



Chandos Primary

Pupil Premium Strategy



Contents

- **Introduction**
- **School Overview**
- **Funding Overview**
- **Part A - Strategy Plan**
 - A1 - Intent
 - A2 - Challenges
 - A3 - Intended Outcomes
 - A4 - Actions 2021/2022
 - A4.1 -Teaching
 - A4.2 - Targeted Support
 - A4.3 - Wider Strategies
 - A4.4 - Recovery Premium
- **Part B - Review of outcomes**
 - B1 - Pupil Premium
 - B2 - External provision
 - B3 - Service pupils
 - B4 - Further Information

Introduction

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	Chandos Primary School
Number of pupils in school	443
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	James Allan - Principal
Pupil Premium lead	
Governor / Trustee lead	Jem Shuttleworth - Director of Policy and Governance

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£311,000
Recovery Premium funding allocation this academic year	£33,000 additional funding 2021/22
School Funded Tuition allocation (included in allocation for A4.2 Targeted Support)	£28,000 additional funding 2021/22
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (Pupil Premium and Recovery Premium)	£344,000

Part A: Pupil Premium Strategy Plan

A1 - Statement of intent

All staff at Chandos accept responsibility for our vulnerable pupils and are committed to meeting their pastoral, social and academic needs and that they can perform academically in line with their peers. In making provision for socially disadvantaged or vulnerable pupils, the school recognises 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 or have done so in the previous 6 years. We will allocate the Pupil Premium funding to support any pupil or group the school has legitimately identified as being socially disadvantaged or vulnerable.

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.

Our strategy also includes the wider school plans for education recovery, notably in its targeted support through the National Tutoring and Recovery Programmes for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our strategy also places a high level of importance on swift identification and support to address welfare and social needs. This is built into the impact our Pastoral Team achieves ensuring disadvantaged children are ready to learn and achieve well alongside their peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust evaluation of researched programmes of support, not assumptions about the impact of disadvantage. The approaches we adopt 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
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure regular and rigorous monitoring and evaluation of impact of our strategy on pupil achievement.

A2 - Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate that attainment on entry to school in our Early Years' provision is significantly lower for disadvantaged pupils who perform well below expected levels for their age.</p> <p>Disadvantaged pupils have experienced only limited wider experiences to support learning and development before arriving at school.</p>
2	<p>Our assessments indicate that children have lower than expected language and communication skills on entry into our school</p>
3	<p>Our observations and knowledge of our families indicate that approximately 75% of our disadvantaged pupils have English as an additional language. This includes a number of pupils and families who may have little or no effective knowledge of English on arrival at school.</p> <p>Parental capacity to support learning is reduced for our disadvantaged children. This is enhanced by language barriers, poor familiarity and low confidence with National Curriculum expectations.</p>
4	<p>Our community demonstrates high levels of mobility, with many vulnerable families and children newly arrived to the city or country, with limited access to informal support or public benefits. This impacts negatively on attendance and engagement in learning, due to family stress and potential history of trauma.</p> <p>Families may have complex family needs including medical needs, social and emotional needs, poor parenting skills.</p>
5	<p>Our attendance data over the last two years indicates that attendance among disadvantaged pupils has been approximately 1% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism can negatively impact disadvantaged pupils' progress.</p>
6	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in early reading/phonics, basic writing skills including spelling, spoken and social communication skills.</p>

A3 - 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
To raise standards of communication and speaking and listening for disadvantaged children across the school	<ul style="list-style-type: none"> ● All SALT internal referrals are assessed and provision planned for within half a term ● SALT need reduced by at least 50% from EYFS baseline assessment to end of Year 2
Improved reading attainment among disadvantaged pupils, including early reading/phonics by end of KS1.	<ul style="list-style-type: none"> ● KS1 reading outcomes in 2023/24 show that more than 70% of disadvantaged pupils met the expected standard. ● Y1 Phonics screen in 2022 show that 85% met the expected standard ● GLD/Communication and Language assessment show that 75% met the expected standard
Sustained improvement in end of KS2 combined with a focus on Reading/Writing skills	<p>Combined outcomes in 2023/24 show that more than 65% of disadvantaged pupils met the expected standard.</p> <p>Combined 65% Reading 70% Writing 65%</p>
To enable disadvantaged children to access and benefit from a broad range of additional life skills and wider experiences	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from pupil voice, pupil and parent surveys and teacher observations ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To ensure children’s and families’ social and emotional needs are fully met, ensuring full engagement in school and community life resulting in improved attainment in class.	<ul style="list-style-type: none"> ● Sustained levels of wellbeing for disadvantaged families, swiftly accessing required support and services ● Newly arrived pupils settle quickly and successfully into school life ● Demonstrated by qualitative data from student voice, student and parent surveys and teacher observations
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> ● the overall attendance rate for all pupils at least 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0.5%. ● the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 7%.

