

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	Chuter Ede Primary School
Number of pupils in school	610
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Bernadette Hunter
Pupil premium lead	Amy Wilson
Governor / Trustee lead	Ali Shivas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,437
Recovery premium funding allocation this academic year	£13,340
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	£119,777

Part A: Pupil premium strategy plan

Statement of intent

We ensure that teaching and learning opportunities meet the needs of all the pupils ensuring that the gap between children in receipt of PP and those who are not diminishes in relation to their academia, aspirations and attitudes.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals and so our structure for spending will ensure that as many pupils identified as disadvantaged will benefit as possible.

Chuter Ede Primary School's policy reflects the Gov.co.uk guidance and research by EEF, to ensure that our main priorities are whole class teaching, targeted interventions and wider strategies.

Challenges

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

Challenge number	Detail of challenge
1	Significant increase in numbers of children in receipt of PP as a result of Covid-19 factors
2	High proportion of children with special educational needs/ EHCPs across the school (36% of PP children are on the SEND register and 4 of those have an EHCP)
3	School readiness, including speech, independence and maturity
4	Attainment and wellbeing support needed to address problems caused or worsened by the lockdowns

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
Diminish the difference between the attainment of non-PP children and children in receipt of PP	Comparison data of children in receipt of PP and those who are not shows little/ no negative difference between KS2 attainments in RWM.

Interventions are effective, purposeful and monitored ensuring the greatest gains and best use of resources.	Interventions are well planned, resourced and purposeful, targeting specific children and tailored to their needs. Impact of interventions is monitored and action is prompt to ensure best use of time and resources. Children receiving interventions make good or better progress in the area. This is monitored and reflected upon by SLT.
A higher number of children in receipt of PP are able to access and engage with activities to promote their aspirations (such as trips/ music lessons/ clubs/ sports).	Increase in numbers of children accessing additional activities such as after school club provision or music lessons. Increase in children accessing trips and residential through contributions from school.
Children leave FS ready for more formal education.	Children's behaviour shows they are able to access formal schooling. Additional adult support will have targeted speech and language needs to enable the most children to make good or better progress.
The wellbeing of all children is monitored and supported through interventions, whole school approaches and ethos.	Wellbeing surveys show children feel positive about school, and little difference between the results of PP and non-PP. ELSA interventions show a significant impact upon children's mental wellbeing. School is able to offer a wider range of opportunities for children and families who need wellbeing support.

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: £53,219

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistants for foundation stage (Balderton)	EEF Oral Language Interventions showed up to 6 months progress Oral language interventions EEF EEF Small group interventions- showed up to 4 months progress Small group tuition EEF	3, 4
Additional teacher for KS2 (Fernwood)	EEF Reading comprehension interventions- up to 6 months progress Reading comprehension strategies EEF EEF Small group interventions- showed up to 4 months progress Small group tuition EEF OFTSED (2013) Schools using PP effectively ensure quality first teaching https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf DFE (2015) Quality first teaching is the most effective strategy https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_achievement_of_disadvantaged_pupils_brief.pdf	1, 2, 4
Additional teacher for Y6 (Balderton)	EEF Reading comprehension interventions- up to 6 months progress Reading comprehension strategies EEF OFTSED (2013) Schools using PP effectively ensure quality first teaching https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf EEF Small group interventions- showed up to 4 months progress Small group tuition EEF DFE (2015) Quality first teaching is the most effective strategy https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_achievement_of_disadvantaged_pupils_brief.pdf	1, 2, 4
Phonics training by outside provider for new scheme	EEF Phonics showed that successful implementation can lead to 5 months progress Phonics EEF	1, 3

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

Budgeted cost: £26,609

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistants for foundation	EEF Oral Language Interventions showed up to 6 months progress Oral language interventions EEF	3, 4

