

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 Community Primary School
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	0
Date this statement was published	Jan 2023
Date on which it will be reviewed	3/27/2023
Statement authorised by	Mrs Yeomans
Pupil premium lead	Mr Minott
Governor / Trustee lead	Mrs Kirby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	131575
Recovery premium funding allocation this academic year	20200
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	20200

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, particularly Phonics
- 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	Absence: Our school is 6.7% whereas National is 5.7%. The difference (diff) is 1.0% Persistent Absence: Our school stands at 24.7% and National is at 19.5%. Diff is 5.2% Authorised absence: School stands at 5.4% and National is 4.6% . Diff: 0,8%
2	Good Level of Development (GLD): School stands at 57.1% where as national is at 65.2%. Diff is 8.1% Girls GLD: Girls stand at 54,5% and national is at 57,1.%. Diff is 2.6% Boys GLD: Boys stand at 42,9% and National is 57.1%. Diff is 14.2%
3	Phonics: School stands at 76.9% whilst national averages are at 75.5% Our school's Year 1 expected standard percentage has decreased by 15.7% from 92.6% in 2018/19 to 76.9% in 2021/22.
4	KS1: Writing - Expected Standard: School stands at 33.3% and National is at 57.6%. Diff is 24.3% Maths - Expected Standard: School stands at 51.9% and National is at 67.7%. Diff is 15.8% RWM - Expected Standard: School stands at 33.3% and national stands at 53.4%. Diff is 20.1%
5	KS2: RWM EXPECTED STANDARD: Sch: 37.5% Nat.: 58.7% Difference is -21.2% READING PROGRESS: Sch:-2.3 Nat.: 0.0 Diff. -2.3 READING EXPECTED STANDARD: Sch: 61.8% Nat.: 74.5% Diff: -12.7% READING HIGH STANDARD: Sch: 5.9% Nat.: 27.8% Diff:-21.9%
6	KS2: MATHS HIGH STANDARD: Sch.: 9.4% Nat.: 22.5% Diff. -13.1% MATHS EXPECTED STANDARD: Sch: 53.1% Nat.:71.4% Diff:-18.3%

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
EYFS scores to be inline with national	internal assessments illustrate good progress LA monitoring
Phonics scores are in line with national	internal assessments illustrate good progress National scores
KS1 scores are in line with national testing	internal assessments illustrate good progress National scores school May 22.
KS2 scores are in line with National averages	internal assessments illustrate good progress National scores

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: £ £908,206

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued Professional Development for teaching staff in the use of TheWrite Stuff, Subscription to No More Marking £1000	EEF - Feedback - Very high impact for very low cost + 6 months Improving Literacy in Primary Schools EEF Disciplinary Literacy and explicit Vocab teaching EEF – small group tuition	1,2,3,4,5 & 6
RWI Lead and Team to raise aspirations and attainment of PP cohort as well as targeted intervention for literacy	EEF = metacognition and self-regulation Very high impact for very low cost = +7 months EEF - Feedback - Very high impact for very low cost + 6 months EEF – small group/class tuition High cost and high impact	1,2,3,4,5 & 6
RWI, Fresh Start RWI, Reading Vipers,	EEF = metacognition and self-regulation Very high impact for very low cost = +7 months EEF - Feedback - Very high impact for very low cost + 6 months EEF – small group/class tuition High cost and high impact	1,2,3,4,5 & 6
Maths Fast 10 - Quality First Teaching	EEF = metacognition and self-regulation Very high impact for very low cost = +7 months EEF - Feedback - Very high impact for very low cost + 6 months EEF – small group/class tuition High cost and high impact	1,2,3,4,5 & 6

Grammar Fast 10.....Quality First Teaching	EEF = metacognition and self-regulation Very high impact for very low cost = +7 months EEF - Feedback - Very high impact for very low cost + 6 months EEF – small group/class tuition High cost and high impact	1,2,3,4,5 & 6
Quality First Teaching	EEF = metacognition and self-regulation Very high impact for very low cost = +7 months EEF - Feedback - Very high impact for very low cost + 6 months EEF – small group/class tuition High cost and high impact	1,2,3,4,5 & 6
Speed Reading - Quality First Teaching	EEF = metacognition and self-regulation Very high impact for very low cost = +7 months EEF - Feedback - Very high impact for very low cost + 6 months EEF – small group/class tuition High cost and high impact	1,2,3,4,5 & 6

