

Chalton Lower School Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Chalton Lower School
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	7.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025 Current Year 2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
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	£5440.00
Recovery premium funding allocation this academic year	£1040.00
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	£6480.00

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, school council 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 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

	development.
6	Continuing 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
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: £4000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed the Twinkl 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 Foundation 2022.</p>	<p>2 5 6</p>
<p>Continue to review reading books for Reception and KS1 to ensure that they are in line with our phonics scheme and are fully decodable.</p> <p>Deliver reading training for all staff to ensure that all adults reading with the children understand how to help 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 Foundation</p>	<p>2 5 6 7</p>
<p>To continue to implement the Enigma Maths Mastery programme across the school to ensure that there is consistency and good practice in maths.</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</p>	<p>1 6 7</p>

To attend Enigma training sessions and to cascade good practice to all staff.	learning, or take longer to master new knowledge and skills. Mastery Learning/Toolkit Strand/Education Endowment Foundation 2022	
To purchase new practical maths resources such as bead strings, Numicon, counters and number lines which will be used to support number work. Children will be supported in maths by use of new practical resources and equipment. Misconceptions in maths will be followed up through targeted GAP work.	Evidence suggests that manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas. Education Endowment Foundation 2022	1 6

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

Budgeted cost: £1655.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with Creative Sports Coaching to deliver sports coaching sessions to small groups of children on reading, maths and wellbeing over the academic year.	Engaging with sports helps to support good mental health, social development, integration, good self-esteem, self-confidence and enhanced learning ability. National Institute of Health 2019	1 2 4 6
Target disadvantaged pupils for additional phonics, reading and maths sessions to support their progress.	Evidence supports that one-to-one work with a Teaching Assistant is beneficial to the progress of pupils. Teaching Assistants Interventions/Toolkit/ Education Endowment Foundation	2 5 6

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

Budgeted cost: £825.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to monitor attendance, behaviour and wellbeing.</p> <p>To work alongside the Education Welfare Officer to secure attendance rates over 95%.</p>	<p>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.</p> <p>DFE Working Together to Improve School Attendance 2022</p>	<p>3 7</p>
<p>To purchase a new scheme of work for PSHE to support the wellbeing and progress of the children in PSHE/PSED.</p>	<p>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 their peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and Emotional Learning/ Education Endowment Foundation</p>	<p>4 6</p>
<p>To fund the cost of supporting all disadvantaged pupils to attend school trips and residential trips.</p>	<p>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.</p> <p>Outdoor Adventure Learning/Toolkit/ Education Endowment Foundation</p>	<p>4 7</p>
<p>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.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access to a rich and stimulating arts education.</p> <p>Arts Participation//toolkit/ Education Endowment Foundation</p>	<p>2 4 6 7</p>
<p>Use of 'Precision Teaching' to provide short directed approaches for children</p>	<p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions,</p>	<p>1 2 5 6</p>

to learn phonics, spellings and maths. This will be delivered by trained teachers and TAs regularly.	over a finite period, and link learning to classroom teaching. Teaching Assistants Interventions/ Education Endowment Foundation	
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Total budgeted cost: £6480.00

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 2022 to 2023 academic year.

Our assessments during 2022/2023 suggested that the academic performance of disadvantaged pupils was slightly lower compared to non-disadvantaged pupils despite the school using a range of strategies to support and extend learning. Three of our pupil premium children also have Special Educational Needs which also impacts on their attainment. All of our pupil premium children had intense additional support through the school employing an additional TA to lead intervention groups.

In 2022-2023 we worked hard to support the children with behaviour and mental health and wellbeing. Through additional assemblies, small group work and PSHE work, we have been able to remind the pupils of the school rules and expectations and have helped to provide them with the social skills to get along with their peers, manage their emotions and develop a growth mindset. This year a member of staff has also trained to be mental health and wellbeing lead and leads wellbeing sessions with small groups of pupils. As a result of the mental health and wellbeing support provided the pupils seem much more confident at dealing with worries and concerns. Behaviour of the pupils is very good and this was evidenced during our recent Ofsted visit. Our parent survey suggests that 100% of our pupils are happy at school.

Our overall attendance for last academic year (2022-2023) was 96.72% which is higher 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 further 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
Twinkl Phonics Scheme	Twinkl Ltd
Charanga Music Scheme	Charanga Ltd