



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.

What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

School overview

Detail	Data
School name	St Mary's C of E Primary School, Chiddingfold
Number of pupils in school	224 Pupils
Proportion (%) of pupil premium eligible pupils	8.04%
Academic year/years that our current pupil premium strategy plan covers	2021-2022-2023
Date this statement was published	December 2021
Date on which it will be reviewed	20 th September 2022
Statement authorised by	Sheila Buckley, Headteacher
Pupil premium lead	Christie Clark, SENDCo/Pupil Premium Lead
Governor / Trustee lead	Ben Moir

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,980
Recovery premium funding allocation this academic year	£2,755
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	£40,735

Part A: Pupil Premium Strategy Plan

Statement of intent

At St Mary's C of E Primary School, we are committed to providing an education, which offers equality of opportunity and is free from discrimination on grounds of race, sex, class or disability.

Rationale

Our school is passionate about ensuring that all our pupils (regardless of their backgrounds and challenges) are provided with the best possible chance to achieve their full potential. We aim to achieve this through high standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. These methods are proven, time after time, to have the greatest impact on closing the disadvantage attainment gap, and will support children who are non-disadvantaged to continue to thrive. Each year, following data analysis reviews and conversations with each staff member, we focus on what each individual child needs (rather than making assumptions about the impact of disadvantage) to ensure they are supported in the best possible way across all subject areas and individual strands of our curriculum.

Ofsted – February 2019

Pupil premium funding and primary physical education (PE) and sport premium are effectively used. Disadvantaged pupils make good progress as a result of the school's pupil premium spending.

Challenges

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

Challenge number	Detail of challenge
1	Most disadvantages pupils have lower attendance and punctuality is not consistent, resulting in gaps in their learning.
2	Parental engagement can sometimes be difficult, particularly regarding academic concerns.
3	Disadvantaged pupils arrive in Reception with a lower starting point in comparison with their peers – particularly with under-developed language.
4	Limited life experiences and opportunities to join in with enrichment opportunities.
5	Large numbers of our children on the Pupil Premium register are also on the SEND register, resulting in learning and engagement being difficult.

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
<p>1. Our PP children will have the same/better percentages of attendance/punctuality than non-PP children. Attendance figures will be close to national averages.</p>	<ul style="list-style-type: none"> • Admin staff will promptly call families who have an absent child without reason. Reasons will be logged on our school MIS system (Arbor). • Home School Link Worker will be in discussion with families who are regularly late, to discuss routines and strategies and offer pastoral support where possible. • School will be in regular contact with the EWO to discuss strategies in improving attendance. • Poor attendance (less than 90%) will be challenged by the Headteacher and consequences of poor attendance will be explained (via letter or verbally). • PP lead to feedback to governors on a termly basis with attendance statistics.
<p>2. Parents will feel comfortable approaching school and be in regular contact with members of staff regarding academic concerns.</p>	<ul style="list-style-type: none"> • Home School Link Worker will have a strong link with vulnerable families and engage with difficult conversations. • Teachers explain strategies for supporting learning at home to all parents.
<p>3. Shortly after Reception baseline and handover from nurseries, early interventions will take place in order to close the gap as early as possible for children with lower starting points.</p>	<ul style="list-style-type: none"> • Teachers and Teaching assistants deliver high impact interventions regularly. • Children with meet expected progress or more in all areas of the curriculum. • Extra staff member in reception classroom will provide high quality interventions to support disadvantaged children to reach Good Level of Development at the end of EYFS.
<p>4. Pupils will access a wide range of enrichment experiences both in and out of school.</p>	<ul style="list-style-type: none"> • School values such as perseverance and teamwork are embedded successfully. • Pupil surveys and case studies reflect enjoyment in school and positive attitudes. • Children use their wider experiences to enhance their learning in school.
<p>5. Pupils will be engaged with their learning and make the same/better steps of progress as their non-PP/SEND peers.</p>	<ul style="list-style-type: none"> • Teachers and Teaching assistants deliver high impact interventions regularly. • Children with meet expected progress or more in all areas of the curriculum particularly in Reading, Maths and Writing.