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

Budgeted cost: £ £63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring 1:1 Phonics acquisition	EEF Tutoring small groups	3

RWI, Fresh Start RWI, Reading Vipers,	EEF = metacognition and self-regulation Very high impact for very low cost = +7 months EEF - Feedback - Very high impact for very low cost + 6 months EEF – small group/class tuition High cost and high impact	3
Speed Reading - Quality First Teaching	EEF = metacognition and self-regulation Very high impact for very low cost = +7 months EEF - Feedback - Very high impact for very low cost + 6 months EEF – small group/class tuition High cost and high impact	1,2,4,5,&6
Continued Professional Development for teaching staff in the use of TheWrite Stuff, Subscription to No More Marking £1000: Comparative Judgement Making with Writing	EEF = metacognition and self-regulation Very high impact for very low cost = +7 months EEF - Feedback - Very high impact for very low cost + 6 months EEF – small group/class tuition High cost and high impact	1,2,4,5,&6
Grammar Fast 10.....Quality First Teaching	EEF = metacognition and self-regulation Very high impact for very low cost = +7 months EEF - Feedback - Very high impact for very low cost + 6 months EEF – small group/class tuition High cost and high impact	1,2,4,5 &6
N/A	N/A	N/A
N/A	N/A	N/A

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

Budgeted cost: £ £26,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider support for disadvantaged 4, 5 and 6 children to remove non academic barriers to learning including:	Education Endowment Foundation Parental Engagement – moderate impact for low cost = + 4 months	1,2,3,4,5 & 6
before school breakfast club - Cultural capital e.g., trips /residential	Education Endowment Foundation – social and emotional learning = + 4 months Education Endowment Foundation – behaviour interventions = + 4 months	1,2,3,4,5, & 6
N/A	N/A	N/A
N/A	N/A	N/A

N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

Total budgeted cost £997,598

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.

EYFS disadvantaged

55% achieved a good level of development in our school, 9.6% lower than the National average of 65.2%.

Phonics - disadvantaged

50% of our Year 1 Disadvantaged cohort achieved the 37-40 Mark range. That is 6% higher than ALL children at the National averages.

KS1 disadvantaged

44.4% achieved the expected standard in Reading in our school, 22.5% lower than the National average of 66.9%.

27.8% achieved the expected standard in Writing in our school, 29.8% lower than the National average of 57.6%.

50.0% achieved the expected standard in Maths in our school, 17.8% lower than the National average of 67.7%.

KS2 disadvantaged

53.3% achieved the expected standard in Reading in our school. 21.1% lower than the National average of 74.5%

28.6% achieved the expected standard in Maths. 42.8% lower than National averages of 71.4%

46.7% achieved the expected standard in EGPS. 25.8% lower than National averages

40.0% achieved the expected standard in Writing. 29.5% lower than the national of 69.5%

No PP child achieved the Greater Depth (High Standard) in:

Reading,
Maths
& Writing.

6.7% of children achieved the expected standard in EGPS (GD). That is 21.6% below national averages.

14.3% of children achieved the expected standard in RWM. 44.4% below 58.7% nationally.

No children went on to achieve the Higher Standard (GD) - which stands at 7.2% Nationally.

Externally provided programmes

Programme	Provider
Not applicable	Not applicable
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

0

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Quality First Teaching
What was the impact of that spending on service pupil premium eligible pupils?	Children making on track progress for their abilities

We are determined that our Pupil Premium children have access to musical instrumentation tuition in our curriculum.

To that end we have a £1200 SLA to provide the opportunity for children to play an instrument. At the moment this is a Ukulele. Y4s have this as their curriculum extra AND extra curricula time is provided as well.

We also retain the services of a pianist who gives of her time freely to aid our Singing and Musical delivery each week.