

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	Chalton Lower School
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Liz Noble Headteacher
Pupil premium lead	Liz Noble
Governor / Trustee lead	Michelle Goode

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8070
Recovery premium funding allocation this academic year	£500
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	£8570

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be based upon the challenges each individual faces.

Ultimate Objectives

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 4 and thus achieve GCSE's in English and Maths.

Achieving these Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- 1-1 support
 - Additional teaching and learning opportunities provided through trained TAs or external agencies
 - All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations.
 - Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations or higher
- Additional learning support.
- Pay for all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To allow the children to learn a musical instrument and to sing in a choir across the county
 - Ensure that disadvantaged pupils are challenged both through the work they are set and their targets. Use regular reviews in order to act early to intervene at the point need is identified. Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Year 4 and in general, are more prevalent among our disadvantaged pupils than their peers
2	Assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Some pupils eligible for Pupil Premium have less parental

	support at home to support with the completion of homework and regular reading.
5	Attendance rates of identified children eligible for Pupil Premium needs to be monitored and problems addressed as this reduces their school hours which impacts on their learning.
6	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.

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
The oral language and skills of the PP and disadvantaged children will have improved	The oral language and skills will have improved. This will be evident when looking at undertaking work scrutinies, formative assessments and discussions with pupils.
Improved Reading skills	All disadvantaged children will achieve end of year expectations by the end of their year 4
Improved Maths skills	The disadvantaged children will achieve end of year expectations by the end of year 4
Improve Attendance	Ensure Attendance of disadvantaged pupils is above 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)

Budgeted cost: £ 4036

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</i></p> <p><i>Training for new staff to ensure that phonics is taught correctly.</i></p> <p><i>Communication with parents about how phonics is taught so it can be supported at home.</i></p>	<p><i>Phonics approaches have been consistently found to be effective in supporting younger children to master the basics of reading, although not necessarily comprehension skills</i></p> <p><i>Phonics / Toolkit Strand / Education Endowment Fund</i></p>	<p>1, 3, 4</p>
<p><i>Purchase of new reading books for reception and KS1 that are in line with the phonics scheme and are fully decodable.</i></p> <p><i>Purchase of reading books for KS2 which provide age appropriate content for below age related readers.</i></p> <p><i>Reading workshop held for EYFS parents to effectively show them how to read to and with children, to improve vocabulary, word reading and comprehension.</i></p>	<p><i>The DfE emphasises reading is fundamental to education and research underpins how talk, stories and systematic synthetic phonics is vital in the teaching of reading.</i></p> <p><i>DfE Reading Framework July 2021.</i></p> <p><i>This list of discussion questions accompanies the Education Endowment Foundation's report, Improving Literacy In Key Stage 1, which sets out eight evidence-based recommendations on the effective teaching of literacy.</i></p> <p><i>Evidence indicates that success in literacy relies on the secure development of language and that these skills are amongst the best predictors of educational success .</i></p> <p><i>Improving Literacy in Key Stage 1 - EEF</i></p>	<p>1,3, 4</p>

<p><i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will investigate the best schemes to support our maths teaching in Early Years mixed year group classes.</i></p> <p><i>This will be backed up by CPD where appropriate.</i></p> <p><i>We will hold maths workshops for parents across each key stage to explain how maths is taught in order for them to provide effective support at home.</i></p>	<p><i>To continue to implement the Enigma Mastery Programme across the school and to ensure that there is consistency across in good practice.</i></p> <p>To attend Enigma training sessions and to cascade good practice to all staff.</p> <p>“teaching for mastery” is characterised by teacher-led, whole-class teaching; common lesson content for all pupils; and use of manipulatives and representations. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p>Mastery Learning/ / Toolkit Strand / Education Endowment Fund</p>	<p>2,6</p>
<p><i>Children will be supported in maths and English as much as possible by the class teacher and a class TA. The class TA will allow the teacher to specifically focus on the disadvantaged pupils to ensure understanding of key concepts and that any misconceptions are quickly corrected.</i></p> <p><i>Misconceptions will be followed up through targeted GAP work.</i></p>	<p>Evidence supports that one-to-one working with a Teaching Assistant is beneficial to the progress of pupils</p> <p>Teaching Assistants Interventions/toolkit/EEF</p>	<p>1,2 3,4,6</p>
<p><i>To work with parents, the EWO on improving the attendance of disadvantaged pupils</i></p>	<p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.</p> <p>Parental Engagement/Toolkit/EEF</p>	<p>5</p>

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

Budgeted cost: £1850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engaging with Luton Town Community Trust to deliver the National Primary Stars coaching programme to small groups of children on Reading, Maths and Wellbeing over the academic year.</i>	The Premier League Primary Stars Programme PLPSP uses the appeal of the Premier League and professional football clubs to inspire children to learn, be active, and develop important life skills. PLPSP	1,2,3,4,6
<i>To target disadvantaged pupils for additional reading sessions to support their progress</i>	Evidence supports that one-to-one working with a Teaching Assistant is beneficial to the progress of pupils Teaching Assistants Interventions/toolkit/EEF	1,3,4

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

Budgeted cost: £ 2684

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To continue to monitor and attendance, behaviour and wellbeing.</i> <i>To work alongside the EWO to secure attendance over 95%</i>	Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. DFE Guidelines on School Attendance 2020	6
<i>To purchase the 3 Dimension PSHE scheme to support the wellbeing and personal progress of children and to have a systematic programme for all classes to follow from EYFS to end of year 4.</i>	Social and Emotional Learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and Emotional Learning/EEF	1,2,3,4,5,6

	toolkit	
<i>To fund the cost of supporting all disadvantaged pupils to attend school trips and residential trips.</i>	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Outdoor Adventure Learning/Toolkit/EEF	6
<i>To purchase musical provision from Inspiring Music to support the delivery of singing and learning a musical instrument. Also to provide them with an opportunity to sing in a choir from across the county.</i>	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts Participation//toolkit/EEF	1,3,4,6
<i>Use of 'Precision Teaching' to provide short directed approaches for children to learn phonics, spellings and maths. This will be delivered by trained teachers and TAs regularly.</i>	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching, such as: Teaching Assistants Interventions/EEF	1,2,3,4,6

Total budgeted cost: £ 8570

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.

From our internal assessments during 2020-2021, we noticed that the disadvantaged pupils made less progress than in previous years in the key areas of learning.

During the school closure because of COVID, the children were not able to access the support for learning that school can provide to help them keep pace with their year group. As evidenced by schools across the country, school closure was particularly detrimental to the progress of the disadvantaged. We did provide additional support to the pupils through telephone calls of advice to the parents, additional work and paper copies delivered to the homes and the use of computers. Places were offered in school to the disadvantaged, but these were rarely taken up.

On return to school, it was evident that the disadvantaged pupils had gaps in their learning. We supported the children by employing a TA to provide additional help in the afternoons to address key areas. Staff targeted the children for additional reading and provided targeted support for literacy and maths.

On return to school we noticed that the behaviour of pupils had been affected by COVID-19 and that they found it particularly difficult to resolve issues that previously they would have solved. Through assemblies and PSHE work, we set about reminding the pupils of expectations and provide them with the social skills to get along.