A4 - Activity in this academic year 2021-2022

This details how we intend to spend our Pupil Premium (and Recovery Premium funding) **this academic year** to address the challenges listed above.

A4.1 - Teaching

Budgeted cost: £112,000

Activity	Evidence that supports this approach	Challenge addressed
Additional teaching staff in Year 5/6, focusing on needs of disadvantaged and off track children identified in pupil progress reviews	Half termly pupil progress reviews allows for a highly responsive targeted approach to meeting academic needs of identified children individually and in groups. Targeted academic support EEF	3 4 6
Training and resources for staff in the delivery of revised early reading programme, in line with Trust wide focus. Investment in high quality reading materials for EYFS and KS1	Sustained focus on developing and sustaining a communication friendly EYFS environment, with a focus on independence and engagement has resulted in excellent progress by disadvantaged pupils from very low starting points. This focus will continue through KS1. Preparing for Literacy EEF	1 2
To research the purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Possibly Jolly Phonics.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1 2
EAL support employed to give targeted assessment of need and delivery of daily support to with little or no English/newly arrived	Our newly arrived pupils settle quickly into school, benefitting from the wrap-around support, teaching and advice we can offer the families through our EAL targeted tuition, pastoral support and parent language training. In line with our focus on Early Reading and swift acquisition of communication and literacy	3

Training for teachers and support to ensure quality first provision for EAL in all classes, including the effective use of technology to enhance engagement and communication.	skills we wish to further enhance our “quality first teaching” class based provision with a focus on EAL needs. English proficiency: pupils with English as additional language	
Projected spending	Additional teaching and support capacity Phase 2/3 - £70K Reading/phonics resources and training - £6K SALT - £6k EAL support - £30K Total PP £132K	

A4.2 - Targeted academic support

Budgeted cost: **£104,000**

Activity	Evidence that supports this approach	Challenge addressed
SALTherapist employed 1 day/fortnight to assess pupils and train staff to deliver targeted interventions KS1 and 2 Staff to develop language needs in Early Years, with additional training from SALTherapist to deliver Welcomm interventions daily in 1-1 and small groups	Swift identification of need followed by immediate intervention can avoid long delays for formal NHS delivery of support. Staff training enables sustained provision to meet need for SALT across the school over time.	2
Additional class based support employed to deliver a targeted programme of interventions (catch-up learning, phonics, maths, spelling, speech/language interventions)	Half termly assessment and review of attainment allows for a very responsive approach to interventions. School has invested in additional KS2 support staff in each year group to ensure additional academic support can be provided	3 4

Additional staff to provide daily 1-1 and small group targeted interventions across KS1 focusing on early reading and phonics.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1 6
Additional teacher employed to provide specialist targeted 1-1/small group support Y3/4/5 (School Led Tutoring)	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	6
Projected spending	Additional TA support - additional 4 TA's across school - £80k SALT - £6k School Led Tutoring - £28k Total PP - £104k	

A4.3 - Wider strategies

Budgeted cost: **£95,000**

Activity	Evidence that supports this approach	Challenge addressed
<p>To ensure children's emotional needs are fully met, ensuring full engagement and accelerated progress in class.</p> <p>Significant role of Learning Mentor to provide targeted emotional support to vulnerable, disadvantaged children identified in half termly Pastoral Team reviews</p> <p>Play Therapist, one day a week</p>	Behaviour across the school is good. Expectations for behaviour and relationships are driven by our well established values which underpin the ethos across the school. Consistent approach and use of positive language and behaviours ensure that the vast majority of children develop the capacity to self regulate their choices and relationships as they progress through the school.	4 6

	<p>Some children are vulnerable and demonstrate a higher level of emotional and social need. This requires the skilled support and intervention of our pastoral team.</p> <p>Improving Social and Emotional Learning in Primary Schools</p> <p>Play Therapy: What Is It, How It Works, and Techniques</p>	
<p>To ensure children attend school daily, arriving on time and ready to learn.</p> <p>Further develop the role of the mentor/att' worker, enabling them to effectively challenge poor attendance and further increase attendance, working with external agencies when required.</p> <p>To extend the opportunities available before school and provide additional staffing and resources for Breakfast Club. To have spare uniform, kit and also supply food as needed for vulnerable children.</p>	<p>Our attendance is broadly in line with national comparisons, however can fluctuate as a result of pupil mobility over the year. As a result we place a high priority on families and children to ensure they attend school everyday to ensure both improved learning outcomes as well as their safety and wellbeing.</p> <p>EEE Foundation - Attendance Interventions assessment</p> <p>Research into how attendance can impact attainment</p>	5
<p>To provide support and advice to vulnerable and disadvantaged families</p> <p>Enhance the role of the family support staff, with support of external agencies, enabling them to meet the health, social and family needs of disadvantaged children</p> <p>Eg: curriculum workshops, health advice drop-ins, English language parent tuition, housing issues, legal advice, translation services, transport issues</p>		4 5 6
<p>To provide additional opportunities for disadvantaged children to benefit from additional life skills and wider experiences</p> <p>To provide additional out of school activities and residential for children where support is needed to develop focus, engagement and determination to achieve.</p> <p>Eg: residential Y5/6, subsidised school trips 25%, music tuition, theatre visits, visiting drama groups</p>	<p>Many of our pupils have limited opportunities to engage in experience beyond school learning. With a focus on learning, fitness and health we subsidise a range of events and trips to enhance the curriculum and to raise aspirations and confidence in our pupils.</p>	1 4 5 6
Projected spending	Family Support £30k	

