participation EEF Toolkit +3 Boxall Dfe – Mental Health and Wellbeing in schools (Nov 19)	3
Requested art therapy student – support for resources £200	Arts participation EEF Toolkit +3 Dfe – Mental Health and Wellbeing in schools (Nov 19)	3

Total budgeted cost: £ 0 + 27,506+3044=£30,550 (£4075 carry forward)

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.

Intended outcome 2021-22	Success criteria
1. 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
2. Pupil premium children are engaged in lessons and making good progress	All PPG children make good progress in core subjects
3. 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
4. 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

1. KS2 SATS results

Year 6					
	SAT Outcomes 2022			National 2022	
	WTS	EXS+	GDS	EXS	GDS
Year 6 Reading	20%	80%	33%	74%	%
Year 6 Writing	13%	87%	27%	69%	%
Year 6 Maths	7%	93%	47%	71%	%
Year 6 Combined	4 chn 27%	11 chn 73%	3 chn 20 %	59%	%
Year 6 GPS	27%	73%	40%	72%	%

2. Within in year progress for PP pupils is better than all pupil and non PPG pupils (Missing data: Y1 data separate due to the transition from EYFS to Y1 and in year newcomers)

		Pupils (%) making 5+ steps progress		
	Pupils (%)	Reading	Writing	Mathematics
All Pupils	102 (100%)	53 (52.0%)	48 (47.1%)	50 (49.0%)
Pupil Premium	24 (23.5%)	16 (66.7%)	13 (54.2%)	14 (58.3%)
Not Pupil Premium	78 (76.5%)	37 (47.4%)	35 (44.9%)	36 (46.2%)
Missing Data		25 (24.5%)	25 (24.5%)	26 (25.5%)

- Pupil premium children with low scores or identified need on Language Link 5/6 make excellent progress with language link scores – Numbers per year group too small to publish – available on request.
- Attendance
2020-21 school:
93.92 Non-PP
90.19 PP

Externally provided programmes

Programme	Provider
n/a	n/a

Service pupil premium funding (optional)

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)

n/a