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: £10,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All classes with higher numbers of disadvantaged pupils will have a full-time teaching assistant to offer further support.</p> <p>Senior Leadership regularly review impact of teaching assistants and assign them to class based on their strengths and skillset.</p>	<p>In previous years, the outcomes directly linked to further teaching support have been met successfully.</p> <p>EEF – Research suggests teachers and teaching assistants who effectively work together leads to positive benefits such as increases in attainment.</p> <div data-bbox="598 884 981 1176" style="text-align: center;"> <pre> graph TD Review[Review] --> Define[Define role, purpose & contribution of TAs] Define --> Develop[Develop whole-school practices] Develop --> Training[Provide training & preparation] Training --> Review </pre> </div> <p><u>'Acting on evidence' cycle for monitoring effectiveness of TA support</u></p> <p>We currently have a KS1 teaching assistant working in Year 6 one afternoon a week, due to their strengths and background in Science.</p>	5
<p>Extra member of staff employed to work in Reception classroom to help with lower starting points.</p> <p>Embed dialogic activities across our school curriculum. This will help support pupils extend vocabulary and apply to various scenarios.</p>	<p>DfE - Early Years Statutory Framework <i>'For classes where the majority of children will reach the age of five or older within the school year, there must be at least one member of staff for every 30 children'</i></p> <p>The above is the minimum ratio needed. Where there is a higher level of need, the school will choose to adopt a ratio of 1:10 for a large percentage of the week, to ensure children have the best possible start to their school career.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	3

KS1 members of staff undertaken ELKLAN and Makaton training to help support pupils.		
All members of staff have access to a wide range of CPD session for their particular subject strengths, offered by the Trust and partner schools.	<p>EEF – Guide to enhancing pupil premium.</p> <p><i>Teaching and CPD are the top priority in schools to enhance levels of progress amongst the most disadvantages pupils.</i></p>	3 and 5

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

Budgeted cost: £17,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
Three teaching assistants have completed ELKLAN training, due to the noticeable increase in children with Speech and Language needs.	Accredited courses teach the appropriate strategies listed on the, 'What Works – I Can' database, recognised as being effective for children of all ages presenting with speech, language and communication delays and disorders.	
One teacher completed Level 1/2 Makaton training to support children with communication needs. Speech and Language therapist works closely with HLTA to deliver purposeful interventions.	Regular use in schools support all children to develop communication, language and literacy skills. It also supports integration, as children with and without language difficulties can communicate with each other, learn and play together more easily. Thus, enhancing the school experience. -TES database	3 and 5
	Speech and Language therapist (Surrey County Council) noticing a noticeable different in the children she works with regularly and the progress they are making as a result of the work school is carrying out.	5
Pupil Progress meetings happen on a half-termly/termly basis.	EEF and Classroom Monitor - Regular meetings regarding this group of pupils is the best way to get	3 and 5

Children have been set SMART targets on Edukey Provision Mapping to track progress and plan appropriate interventions.	<p>an overview as well as identifying any future interventions that need to be implemented.</p> <p>NASEN – Provision Mapping enables schools to map and manage provision effectively and efficiently.</p>	
<p>Web-based programmes bought which can be used at home.</p> <ul style="list-style-type: none"> - TT Rockstars - Purple Mash - Deepening Understanding - Nessy - Phonics-Based 	<p>Children are naturally engaged to devices. By enabling them to use the devices for game-based educational resources, they are more likely to complete homework and class assigned tasks.</p> <p>Edsys also believes that online activities can be easier for parents to help their children engage with, as technology is heavily involved in the world we live in.</p>	2 and 5
<p>Quality First teaching for all pupils in school.</p> <p>Trained TAs run structured interventions (below) and intervention timetables are monitored and measured based on impact and effectiveness.</p> <ul style="list-style-type: none"> - Project X - Reading Recovery - Extra Phonics - Success @ Arithmetic 	<p>EEF: The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils.</p> <p>Over the last four years, interventions have proven to be successful with children taking part showing increased outcomes of progress in all areas of reading, writing and maths.</p>	3 and 5

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

Budgeted cost: £12,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breakfast Club</p> <p>Children have a range of breakfast items to choose from and play a range of games to get them 'ready' for the start of the day.</p> <p>Sometimes, our HLTA's who run breakfast club are able to</p>	<p>The DFE's guidance about implementation and success of breakfast clubs prove that children having breakfast can lead to increased levels of motivation, behaviour, health, punctuality (see attendance statistics) and social development.</p>	2 and 4

