

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	101
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Academic Year 2023-24
Date this statement was published	Jan 24
Date on which it will be reviewed	Dec 24
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	£32,010
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	£32,010

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	Low receptive and expressive language or other SEND/wellbeing/behaviour needs impacting greatly on the engagement and progress of the SEND/PPG cross over children
2	Early reading progress in KS1
3	Reading progress in KS2

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
Easy and measurable	
Language needs will be identified and appropriate supports are in place for PPG children with language needs. Children with SEND/PPG crossover will make measurable progress on the school trackers or their APDR targets	Language link screeners take place in Oct and in Feb for those with low scores. Language link or other programmes are in place for identified children Parents of PPG pupils attend meetings and will engage/consent for the offered support or appropriate referrals
PPG children make good progress and attain well in reading, phonics and are fully engaged in writing and make good progress	PPG pupils in Y1 meet the threshold for the Year 1 phonics screener PPG pupils make good progress (6 steps or more) in reading over the academic year PPG pupils are engage in writing and making expected progress in KS2 PPG pupils in Y6 are working at expected levels of attainment or have made 6 steps progress in reading over the year.
PPG pupils make good progress in Reading	Language needs that impact on Reading are identified as above Most PPG pupils make good progress (6 steps or more) over the academic years. Those not making expected progress have support programmes in place and /or appropriate advice from external professionals.

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: **£600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 day cover for each TA to enable for training to ensure they are skilled for the role. £600	The EEF recommends a focus on ensuring quality first teaching. The EEF recommendations for SEND – p3 ensure all pupils have access to quality first teaching. EEF Making the best of Teaching Assistants p6 4 – ensure TA are prepared for their role	1,2,3

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

Budgeted cost: £1,233 + £429 + £220 + £810 + £1365 + £11,989 + £12,389 = **£28,435**

Activity	Evidence that supports this approach	Challenge number(s) addressed
50 Lexia Core 5 reading programme licenses bought £1233 (1/3 of 3 year deal)	EEF effective use of ICT Use evidence based interventions – experience at other Pioneer schools (SMV) has evidence above expected progress at all levels of attainment. Teaches comprehension – higher level skills – EEF improving literacy in KS1 EEF Toolkit: Phonics +5 intervention Homework +5 Reading comprehension strategies +6	2,3
Individual Thrive profiling and Wellbeing actions plans (Thrive/Zones of regulation) built into SEND and behaviour support plans as needs are identified £349 (portion of the Federation license) + £80 training	The Thrive Approach is research based: https://portal.thriveapproach.com/approach/info/credentials/ Dfe – Mental Health and Wellbeing in schools (Nov 19) EEF improving Social and emotional learning in primary schools pt 5 – reinforce SEL with whole school based ethos and activities EEF Toolkit: Behaviour interventions +4 Social and emotional learning +4	1
Language link Screener KS1– 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	1,2,3

<p>£220</p>	<p>EEF literacy in Ks1 recommendations pt1 – develop speaking and listening skills</p> <p>EEF Toolkit: Oral language interventions – high impact low cost 1 impact +6</p>	
<p>Acquisition of additional 10 Clicker licences £810</p>	<p>Evidence at other Pioneer schools with EHCP and other pupils indicates that scaffolded ICT writing support can support engagement and evidence pupils' ideas when they struggle with fine motor skills.</p>	<p>1,2,3</p>
<p>Employment of SAL therapist to complete 4 x full assessment reports and programme £365</p> <p>Employment of SAL practitioner to model the programme delivery 10 sessions for 4 pupils £1000</p>	<p>The EEF guide to the pupil premium - key lessons EYFS is key</p> <p>The EEF guide to the pupil premium key priority - Language acquisition including extending vocabulary breadth, depth and use in context, relating to curriculum topics</p> <p>EEF literacy in Ks1 recommendations pt1 – develop speaking and listening skills</p> <p>EEF Toolkit: oral language interventions – high impact low cost 1 impact +6</p>	<p>1,2,3</p>
<p>TA hours allocated to PPG intervention including, language link, early phonics intervention, pre-teaching and revisiting, wellbeing supports (The Thrive Approach), sensory circuits</p> <p>Provision of class TAs to facilitate smaller groupings</p> <p>Additional TA to support individual and group interventions. And support whole class provision in Y1/2.</p> <p>3 afternoons of class based and group interventions across the classes to support reading, writing and maths across the curriculum. £12,389</p> <p>Contribution towards whole school £11,989</p>	<p>The EEF guide to the pupil premium key priority - Language acquisition including extending vocabulary breadth, depth and use in context, relating to curriculum topics</p> <p>Sensory circuits – as recommended by OT and ADHD plans</p> <p>EEF Toolkit: Oral language interventions +6 Overlearning opportunities – Mastery +5 phonics and language link focus in KS1 +4 social and emotional learning +4 small group tuition +4 Physical activity +1 Within class attainment grouping +2 Teaching assistant interventions +4 Individualised instruction +4</p>	<p>1,2,3</p>

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

Budgeted cost: £800 + £1,700 + £475 = **£2975**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drawing for Talking 2 x ½ hour sessions available each term (10 weeks) PPG pupils to be considered as first priority £800	DfE – Mental Health and Wellbeing in schools (Nov 19) EEF Toolkit: Social and emotional learning +4 Arts participation +3	1
Contributions to trips and extracurricular activities, additional resources , uniform, including book bags for new PP pupils £1,200 (Residential) + £500 £1,700 total Breakfast club £475	Feeling part of the group, cultural capital OFSTED framework2019 DfE – Mental Health and Wellbeing in schools (Nov 19)	1
Sensory circuits provision daily To meet need, gather evidence for referral and be ready for learning No cost	OT and ADHD advice in order to meet needs EEF Toolkit: Physical activity +1	1,2,3
Senco/Inclusion Manager 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	EEF Toolkit: Parental engagement cost 1 impact +4	1,2,3,

Total budgeted cost: £32,010

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. 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%) 2022-23 gap has closed to 2% with attendance increased for PP pupils. FSM 93% Non FSM 95%
2. Early language needs are identified and appropriate interventions put in place so that children make progress in learning – see data below	PP pupils with SEND attain and make progress in line with non-SEND PP pupils in maths and other core areas
3. 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

2. Reading - 11/13 =85% of PPG with SEND did make 5+ steps of progress, 13/13 =100% of PPG without SEN made 5+ steps of progress. 2/13 pupils did not make similar progress.

Writing – 10/13 = 77% of PPG with SEND did make 5+ steps of progress, 13/13 =100% of PPG without SEN made 5+ steps of progress. 3/13 pupils did not make similar progress.

Maths – 12/13 +92% of PPG with SEND did make 5+ steps of progress, 13/13 =100% of PPG without SEN made 5+ steps of progress. 1/13 did not make similar progress.

3. PPG and Thrive – tracking data is unable to show a fair picture of progress as 3 children either were in EYFS or arrived mid-year. SLT are confident that the majority children receiving Thrive provision are better engaged in learning than they were on entry or at the start of the academic year. Increase in engagement and wellbeing noted.

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