stage to support modelling language and play and in lessons	educationendowmentfoundation.org.uk EEF Small group interventions- showed up to 4 months progress Small group tuition EEF educationendowmentfoundation.org.uk EEF Best use of TAs https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
ELSA teachers out of class in the afternoons to work with	EEF Emotional and wellbeing support showed up to 4 months progress Social and emotional learning EEF educationendowmentfoundation.org.uk OFSTED (2013) Schools using PP effectively ensured TAs were highly trained in the intervention with time to maximise the impact https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413127/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf Peters, Sue; (2020) Exploring the experience for young people of the Emotional Literacy Support Assistant (ELSA) intervention: Doctoral thesis (D.Ed.Psy), UCL (University College London). https://discovery.ucl.ac.uk/id/eprint/10101254/	2, 4
Additional teachers for both sites to run afternoon interventions and to plan for some TA interventions	EEF Reading comprehension interventions- up to 6 months progress Reading comprehension strategies EEF educationendowmentfoundation.org.uk EEF Small group interventions- showed up to 4 months progress Small group tuition EEF educationendowmentfoundation.org.uk EEF TA interventions- showed 4 months progress when planned and monitored effectively Teaching Assistant Interventions EEF educationendowmentfoundation.org.uk EEF Best use of TAs https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants OFSTED (2013) Schools using PP effectively ensured maths and English interventions were led by experience teachers with a history of raising attainment https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413127/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	1, 4
Lexia Eye Tracker reading intervention programme purchased	EEF Reading comprehension interventions- up to 6 months progress Reading comprehension strategies EEF educationendowmentfoundation.org.uk	4
SALT specialist teaching assistants to work one-to-one with individuals	EEF Oral Language Interventions showed up to 6 months progress Oral language interventions EEF educationendowmentfoundation.org.uk OFSTED (2013) Schools using PP effectively ensured TAs were highly trained in the intervention with time to maximise the impact https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413127/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf EEF Best use of TAs https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2, 3

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

Budgeted cost: £26,609

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued implementation of the house point system	DfE (2017) Consistent school behaviour management systems led to increase in quality first teaching https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/625266/Behaviour_Management_Case_Studies_Report.pdf Bennett, T (2017) School culture- successful schools implemented consistent approaches which raised attainments	1

and rewards to promote excellent behaviour	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom-Bennett-Independent-Review-of-Behaviour-in-Schools.pdf	
Implementation of the allocation system to support families with purchasing uniform, paying for trips, music lessons etc. and removing the stigma surrounding FSM to enable those who really need extra support the help to access it.	OFSTED (2012) recommends schools should be able to provide for children on an individual basis in some cases and be accountable for what money has been spent rather than it being absorbed into the budget. Schools should also reduce the stigma around FSM to encourage more parents to apply for it. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-used-the-funding	1, 4

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

Last year's strategy is ongoing. Preliminary outcomes are presented although we understand that the effectiveness of these was significantly affected by COVID-19 school closures, bubbles and safety measures. The current strategies have been updated to continue the work started whilst also reflecting the needs which have arisen over the last year.

Assessment

- Teacher assessment data showed there is very little difference between the progress of children in receipt of PP and those who are not.

Y2-6	PP	NonPP	Difference
Maths	-0.24	-0.17	-0.07
Reading	-0.13	-0.2	+0.07
Writing	-0.23	-0.21	-0.02

- Whilst the overall progress was less than the previous year, the gap between PP and non-PP was diminished.
- In total, 23 attainment strategies, 15 attitude strategies and 3 aspiration strategies were in place across school. The aspiration strategies were reduced due to COVID procedures (e.g. no after school clubs, music lessons unable to take place).
- On average children in receipt of PP accessed at least 3 strategies in addition to first class teaching to support their attainment and attitudes.

Lockdown provision

- 48/ 98 children in receipt of PP used school during lockdown

Attendance

- Average PP attendance for last year: 94.9%
- Average whole school attendance for last year: 96.4%
- 14% of PP children's attendance was below 90%. Whilst this is a concern, it was in line with the whole school picture and was impacted by COVID-19.

ELSA

- 10 children accessed weekly ELSA sessions.
- Teachers, children, parents and in some cases education psychologists found these to be incredibly beneficial so this year a greater proportion of funding will be directed to

allow for more children to access the support.

- This also reflects the increase in emotional and social needs of the children potentially caused by the school closures.

SALT

- 22 children accessed SALT by trained specialist teaching assistants.
- For those who accessed this in FS, a large proportion was able to pass the Welcomm assessment following the intervention.
- Again, this need has increased across school as a result of children starting school having reduced experiences so a greater emphasis has been put in to ensure more children are able to access this resource.

Wellbeing

- The Summer 1 wellbeing survey showed very little difference between PP children and non-PP children's experiences of school. 79% of children said they were always happy at school and 95% said they liked their teachers and were always treated fairly.
- The survey showed a difference of 37% of PP children compared to 15% of Non-PP children said they feel tired always or most of the time at school which will be monitored and addressed by class teachers.

Externally provided programmes

Programme	Provider
Lexplore Eye Tracker and Comprehension Intervention (purchased Summer 2021)	Lexplore Analytics

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Quality first teaching SALT
What was the impact of that spending on service pupil premium eligible pupils?	Children accessing SALT were assessed against the relevant frameworks for their needs to show individual progress

Further information (optional)