

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Chapel St Leonards Primary School
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	T.Shaw
Pupil premium lead	T.Shaw
Governor / Trustee lead	Prof A. Chambers.

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,386
Recovery premium funding allocation this academic year	£11,000
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	£123,386

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their full potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

'Quality First Teaching' is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set across the whole curriculum.
- Engage with parents, carers and the wider community to raise aspirations and support children.
- act early to intervene at the point need is identified whether this be academic or pastoral.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment is lower for disadvantaged learners than their peers both in school and nationally. 22% of SEND children are eligible for Pupil Premium which is higher than the national average.
2	Our disadvantaged children generally have poor language skills and limited vocabulary on entry to school.
3	Disadvantaged children at Chapel St Leonards Primary School generally have more complex family backgrounds. 25% of Pupil Premium children have had social care involvement.
4	Attendance for disadvantaged children is significantly below the rest of the school 39% of children who are persistently absent are eligible for Pupil Premium.
5	Our disadvantaged children have limited 'wider' experiences and opportunities in life to draw upon which can then lead to a lack of aspiration for the future and restricts how they can make connections in their learning.
6	Gaps in learning in Reading, Writing and Maths are present due to the COVID-19 pandemic. Internal data indicates that attainment in the core subjects among disadvantaged pupils is below that of non-disadvantaged pupils in most year groups.

## 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>Increase the percentage of disadvantaged pupils reaching ARE.</p> <p>Ensure that Pupil Premium pupils with SEND make at least the expected progress over an academic year.</p>	<p>By 2024/2025: Combined Reading, Writing and Maths outcomes at the end of Key Stage 2 is narrowing year on year with the aspiration of their being no gap by the end of our current strategy plan.</p> <p>In school data shows that progress for pupil premium children is at least the same as their peers and where there is a gap this is diminishing.</p>

	<p>Interventions are targeted, timely and highly effective and are closely monitored to ensure maximum impact on pupil progress and achievement.</p>
<p>To raise aspirations of pupils despite their background</p>	<p>By 2024/2025: 100% of Pupil Premium children will have accessed an out of school activity.</p> <p>Children have participated in at least 3 different educational experiences across the school year that they would otherwise not have been able to.</p> <p>Parental feedback regarding wider opportunities is positive.</p> <p>Wider cultural capital</p>
<p>Improve the attendance of disadvantaged children.</p>	<p>By 2024/2025: Attendance for disadvantaged pupils to be in line with others in school and nationally.</p> <p>Reduction in the percentage of persistent absence across the school.</p> <p>Case studies demonstrate the impact of improving attendance on pupil achievement.</p>

## 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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Renaissance Star Assessment to ensure that the school has diagnostic standardized assessments in place.</p> <p>Ensure that that data is utilized fully to identify children at risk of falling behind and allow for provision of interventions.</p> <p>Training for staff to ensure assessments are interpreted accurately.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1,2,6
<p>A mastery approach to Maths is utilised in line with DfE, EEF and NCETM guidance.</p> <p>Teacher release time to attend Maths Hub training and mastery resources and subscriptions are purchased to support teacher development and workload.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">DfE Maths Guidance KS1 &amp; KS2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">EEF Improving Mathematics in Key Stages 2 and 3</a></p> <p>Engagement as part of the Maths Hub 'embedding mastery working group'</p>	1,6
<p>Academic Mentor and School based tutor employed to provide small group and 1:1 tuition to support catch in curriculum knowledge and skills.</p>	<p>EEF – small group tuition</p> <p>EEF – one to one tuition</p>	1,2,6

<p>All classes have a full time TA to support with structured interventions, one to one mentoring and support.</p> <p>Ongoing CPD is targeted at the effective deployment of teaching assistants.</p>	<p>The school utilises the EEF guidance in its deployment of teaching assistants. Support, training and coaching is ongoing within this area to ensure greatest impact &amp; this is factored into school development planning.</p> <p><a href="#">EEF Effective TA Deployment</a></p>	<p>1,2, 5, 6</p>
<p>Purchase of TT Rockstars, Numbots and Spelling Shed and to encourage their use at home.</p>	<p>EEF – homework more effective when linked to directly to classwork.</p>	<p>1, 4, 6</p>
<p>Ensure that staff have the relevant training, confidence and skills, to support with a range of needs within a mainstream setting (behavioural and academic).</p> <p>Many of our disadvantaged pupils present challenging behaviour or barriers to learning due to a range of issues including those that are both environmental and medical.</p>	<p>Ensuring that staff are trained in specific approaches forms part of the recommendations from the EEF: <a href="#">EEF Behaviour Guidance</a></p> <p>Full use is made of a research informed approach to behaviour through the ‘Mobilise project’ leading to a whole school relationships policy.</p> <p>Training around trauma informed approaches to managing behaviour a provided using the expertise from the staff team and from external professionals (eg BOSS)</p> <p>Ensure that staff have the range of skills <a href="#">EEF SEND In Mainstream</a></p>	<p>1,2,3,6</p>
<p>Purchase quality texts and accessibility for children and online reading resources.</p>	<p>Research shows that children who are read to and read independently have an increased vocabulary which they can access on a daily basis.</p> <p>High levels of deprivation within the community mean children enter significantly below ARE so children need accessible, high-quality texts and resources to engage children in building vocabulary and a love of reading.</p>	<p>1,2,3,6</p>
<p>Purchase of Read, Write Inc a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	<p>1,2,6</p>

