



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 | Chalkhill Primary School |
| Number of pupils in school | 458 |
| Proportion (%) of pupil premium eligible pupils | 21% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2022 to 2023-2024 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Mrs S. Sayed Headteacher |
| Pupil premium lead | Mrs H. Shanker Inclusion Leader |
| Governor / Trustee lead | Mr H Vargadia Chair of Governors |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year (22/23 FY allocation) | £153,735 |
| Recovery premium funding allocation this academic year (22/23 FY allocation) | £16,095 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| 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 | £169,830 |

Part A: Pupil premium strategy plan

Statement of intent

We have high aspirations and ambitions for our children, and we believe that there are no limits to what our children can achieve, and that no child should be left behind. Pupils from disadvantaged backgrounds benefit fully from school wide opportunities to develop the cultural and social capital needed to support transition to their next stage of education, training or employment.

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. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, live in shared accommodation, have been evicted from their home, are in privately arranged foster arrangements and families, that, for a variety of reasons may not be eligible for pupil premium funding. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We take a tiered approach to Pupil Premium spending:

1. High-quality teaching: This takes top priority and 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.
2. Target support for pupils who are not meeting age related expectations: Our strategy is integral to wider school plans for education recovery, notably in its targeted support through School Led 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.
3. Strategies that relate to non-academic factors, including improving attendance, behaviour and social, emotional, mental health and wellbeing support.

1. High-quality teaching:

Quality First Teaching - ongoing CPD for all teachers, NPQL/ NPQSL/ NPQH; additional teachers to support development of literacy skills of children; Booster groups weekly for children in Year 6; Quality English, Maths, IT and music learning resources; Regular Pupil Progress meetings reviewing individual children's attainment and progress

| | |
|---|---|
| | (Evidence from EEF on importance of personalised feedback - +8 months) |
| 2. Target support for pupils who are not meeting age related expectations: | Additional teaching assistants to provide small group intervention support targeted at those children who are underperforming or making slow progress in maths and literacy; Teaching Assistant trained to complete a recovery funded programme for mathematics; Additional trained adult to support language and social / emotional needs in EYFS; EAL support provided to develop language skills, build vocabulary and support transition of new joiners to the school (The EEF highlights the benefit of oral language interventions). SEND support for children with a focus on the provision of earlier intervention to develop basic literacy and numeracy skills; Curriculum workshops to increase understanding of the curriculum and provide strategies for supporting children at home; Parent meetings for targeted children to provide more personalised support (EEF – Parental engagement +3 months) |
| 3.Strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support. | Place 2 Be; Parent Support Advisor; Choir; Music tuition; Equine Facilitated Learning; After school clubs including football, netball, cooking, art, science; gardening club; Breakfast Club; Access to educational opportunities, including international trips, theatre, cinema and enrichment; Additional trained adults/ mentors to provide behaviour, social and emotional support for targeted pupils (EEF identifies positive gains in progress for Arts participation (+2) and outdoor learning (+4), and sports participation as having positive effects on pupil outcome) |
| The approaches we have adopted complement each other to help pupils learn together to aspire and achieve. | |

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many pupils. These are evident from Nursery through to KS2 and in general, are more |

| | |
|---|---|
| | prevalent among our disadvantaged pupils than their peers, resulting in slow overall progress, but especially in literacy and mathematics. |
| 2 | The school census indicates that a high number of children have English as an additional language (EAL/ 84.9%) and need additional support with vocabulary. Parents do not always have the language and literacy acquisition to support their children in their learning. |
| 3 | Internal and external (where available) assessments indicate that literacy and mathematical attainment among disadvantaged pupils is below that of non-disadvantaged pupils. At the end of Year 2 class last year, 28.5% of our disadvantaged pupils transitioned into Year 3 below age-related expectations compared to 26% of non-disadvantaged pupils. On exit from Y6 last year 33% of disadvantaged pupils left below age related expectation compared to 31% of non-disadvantaged pupils. While this gap was closing over the years prior to covid, it has started to widen during and after the pandemic. Generally, disadvantaged pupils still do not achieve as well as non-disadvantaged pupils. |
| 4 | Our assessments and observations indicate that the education and well-being of many of our pupils have been impacted by partial school closures. This has impacted to a greater extent on our disadvantaged pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in literacy and mathematics. |
| 5 | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to isolation and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic and in the recovery phase. 30 pupils (7 of whom are disadvantaged) currently require additional support with social and emotional needs, with 20 (3 of whom are disadvantaged) receiving small group interventions and 10 (4 of whom are disadvantaged) receiving one to one support.. |
| 6 | Our school has high mobility (mobility figures for 2020-2021 37%, for 2021-2022 44%), with many children arriving from overseas, often with no English and little/no prior formal education. Many children arrive late in the year and in the key stage. Our attendance data from last year indicates that attendance among disadvantaged pupils has been in line with that for non-disadvantaged pupils (93.8%). 6% of disadvantaged pupils have been 'persistently absent' compared to 5.8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |

