

# 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	190
Proportion (%) of pupil premium eligible pupils	0.6052631579
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2022
Date this statement was published	Jan 2023
Date on which it will be reviewed	3/4/2024
Statement authorised by	Mrs Yeomans
Pupil premium lead	Mr A Minott
Governor / Trustee lead	Mrs Yeomans

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	144050
Recovery premium funding allocation this academic year	6000
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	6000

# 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 long term 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	Reading, Writing, & Maths KS2
2	Reading KS2
3	Writing KS2
4	Maths KS2
5	SPaG KS2
6	RWM KS1

## Intended outcomes

## 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: £ £103,130

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	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: £ £20,000

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    £186,130**

## **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.

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EYFS disadvantaged: 55.6% of our school's Disadvantaged cohort achieved a good level of development, 5 pupils out of 9.

This is 12.5% lower than the national Non-Disadvantaged cohort at 68.1%

Phonics Y1 - disadvantaged: 75.0% of our school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 9 pupils out of 12.

This is 4.1% lower than the national Non-Disadvantaged cohort at 79.1%.

Phonics Y2 - 25.0% of your school's Year 2 Disadvantaged cohort achieved the expected standard in Phonics, 1 pupils out of 4.

This is 22.3% lower than the national Non-Disadvantaged cohort at 47.3%.

KS1 Reading disadvantaged: 44.4% of our school's Disadvantaged cohort achieved the expected standard in Reading, 8 pupils out of 18.

This is 27.0% lower than the national Non-Disadvantaged cohort at 71.4%.

KS1 Greater Depth Reading(GD): 11.1% of your school's Disadvantaged cohort achieved Greater Depth in Reading, 2 pupils out of 18.

This is 9.7% lower than the national Non-Disadvantaged cohort at 20.8%.

27.8% of our school's Writing Disadvantaged cohort achieved the expected standard in Writing, 5 pupils out of 18. This is 34.6% lower than the national Non-Disadvantaged cohort at 62.4%.

5.6% of your school's Disadvantaged cohort achieved Greater Depth in Writing, 1 pupils out of 18. This is 3.8% lower than the national Non-Disadvantaged cohort at 9.4%.

50.0% of your school's Maths Disadvantaged cohort achieved the expected standard in Maths, 9 pupils out of 18. This is 22.2% lower than the national Non-Disadvantaged cohort at 72.2%.

5.6% of your school's Disadvantaged cohort achieved Greater Depth in Maths, 1 pupils out of 18.

This is 11.9% lower than the national Non-Disadvantaged cohort at 17.5%.

KS2 disadvantaged: 14.3% of our school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, 2 pupils out of 14.

This is 51.3% lower than the national Non-Disadvantaged cohort at 65.6%.

KS2 Greater Depth (GD): 7.1% of your school's Disadvantaged cohort achieved the higher standard in Reading, 1 pupils out of 14.

This is 25.4% lower than the national Non-Disadvantaged cohort at 32.5%.

## 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

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## Service pupil premium funding (optional)

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

## Further information (optional)

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

To that end we have an 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.

The SLA provides for the services of a pianist to aid our Singing and Musical delivery each week.