

## 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	Chase View Primary
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2023
Date this statement was published	January 2022
Date on which it will be reviewed	February 2022
Statement authorised by	Chase View Governing Board
Pupil premium lead	Mr A Minott
Governor	Bex Kirby

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101810
Recovery premium funding allocation this academic year	£11310
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£113,120</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand the needs and costs will differ depending on the barriers to learning being addressed and the level of support required. It is evident through benchmark assessment data in Early Years; Key stage 1 and progress of students in Key stage 2 that, the pandemic has enhanced the level of need for our pupil premium cohort. This follows the national trends and evidence showing the exacerbated impact of the pandemic on disadvantaged learners.

Our priorities over the next three years to maximise the effective use of the pupil premium grant are:

- Ensuring all students within the school receive quality first teaching
- Closing the attainment gap between disadvantaged learners and others through development of retrieval strategies in our students
- Closing attainment gaps between disadvantaged students and their peers through a whole school approach to academic literacy and writing across the curriculum
- Providing targeted academic support for disadvantaged students who are not making expected progress
- Providing targeted literacy intervention to close gaps caused by low levels of literacy amongst some of our disadvantaged cohort
- Increasing attendance of our disadvantaged cohort to ensure attendance for disadvantaged students is at least 95%
- Reducing persistent absentee rates amongst our disadvantaged cohort
- Removing barriers to learning focused on increasing parental engagement, wellbeing and cultural capital opportunities

## Challenges

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

Challenge number	Detail of challenge
1	Literacy rates on entry to school as shown by reading ages show significant gap between disadvantaged students and their peers
2	Significant proportion of current year 6 students have gaps in foundational knowledge in basic numeracy potentially caused by lost face to face learning

3	Performance data at KS2 indicates a gap between the attainment and progress between disadvantaged learners and their peers
4	Attendance rates for disadvantaged students remains lower than their peers
5	A significant proportion of our disadvantaged cohort face barriers (non-academic) to their learning which involves the need for external services and wellbeing support

## 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 gap between outcomes and progress between disadvantaged and peers reduces rapidly	PP students make expected progress based on their relative starting points
Literacy levels improve across Key stage 2	Disadvantaged students have a functional reading age and make at least expected progress in English as shown by internal data (unless a student has a specified learning need)
Numeracy skills improve at key stage 2	Disadvantaged students are confident in basic numeracy and make at least expected progress as shown by internal data
Disadvantaged students attend school alongside their peers	Disadvantaged attendance is at least 95% and PA rates continue to reduce
Parents engage in the learning process of their child including home learning	Disadvantaged parents/carers are able to engage with school as and when required

## 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:\*\*\*\*\*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued Professional Development for teaching staff focused on teaching and learning priorities retrieval practices ; and the review of feedback / marking across the school</p>	<p><b>Education Endowment Foundation Feedback</b> Very high impact for very low cost + 6 months</p> <p><b>Education Endowment Foundation metacognition and self-regulation</b> Very high impact for very low cost = +7 months</p> <p><a href="#">Improving Literacy in Primary Schools EEF</a></p> <p>Disciplinary Literacy and explicit Vocab teaching – Katherine Mortimore (A John Catt Publication)</p> <p>Closing the Vocabulary Gap – Alex Quigley (A David Fulton Book)</p>	<p>1 and 3</p>

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

Budgeted cost: \*\*\*\*\*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Success Tutor appointment to raise aspirations of PP cohort as well as targeted intervention for literacy and numeracy at KS2</p>	<p>The EEF reports, alongside our own internal data, partial school closures have particularly affected our disadvantaged cohorts. This is particularly evident when analysing data for reading levels and basic numeracy in our current Y5 and 6 cohort.</p> <p><a href="#">EEF Improving mathematics KS2 guidance report</a></p> <p>Education Endowment Foundation – small group tuition</p> <p>Moderate impact for low cost = +4 months</p>	<p>1 and 2</p>
		<p>1</p>

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

Budgeted cost: \*\*\*\*\*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Wider support for disadvantaged students to remove non academic barriers to learning including:</i>	<b>Education Endowment Foundation Parental Engagement</b> – moderate impact for low cost = + 4 months	4, 5 and 6
<ul style="list-style-type: none"> <li>- School counsellor</li> <li>- before school breakfast club</li> <li>- Cultural capital e.g., trips /residential</li> </ul>	<p><b>Education Endowment Foundation – social and emotional learning</b> = + 4 months</p> <p><b>Education Endowment Foundation – behaviour interventions</b> = + 4 months</p>	1, 3, 4, 5 and 7

Total budgeted cost: \*\*\*\*\*

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

#### Review

- Priority 1 – Met as evidenced in quality first teaching across school, CPPD programme and stakeholder voice
- Priority 2 – partially met some TLR posts had more impact than others, plan for this evolved into graduate non-qualified teacher role 2021/22

#### Targeted academic Support

- Priority 1 met – as shown by teacher assessed grades and current progress of y10 and 11 cohort

- Priority 2 – not met due to school partial closure though significant progress with home learning and processes involved as evidence in parental and student voice
- Priority 3 – in progress as linked to plan above

#### Wider strategies

- Priority 1 (reducing fixed term exclusions) – met
- Priority 2 (attendance) – ongoing, PP attendance suffered more linked to pandemic and rise in PA so attendance gap widened slightly
- Priority 3 (parental engagement) – ongoing