<p>provide extra reading opportunities with students who may not have had the opportunities at home.</p>	<p>Class teachers have reported that these children arrive in class much more ready to learn.</p>	
<p>ELSA (Emotional Literacy Support Assistant) increased to full day (rather than previous half day)</p>	<p>There is an emerging field of research which confirms the positive impact of the ELSA project (Murray, 2010; Hill, O'Hare and Weidberg; 2013, and Dodds & Blake, 2015). Some of the reported benefits include: increased feelings of self-efficacy and confidence in Teaching Assistants undertaking the ELSA role; improvements in self-esteem and self-awareness for pupils; a perception amongst school staff of an improvement in the overall behaviour and emotional well-being of children specifically supported by ELSAs.</p> <p>Pupil interviews have confirmed that the children who have regular ELSA intervention benefit from the sessions. They feel they can regulate their emotions and talk about their feelings much more.</p>	<p>1 and 5</p>
<p>HSLW (Home School Link Worker) increased hours.</p> <p>Contacts any families where there are concerns over well-being/academic concerns/attendance. Offers access to Early Help Assessments.</p> <p>HSLW attends meetings regarding most disadvantaged children and builds relationships with families.</p> <p>HSLW/Headteacher/SENDCo have regular meetings with Primary Mental Health worker and Child Wellbeing Practitioners regarding vulnerable children.</p>	<p>Research has shown that work by HSLWs helps to raise children's educational achievements and attendance levels, and is influential in increasing parents' knowledge of school life. This contributes to the school ethos that values parental involvement.</p> <p>Parents have reported that they felt it helps them bridge the gap between personal issues and school issues, feeling confident throughout.</p> <p>EEF reports that social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	<p>1 and 2</p>
<p>PAT (Pets as Therapy) dog attends school once a week.</p>	<p>Pupil interviews state that when children are having a bad day, our</p>	<p>4 and 5</p>

	<p>therapy dog (Lindy) makes them feel calm and happy again.</p> <p>According to the Alliance of Therapy Dogs, "Therapy dogs have been called 'miracle workers' because of their calming effect on students and teachers." Therapy dogs help with everything from trauma to reading interventions to a positive school climate.</p>	
<p>Reduction in cost of trips for children on PP register. Residential trips are significantly reduced for PP children.</p> <p>Children are invited to sports events and after school clubs without cost to encourage extended hobbies and interests.</p>	<p>Previous parent surveys have concluded that parents find the contributions towards school trips and uniform the most beneficial as they desperately want their children to have the same experiences.</p> <p>EEF – Sports participation increases educational engagement and attainment.</p> <p>Noticeable benefits to self-esteem and resilience.</p>	4 and 5
<p>All staff to complete Positive Handling training. This will support children who struggle getting through the school gates in the morning and give staff the confidence in dealing with the tricky behaviour which we are seeing (especially since the pandemic/home learning experience).</p>	<p>Both targeted interventions and universal approaches can have positive overall effects on behaviour, attendance, self-regulation – which in turn, effects the overall progress made in school.</p> <p>EEF: Behaviour Interventions</p>	

Total budgeted cost: £40,735

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. A full impact statement of spending in 2020/21 can be found below this document on the school website.

1. Attendance - Similarly to our school ELSA, our Senior Leadership Team recognised the demand for our HSLW's time and her hours were increased upon return from lockdown. When class teachers have expressed concerns, our HSLW has been able to recommend support for families and create good relationships. This in turn has helped improve attendance figures.

Attendance of Pupil Premium children in 2019/2020	94.22%
Attendance of Pupil Premium children in 2020/2021	96.84%

2. Impact of targeted interventions

	Maths	Reading	Writing
Below	20%	33%	27%
WTS	33%	27%	47%
EXP	47%	33%	20%
GDS	0%	7%	7%

Despite there still being a percentage of children working below their year group standard, this percentage has decreased in the last year – particularly in Reading. We are on the correct path to ensure these children close the gap and make progress. To do this, we are using Government-approved reading programmes on a daily basis.

As children develop their skills in Reading, this will in turn, influence their ability to structure sentences in writing as they will have a sound vocabulary bank. This will in turn also help children decode word problems in Maths and access the full curriculum.

3. Moving forward

We will continue to use a robust evaluation framework over the following three years, to enable our most disadvantaged pupils to thrive within our setting.