

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	692 (63 Pupil Premium)
Proportion (%) of pupil premium eligible pupils	9.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Clare Rackham
Pupil premium lead	Rebecca Herrera
Governor / Trustee lead	Rob Farris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106484
Recovery premium funding allocation this academic year	£10150
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	£116634

Part A: Pupil premium strategy plan

Statement of intent

At Chipstead Valley, our intention is that all pupils, irrespective of their background or challenges they face, make good progress. We believe in equal opportunities for all. We strive to ensure that every child is able to access all areas of the curriculum and achieve their full potential.

We use pupil premium funding to provide targeted support to ensure that we are closing the gap between our disadvantaged children and their peers.

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

- *ensure disadvantaged pupils are challenged in the work they are set*
- *act early to intervene at the point a 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*

A tiered approach to Pupil Premium Spending

The Education Endowment Foundation advocates that considering a tiered approach to Pupil Premium spending can help schools to balance approaches to improve teaching, targeted support and wider strategies:

Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring that a highly effective teacher is at the forefront of every class, and that

every teacher is supported to keep improving, is key in a successful school and is a high priority in pupil premium spending.

Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including those who are not making good progress across the spectrum of achievement. Considering how class teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is a key component of an effective Pupil Premium Strategy.

Wider Strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and emotional and social support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Chipstead Valley Schools approach to Pupil Premium spending is in line with this approach.

Challenges

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

Challenge number	Detail of challenge
1	<i>Pupils entering the school (EYFS) with communication and language skills below age related expectation</i>
2	Pupils attendance is lower than the non-pupil premium group
3	Persistent lateness. Lateness reduces teaching hours and concentration levels and has an impact on their learning
4	Pupils struggle to make more than expected progress which would enable them to reach the same standard as their peers
5	Pupils have lower levels of confidence and resilience which hinders accelerated progress
6	Pupils are not always able to access extracurricular activities which would support social and emotional requirements.
7	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.
8	co-existing special educational needs. A high percentage of pupils entitled to PP funding also have SEND.

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
Improved oral language development and vocabulary acquisition among disadvantaged pupils	Children are able to use and understand a wide range of vocabulary in all curriculum subjects.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Annual improvement in the attendance rates of those pupils entitled to PP funding so that pupil attendance figures are in line with non-PP peers. Annual reduction in the number of persistent absentees amongst pupils eligible for PP.
Pupils entitled to PP funding arrive to school on time, ready to learn and are set up for their day ahead.	Children arrive at school in time for the register and do not miss any valuable teaching input to learning from the teacher.
To close the attainment gap so that pupils entitled to PP funding reach age related expectations.	The gap is narrowed and pupils reach national expected or exceeding levels for their chronological age across all year groups.

Pupils entitled to PP funding and personal, social and emotional needs receive interventions to support emotional; wellbeing and are given strategies to enable them to overcome barriers.	Emotional wellbeing is supported and pupils have tools enabling them to manage feelings and behaviour in school and beyond.
Pupils entitled to PP funding are able to access a range of experiences and wider opportunities.	Wider curricular clubs are accessed by pupils and exposure to broadening opportunities are provided.
Pupils entitled to PP funding have equal access to home learning resources that enable school learning to be reinforced.	Resources are made available to enable pupils to access home learning and the opportunity to have school learning available at home. (packs provided)
Targeted interventions support improved rates of progress of pupils entitled to PP funding who also have SEND	Those pupils entitled to PP funding and with additional SEND make expected progress. The gap narrows between current attainment and age-related expectation.

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: £34503

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers and support staff have access to a high quality CPD programme</p> <p>An embedded culture based on a belief and approach that ALL children will succeed through high quality teaching and learning</p> <p>Quality first teaching: improved through a system of individual coaching and support. Regular progress meetings to explicitly discuss the impact of interventions, target setting and closing the gap in attainment.</p>	<p>Effective continual training opportunities ensure all staff can work highly effectively with pupils so they achieve their expected results</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>Challenge 1-8</p>
<p>TA and Teacher deliver targeted support interventions for English and Maths includes specific targets and are tracked for impact.</p>	<p>https://www.pixl.org.uk/primary</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>Challenge 1,,4,5,7</p>
<p>Maths: Mastering number NCTEM -EYFS and KS1</p>	<p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</p>	<p>Challenge 1,4,5,7</p>
<p>Phonics : FFT Phonics leader to evaluate</p>	<p>https://fft.org.uk/phonics/</p>	<p>Challenge 1,4,5,7</p>

effectiveness of phonics resourcing and teaching through FFT: success for all phonics scheme and provide additional material/ actions when required		
<p>Children are screened through the (Neli) Nuffield early language programme to identify specific need and ensure early intervention</p> <p>Children to use love to communicate and Oracy project programme to support language acquisition.</p>	<p>https://www.teachneli.org/</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>https://www.lovetocommunicate.co.uk/</p>	Challenge 1

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

Budgeted cost: £ 51900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching assistance in class to support learning and provide intervention assistance	Targeted interventions ensure pupils make accelerated progress and an increased proportion of pupils are working at expected level and above.	Challenge 1-8
TA and Teacher deliver targeted support interventions for English and Maths includes specific targets and are tracked for impact.	<p>https://www.pixl.org.uk/primary</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	Challenge 1,4,5,7
All Pupils entitled to PP funding are read with daily and have access to specific interventions.	<p>https://clpe.org.uk/books/power-of-reading/about</p> <p>https://student.readingplus.com/seereader/api/sec/login</p>	Challenge 1,4,7,7

Phonics: additional session lightning squad provided to those identified as requiring intervention. Provide home learning packs to support learning	https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/	Challenge 1,4,5,7
Children identified with low attainment complete 20 week Neli programme intervention with trained TA/Teacher.	https://www.teachneli.org/	Challenge 1

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

Budgeted cost: £ 30231

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children entitled to PP funding receive external club access and trips are made accessible through PP funding	Pupils have access to a range of high quality school trips and extracurricular activities to broaden opportunities	Challenge 6
EWO pastoral support to families to ensure high levels of attendance and punctuality	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	Challenge 2,3
Provision for subsidised school uniform	Children are given school uniform as required	Challenge 6,7
Access to wrap around care support	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	Challenge 6, 7
Children have access to a range of high quality school trips and workshops	Supporting development of Cultural capital https://www.equity.co.uk/school-trips/benefits-of-a-school-trip/	Challenge 5,6,8

ELSA support and therapy available for those identified.	https://www.elsa-support.co.uk/	Challenge 5
Zones of Regulation curriculum introduced and embedded.	https://www.zonesofregulation.com/index.html	Challenge 5,8
EduKey (TES)	https://edukeyapp.com/	Challenge 2,4,8

Total budgeted cost: £ 116,634

Part B: Review of outcomes in the previous academic year

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
PIXI	Partners in excellence
ELSA	ELSA network
EduKey	TES
NELI	Nuffield
Power of Reading	CLPE
Times Table Rockstars	Maths Circle
Reading PLUS	Dreambox
Spelling Shed	Ed Shed
Fred's Teaching	Fred's Teaching

Further information (optional)

Tapestry is used for assessment and communication with parents, key workers and teachers. It is an online portal for record keeping and reporting.