

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	Chipstead Valley Primary School
Number of pupils in school	702
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Clare Rackham – Head of School
Pupil premium lead	Clare Rackham Rebecca Herrera
Governor / Trustee lead	Rob Farris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 105,840.00
Recovery premium funding allocation this academic year	£ 10,490
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 22,213
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	£138,543

Part A: Pupil premium strategy plan

Statement of intent

At Chipstead Valley Primary School we recognise that the needs of our children are diverse and are determined that no matter their socio-economic background, we have high aspirations for all. We strive to provide every child with the skills, determination and opportunities to realise their full potential, aiming to ensure that children are in no way disadvantaged in comparison with their peers. We recognise that there is no uniform profile for children eligible for PPG and as such, assign funding in a variety of ways to meet the needs of our children as individuals. Through research-led approaches to the allocation of PPG combined with our in-depth knowledge of our children, we treat each and every child as an individual and are fully committed to ensuring they have every opportunity to thrive and succeed. Alongside academic attainment and progress, we place a huge importance on the social and personal development of our children, as without this, academic development will never be fully realised. We believe in giving children an inspiring and motivating curriculum as well as enriching additional experiences, that give them a thirst for more and an understanding of the value of their own education. We believe that their time with us in primary school provides them with the foundation and thirst for lifelong learning.

We are determined to:

- Ensure staff believe that there are “no limits” to what our children can achieve and that “no excuses” are made for underperformance;

Ensure this pupil premium strategy plan will allow us to give our children the best chance to achieve their potential using an individualised approach through targeted support, intervention and programmes;

- Motivate, to inspire and to expect all children to achieve more than they have achieved before;
- Provide a safe, secure and stimulating environment in which all children can succeed and be respected for who they are;
- Encourage care, consideration and respect for all members of the school community;
- Enable pupils to look after their social and emotional wellbeing and to develop resilience;
- Value all members of the school community as individuals;
- Help children acquire knowledge, skills and access to a wide range of opportunities to develop their knowledge and understanding, relevant to life in a fast-changing world - we aim that they leave our school better prepared for life in secondary school and adulthood;
- Develop a co-operative working partnership between all staff, parents and governors to benefit all of our children.

Challenges

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

Challenge number	Detail of challenge
1	Due to lower standards on entry to school, disadvantaged pupils need to make accelerated progress in order to narrow the attainment gap.
2	Pupils attendance is lower than the non-pupil premium group
3	Pupils struggle to make more than expected progress which would enable them to reach the same standard as their peers
4	Pupils have lower levels of confidence and resilience which hinders accelerated progress
5	Persistent lateness. Lateness reduces teaching hours and concentration levels and has an impact on their learning
6	Support at home for some PP children is limited, affecting the completion of homework and parents accessing learning materials. Additional support is required in this area with the implementation of homework/ booster clubs for selected pupils.
7	Pupils are not always able to access extra-curricular activities which would support social and emotional requirements.

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 ensure that pupils whose baseline at EYFS is low, are well supported	<ul style="list-style-type: none"> Data shows that the progress on EYFS pupils is accelerated and that the gap with non-disadvantaged peers is closing
To ensure that the attendance of pupils in receipt of pupil premium funding is in line with that of their peers	<ul style="list-style-type: none"> Internal attendance data reflects that the attendance of disadvantaged pupils has increased to above 96%
Disadvantaged pupils make accelerated progress in order to narrow the attainment gaps	<ul style="list-style-type: none"> Internal data reflects an increased percentage of disadvantaged pupils making more than expected progress across all year groups End of phase data reflects a narrowing gap between disadvantaged pupils and non-disadvantaged peers
A high level of disadvantaged children are achieving above expected progress in reading, writing and maths	<ul style="list-style-type: none"> The number of disadvantaged children achieving above expected in reading, writing and maths has increased
Enable disadvantaged pupils to access additional SALT support, closing the gap with their peers	<ul style="list-style-type: none"> The gap in communication and language between disadvantaged children and their peers in EYFS and KS1 closes The gap in attainment in phonics in KS1 closes

Disadvantaged pupils have greater access to all learning opportunities and are not held back by social and emotional concerns	<ul style="list-style-type: none"> Academic outcomes between disadvantaged children and their peers narrows
Provision of additional resources, experiences and opportunities to support and enrich disadvantaged children's learning and provision	<ul style="list-style-type: none"> A home learning package will be provided to all children at the start of each phase Disadvantaged children will have targeted access to extra-curricular opportunities including clubs and trips

