

Chalton Lower School Pupil Premium Strategy Statement 2022-2023

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 | 65 |
| Proportion (%) of pupil premium eligible pupils | 3% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 Current Year 2022-23 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | October 2023 |
| Statement authorised by | Natalie Bill |
| Pupil premium lead | Natalie Bill |
| Governor / Trustee lead | Michelle Goode |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £4155.00 |
| Recovery premium funding allocation this academic year | £1000.00 |
| 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 | £5155.00 |

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged pupils:

- ✓ To narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- ✓ For the disadvantaged pupils in school to have exactly the same opportunities in school as non-disadvantaged pupils.
- ✓ To support pupils mental health and well-being to ensure that they are able to learn.
- ✓ To remove barriers to learning created by poverty, family circumstance and background.

Our pupil premium strategy plan works towards achieving those objectives by:

- ✓ Ensuring that all teaching is good or better.
- ✓ Ensuring that teaching and learning opportunities meet the needs of all of the pupils.
- ✓ Analysing attainment and progress data on a termly basis, in all subject areas.
- ✓ Identifying individual pupil's strengths and areas for development.
- ✓ Monitoring the effectiveness of any additional interventions on a regular basis.
- ✓ Identifying appropriate staff to deliver any personalised interventions.
- ✓ Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- ✓ Providing opportunities for all pupils to participate in enrichment activities including sport and music.

Our key principles of our strategy plan:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan 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 | Mathematics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 2 | Underdeveloped oral language skills and vocabulary gaps. |
| 3 | Low attendance and poor punctuality. |
| 4 | Pupils who require social and emotional support. |
| 5 | Greater difficulties with phonics than their peers. This impacts their reading |

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| | development. |
| 6 | Impact of the Covid 19 Pandemic - lost learning. |
| 7 | Engagement of parents. |

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 |
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| To improve the oral language skills of the pupil premium children. | The oral language skills of the pupil premium children will have improved. This will be evident in work scrutinies, formative assessments and discussions with pupils. Pupil data shows an increase in the number of children achieving the expected level. |
| To improve the reading skills of the pupil premium children. | All pupil premium children will achieve year group expectations or above by the end of the year. |
| To continue to develop the mathematics skills of the pupil premium children. | All pupil premium children will achieve end of year expectations or above by the end of the year. |
| To continue to increase the attendance rates of the pupil premium children. | Attendance rates of the disadvantaged/pupil premium children will be above 95%. |
| To continue to provide social and emotional support for the pupil premium children. | All pupil premium pupils will have access to social and emotional support. They will be happy and resilient learners. |

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: £3000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Training for new staff to ensure that phonics is taught correctly.</p> <p>Communication with parents about how phonics is taught so it can be supported at home.</p> | <p>Phonics approaches have been consistently found to be effective in supporting younger children to master the basics of reading.</p> <p>Phonics/Toolkit Strand/Education Endowment Fund.</p> | <p>2 5 6</p> |
| <p>Purchase new reading books for Reception and KS1 that are in line with the phonics scheme and are fully decodable.</p> <p>Purchase reading books for KS2 which provide age appropriate content for below age related readers.</p> <p>Reading workshop held for EYFS parents to effectively show them how to read to and with children, to improve vocabulary, word reading and comprehension.</p> | <p>The DfE emphasises that reading is fundamental to education and research underpins how talk, stories and systematic synthetic phonics is vital in the teaching of reading. DfE Reading Framework July 2021.</p> <p>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. Improving Literacy in Key Stage 1 - Education Endowment Fund</p> | <p>2 5 6 7</p> |
| <p>Enhancement of our Mathematics teaching and curriculum planning</p> | <p>To continue to implement the Enigma Mastery Programme across the school to ensure that there is consistency in good</p> | <p>1 6 7</p> |

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| <p>in line with DfE and EEF guidance. We will investigate the best schemes to support our mathematics teaching in Early Years and mixed year group classes.</p> <p>This will be backed up by CPD where appropriate.</p> <p>We will hold mathematics workshops for parents across each key stage to explain how mathematics is taught in order for them to provide effective support at home.</p> | <p>practice.</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>Children will be supported in Mathematics 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.</p> <p>Misconceptions will be followed up through targeted GAP work.</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/ Education Endowment Fund</p> | 1 6 |

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

Budgeted cost: £1655

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Engaging with Luton Town Community Trust to deliver the National Primary Stars Coaching Programme to small groups of children on</p> | <p>The Premier League Primary Stars Programme (PLPSP) uses the appeal of the Premier League and professional football clubs to inspire the children to learn, be active, and develop important life skills.</p> | 1 2 4 6 |

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| reading, maths and wellbeing over the academic year. | PLPSP | |
| Target disadvantaged pupils for additional reading sessions to support their progress. | Evidence supports that one-to-one working with a Teaching Assistant is beneficial to the progress of pupils. Teaching Assistants Interventions/Toolkit/ Education Endowment Fund | 2 5 6 |

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

Budgeted cost: £500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| To continue to monitor attendance, behaviour and wellbeing. To work alongside the Education Welfare Officer to secure attendance rates over 95%. | 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 falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. DFE Guidelines on School Attendance 2021 | 3 7 |
| 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. | Social and Emotional Learning interventions in education are shown to improve social and emotional 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/ Education Endowment Fund | 4 6 |
| To fund the cost of supporting all disadvantaged pupils to attend school trips and residential trips. | Outdoor adventure learning provides 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 intervention can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Outdoor Adventure Learning/Toolkit/ | 4 7 |

| | Education Endowment Fund | |
|--|--|---------|
| To purchase musical provision from Inspiring Music to support the delivery of singing and learning a musical instrument. Also to provide the children with an opportunity to sing in a choir from across the county. | There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access to a rich and stimulating arts education. Arts Participation//toolkit/ Education Endowment Fund | 2 4 6 7 |
| 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. | 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. Teaching Assistants Interventions/ Education Endowment Fund | 1 2 5 6 |

Total budgeted cost: £5155.00

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 2021 to 2022 academic year.

Our assessments during 2021/2022 suggested that the performance of disadvantaged pupils was lower across all areas of the curriculum compared to non-disadvantaged pupils despite using a range of strategies to support learning. As evidenced by schools across the country, many pupils are still experiencing gaps in their learning due to school closure during Covid. This has been particularly detrimental to the progress of the disadvantaged pupils despite intense additional support and employing a TA to work additional hours to lead intervention groups.

In addition to gaps in learning we have also noticed that the behaviour of pupils and mental health and wellbeing have been areas of concern and some of the disadvantaged pupils have found it particularly difficult to show resilience and perseverance with their learning. Through additional assemblies, small group work and PSHE work, we set about reminding the pupils of the school rules and expectations and helped to provide them with the social skills to get along with their peers and develop a growth mindset.

Overall attendance for last academic year (2021-2022) was 95.20% which is slightly lower than the previous year. There is a correlation between attendance and achievement with the lowest attending children in our school achieving less well than their peers who attended school for the maximum number of sessions. We will continue to work with parents/families and the Education Welfare Officer to improve school attendance this year.

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 |
|--------------------------------|---------------------------|
| Letter-Join Handwriting Scheme | Green and Tempest Ltd |
| 3D PSHE Scheme | Dimensions Curriculum Ltd |
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