Teaching portal for CPD and tracking is also used to enhance phonics provision in school. Reading leader is released to model and monitor.	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Targeted academic support

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NELI and Wellcom language programmes are used to support early language development</i>	EEF- On average, oral language approaches have high impact on pupil outcomes of 6 months additional progress	1,2,6
<i>Academic Mentor and School based tutor employed to provide small group and 1:1 tuition to support catch in curriculum knowledge and skills.</i>	EEF – small group tuition EEF – one to one tuition	1,2,6
<i>A range of evidence based interventions are purchased and used to support children to catch up. This includes staff training</i>	In our school we use a range of interventions and programmes these include:  IDL Precision Teaching NELI WellComm Success@Arithmetic  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="#">EEF Effective TA Deployment</a>	1,2,6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown	1,2,6

	to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Provide additional support for pupils with SEND	EEF – 5 evidence based recommendations to support pupils with SEND	1,6
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,6

## Wider strategies

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise the cost of wider curriculum experiences (trips, visits, visitors) that the children take part in to ensure that they can take place regularly as part of the curriculum.	Many disadvantaged children may not get these opportunities outside of school due to financial and environmental reasons. This allows for all children to get the experiences and needed to be inspired by the curriculum and to understand the world they live in. This increases cultural capital and ensures equality of opportunity for all. <a href="#">EEF Behaviour Guidance</a> <a href="#">EEF Social and Emotional Learning Toolkit</a>	3,4,5
Subsidised places at Breakfast Club to provide a nutritious breakfast, a positive start to the day and smooth and consistent start to the day.	Children who access a nutritious breakfast they are more likely to engage in learning and more likely to attend school. <a href="#">EEF Behaviour Guidance</a> Shows breakfast as a strategy.	3,4,5



<p>Use of technology and apps to further enhance parental engagement.</p>	<p>Eschools app is used to engage with parents and carers.</p> <p>'Marvellous Me!' is used to share the learning that takes place in school with parents/carers this happens 'live' and increases engagement in parents/carers in their child's learning as images and messages are shared about key aspects of learning.</p> <p><a href="#">EEF Guidance Supporting Parents</a></p>	<p>3,4,5</p>
<p>Ensure that the children are engaged in our 'Beach School' curriculum enhancement to give access to all children, support wider experiences on top of trips and visits and match the curriculum.</p>	<p>Our Beach School is a key aspect of not only developing children's love of the outside world but helps to build their resilience and decision making skills together with self-regulation strategies.</p>	<p>3,4,5</p>
<p>Use of 'open' events to engage parents particularly those who are harder to reach.</p> <p>Family learning sessions are held allowing for staff to be released.</p>	<p><a href="#">EEF Guidance Supporting Parents</a></p> <p>Details how it is important to engage with parents.</p> <p>'Storytime' magazine, reading sessions are held to engage parents in their children's reading.</p> <p>Family learning supports parents and breaks down barriers between historic academic levels parents and potential disengagement in their child's learning.</p>	<p>3,4,5</p>
<p>Support children's EHWB in a tiered approach using Nurture resources, ELSA TAs and MHST</p> <p>Cost of training, resources and release time for staff.</p>	<p>There is an increased need for EHWB support amongst children we have a tiered approach.</p> <p>A wider range of interventions are now also available due to previous training and skills of staff and programmes accessed</p> <p><a href="#">EEF Behaviour Guidance</a></p> <p><a href="#">EEF Social and Emotional Learning Toolkit</a></p>	<p>3,4,5</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Training and release time for staff to develop and implement new procedures and for the Headteacher to</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3,4,5</p>

continue to have oversight of attendance.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. This could be new children entering the school are significant change in family circumstances leading to increased levels of support being needed.	

**Total budgeted cost: £150,000**

## 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 2021-2022 academic year.

*KS2 End of Year Assessment Data 2022 – Percentages*

	PP EXS+	School	LA	LA Gap
Reading	60%	70.8%	57%	+3%
Writing	53.3%	62.5%	51%	+2.3%
Maths	73.3%	79.2%	53%	+20.3%
Combined	53.3%	62.5%	39%	+14.3%

End of year KS2 results are the best results produced by the school since conversion. Disadvantaged children are inline or above the local authority data. Internal assessments show a range of outcomes due to the differing percentages of disadvantaged children in each cohort (34-75%). National Tutoring Programme was utilised well and contributed to the increased combined score at KS2 SATS.

Attendance 92.95% was 1.05% below national and 0.4% down on the previous year. Increased focus and strategies need to be used moving forward to increase overall percentage of attendance for all children with a priority focus on persistent absence and disadvantaged children.

Wellcomm interventions were successful in supporting children to a good level of development in reception (EYFS) with 64.7% (50% disadvantaged children) with 0 children predicted to be on track at baseline assessment.

53% of children (36.4% disadvantaged children/ 75% NPP) obtained a pass at the phonics screening check. Additional support for 2023-2024 needed to close the gap.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Read, Write Inc	Oxford University Press
Star Assessment	Renaissance
Accelerated Reader	Renaissance
Numbots	Maths Circle Ltd
Times Tables Rockstars	Maths Circle Ltd.
NELI	Nuffield
IDL	IDL/ Acentis
WellComm	GL Assessment