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: £40500 *(to include training programmes and release time)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and Fresh Start: Implementation of updated training, teaching and learning of RWI phonics programme alongside effective monitoring	https://educationendowmentfoundation.org.uk/new/s/eef-commissioned-evaluations-of-read-write-inc-phonics-and-fresh-start The Rose Report DfE Reading Framework Phonics Toolkit EEF	1 3 4 6
Maths: Mastering Number NCETM – EYFS and KS1	https://www.ncetm.org.uk/teaching-for-mastery/	1 3 4 6
Teachers and support staff have access to a high quality CPD programme. For example: - Quality first teaching	EEF – quality first teaching https://thirdspacelearning.com/blog/quality-first-teaching/ https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1 3 4 6

Academic progress of disadvantaged children is closely tracked to ensure progress in line with expectations	https://www.pixl.org.uk/primary	1 3 4 6
Writing: Develop teacher pedagogy focused in raising attainment in writing	EEF T& L toolkit, teacher subject knowledge https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1 3 4 6
Academic progress of disadvantaged children is closely tracked to ensure progress in line with expectations	https://www.pixl.org.uk/primary	1 3 4 6

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

Budgeted cost: £54,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA and Teacher delivered targeted support interventions for English and Maths includes specific targets and	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition Targeted interventions ensure pupils make accelerated progress and an increased proportion of pupils are working at AR and above	1 3 4

are tracked for impact. (Inc. PiXL, Beanstalk, Toe by Toe etc)	https://www.pixl.org.uk/primary	
Training for staff to introduce and deliver NELI speech and language programme in EYFS and Y1	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 3 4
Additional in class support from TAs and Teachers	Targeted interventions ensure pupils make accelerated progress and an increased proportion of pupils are working at EX and above	1 3 4 6
Targeted maths booster groups in years 1-6	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1 2 3 4 5 6

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

Budgeted cost: £40,839 [to include additional EWO/leadership attendance and welfare support]

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO Pastoral support to families to ensure high levels of attendance and punctuality	https://www.gov.uk/government/publications/improving-attendance-at-school	2 5
Provision of subsidised school uniform and resources	Children are given school uniform and resources as required	2 4 5 6

Access to breakfast and after school club places	https://www.gov.uk/government/publications/improving-attendance-at-school	4 6 7
Learning and revision packs provided to all PP children across the school	Children are able to engage appropriately with home learning activities, supporting good progress and attainment	1 3 6
Children have access to high-quality school trips and extra-curricular activities and clubs	<ul style="list-style-type: none"> - Whole school focus - Children's cultural capital develops EEF https://www.teachwire.net/news/the-benefits-of-inclusive-school-trips	4 7
Jigsaw 4 U	https://www.jigsaw4u.org.uk/home-school-links/	2 4 5 6 7
ELSA, Nurture Groups and Lego therapy for identified pupils	Pupils develop age-appropriate social and emotional skills https://elsanetwork.org/	4 6 7

Total budgeted cost: £138,543

£135,839 plus additional £2704 contingency for targeted teacher/TA support where specific need is identified.

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.

To enable disadvantaged pupils to access additional communication and language support closing the gap with their peers

- NELI Language Programme was delivered across EYFS and KS1. Due to COVID-19, performance measures have not been published for 2020 to 2021.

Standard of attainment for disadvantaged children is in line with their peers

- Due to COVID-19, performance measures have not been published for 2020 to 2021: Across the school, from autumn 2020 to summer 2021, the gaps between proportions of disadvantaged children and their peers achieving at least the expected level narrowed for all year groups in reading and for most year groups in maths and writing.

Disadvantaged children have access to additional support to improve attendance and punctuality

- EWO in place half day a fortnight. Attendance for PP children was above National at 92.24% compared 91.19% (2019/2020).

Children have access to similar level of additional activities

- Due to COVID-19, no additional activities (Trips/Clubs/Swimming etc) were provided by school however some costs were still incurred.

Children have access to materials which supports home learning

- During the school closures in Spring 2021, the school remained open for all EHCP children, children of Key Workers and many disadvantaged children who were invited to remain in school.
- For those that remained at home, consideration was taken to ensure that disadvantaged pupils were being adequately supported with home learning during this time and a number of children were offered school places in response.
- Disadvantaged families not in school were contacted regularly via telephone and email, and specific PP online learning lessons were delivered weekly. All pupil premium families were offered devices to support home learning, with the majority taking us up on the offer. This greatly supported access to learning.

- All children were provided with stationery packs prior to lockdown along with reading books

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

Programme	Provider
Jigsaw 4U Home School Links Service	Jigsaw 4 U
Read Write Inc Phonics and Fresh Start Programme	Ruth Miskin: Read Write Inc.
Timestables Rockstars	Maths Circle
PiXL	Partners in Excellence
ELSA	ELSA Network
NELI Language Programme	Nuffield
CLPE	CLPE

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.