	Mentor/Attendance £30k Breakfast Club £15k Subsidise enrichment activities, including music £15k Additional IT hardware £5k	
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A4.4 Recovery Premium

Budgeted cost: **£33,000**

Measure	Activity
To raise standards of communication and speaking and listening for disadvantaged children across the school	Extra day/per fortnight SALT provision (Recovery Premium) Additional week baseline assessment period (Sept 21)
To develop high quality after school provision for disadvantaged pupils (Recovery Premium)	Staff and resource range of afterschool clubs including: art and craft, cookery, sport, music, dance.
To raise levels of physical activity for disadvantaged pupils	Transport for Year 3 for extra swimming session over school year
To ensure all children can access online and interactive provision in class and, when required, at home.	Upgrade chrome books
To enhance quality of reading materials	Upgrade reading materials available in class and library
Projected spending	SALT - £6k After school clubs - £18k Swimming transport - £5k Chrome books - £2k Reading materials - £2k Total - £33k

Part B: Review of outcomes in the previous academic year

B1 - Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Academic Achievement

Standards at end of EYFS, KS1 and KS2 were significantly affected by the covid pandemic. Two extended periods of lockdown and frequent requirements to isolate during school opening over the last 18 months have had their expected impact on pupil outcomes. Broadly speaking, by July 2021, approximately 50% pupils were performing at age expected levels, 30% off track but settled and making progress to close the “covid” gap, a further 20% significantly below due to learning and/or emotional needs and barriers.

However, significant investment in our google home learning platform, chrome book technology and staff training and support, has enabled children to return very positively and successfully to full time school while also accessing high quality learning offer during the lockdown periods. Disadvantaged children were able to access onsite learning provision throughout the lockdown periods.

Closing the “covid gap” will remain a high priority with our PP strategy

Attendance

Attendance for all pupils (excluding covid,) was 95.1% for R-Y6 for 20/21 academic year. Disadvantaged pupils was 94.8% which was above national comparisons however was 0.8% below non disadvantaged peers (95.5%). Including covid codes disadvantaged attendance was 65.7, inline with non-disadvantaged peers in school.

Huge efforts have been made by the pastoral and attendance teams to ensure effective access to onsite provision during periods of lockdown, as well as a safe and successful return to full opening of schools. As a result the gap has been kept to less than 1%.

Since Sept 2021 disadvantaged att is at 94.7%, non-disadvantaged 96.25%, a gap of 1.5%. On analysis this is primarily due to covid isolation, single periods of illness, late return following summer.

Closing attendance gap remains a high priority within our PP strategy.

Wellbeing

Pupils have managed the last year with remarkable levels of resilience. The ruten following reopening has been smooth and successful. Behaviour is good and relationships among peers and with staff are positive. The vast majority of children know how to keep themselves safe and who to talk to if they are worried.

Family support throughout the year, delivered by our pastoral team, has enabled vulnerable families to access learning (chrome books, home learning, data), food support (food parcels, vouchers) and essential home/family support.

Family support, both preventative and reactive, as well as ensuring children's emotional remain a high priority within our PP strategy.

Curriculum offer

Children have access to a broad range of learning experiences within our curriculum offer. This remains under constant review. Our current priority is to enhance access for all disadvantaged pupils to a wider offer of enrichment activities, both during and after the school day.

B2 - Externally provided programmes

Programme	Provider
Not applicable	

B3 - Service pupil premium funding (optional)

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	

B4 - Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- develop the use of Philosophy For Children across the school, to improve communication skills, critical thinking, and the ability to challenge and support peers in a positive environment.
- access the [DfE grant to train a senior mental health lead](#). The training we have selected will focus on: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated previous actions identifying those that have worked well and those less so.

We consider evidence from a range of sources including: pupil attainment, observations of class learning, pupil voice/feedback, parent voice/feedback, levels of engagement and attendance in all aspects of school life, feedback and experiences of teaching and pastoral staff. We maintain a close partnership with our partner schools within The Elliot Foundation as well as comparisons with local schools within our community.

We will continue to evaluate our offer and its impact rigorously in school through half termly review of pupil attainment, half termly checks with Regional Director and Elliot Team Around The Academy process, annual review of PP strategy.