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 improve oral language skills through quality first teaching and target interventions which significantly raises oral language among all pupils, but especially disadvantaged pupils, including those who are learning English as an additional language. | This is evident when triangulated with other sources of evidence, vocabulary among disadvantaged pupils, including engagement in lessons, book scrutiny, ongoing formative assessment and observations. |
| To achieve and sustain outcomes and progress in literacy and mathematics, particularly our disadvantaged pupils. | <p>KS2 reading outcomes in 2023/24 show that disadvantaged pupils meet the expected standard in line with non-disadvantaged pupils.</p> <p>In-year data and assessments across the school show that 10% of disadvantaged pupils are making better than expected progress. This is in line with data for non-disadvantaged pupils.</p> |
| To provide all disadvantaged pupils with access to technology to support their learn | Year on year data shows that 100% pupils requiring a loan of a digital device will have access, including where needed network access. |
| To enable all pupils to access the mental health and wellbeing support they require to understand and address social, emotional and behavioural challenges they face. | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in relationship incidents (evidenced on CPOMS) • qualitative data from specialist workshop/ intervention engagement • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| 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 absence rate for all pupils being no more than 96%. • the percentage of all pupils who are persistently absent being below the national rate. |

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: £88,818

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Quality First Teaching - ongoing CPD for all teachers, ECTs/ NPQL/ NPQSL/ NPQH | Ensuring that an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school (EEF Guide to Pupil Premium) Evidence from EEF | 1 to 6 |
| Retention of part time teacher (0.4) support development of literacy skills of children in KS1 | EEF Improving literacy in KS1 | 1, 2, 3, and 6 |
| Recruitment of part time teacher (0.4) support development of literacy skills of children in LKS2 | EEF Improving literacy in KS2 | 1, 2, 3 and 6 |
| Retention of music specialist teacher to support access to a diverse, balanced and exciting curriculum | DfE Research review: Music (12/07/2021) | 4, 5 |
| Continued CPD for current EAL Leader | Language Development and school achievement; Bell Foundation/ University of Cambridge | 1 to 6 |
| Retention of part time teacher to support children with recovery in mathematics. | EEF Improving mathematics recommendations Government recommendations | 3, 4 |

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

Budgeted cost: £51,335.11

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Number and Literacy interventions (First Class at number, Success at arithmetic, catch-up sessions; additional phonics sessions, small group tutoring) | EEF Improving Mathematics in the Early Years and Key Stage 1 and Key Stage 2 and 3 – summaries of recommendations EEF Improving Literacy in Key Stage 1 and key Stage 2 | 1 to 6 |
| Lego Club intervention to support speaking and listening, build resilience, persistence and perseverance | Collaborative learning approaches (EEF +5) | 1, 2 and 4 |
| Speech and Language interventions (Bucket Time, NELI, Colourful Semantics, Language Engagement Groups) | Very high impact for very low cost based on extensive evidence (EEF +6) | 1, 2 and 4 |
| Booster groups weekly for children in Year 6 | EEF – Small group tuition (+4) | 3 and 4 |
| Quality English, Maths, IT and music learning resources | Use and perceptions of curriculum support resources in schools; Cooper Gibson Research, July 2018 EEF Improving Mathematics in the Early Years and Key Stage 1 and Key Stage 2 and 3 – summaries of recommendations | 1, 2, 3, and 4 |

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

Budgeted cost: £37,789

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Implement strategies to support pupil mental health and wellbeing (P2B Mentoring services, workshops) | Promoting children and young people's mental health and wellbeing, Public Health England, 2021 | 3, 4, 6 |
| Provide access to Breakfast Club | EEF Magic Breakfast Evaluation Report 2019 | 6 |
| Provide support for attendance to extended school provision and enrichment activities, such as after school clubs (art, DT, gardening, cooking) musical instrument lessons, school trips. | EEF Arts participation (+3) EEF Social and emotional learning (+4) | 1 to 6 |
| Equine facilitated learning | Equine Assisted Activities, like other animal-assisted activities, provide opportunities for motivational, educational, recreational and/or therapeutic benefits to enhance quality of life, self-efficacy, improvement in school subjects or social behaviour (Ewing, MacDonald, Taylor, & Bowers, 2007 ; Kaiser, Smith, Heleski, & Spence, 2006 ; Trotter et al., 2008). | 4 and 5 |

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

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Attainment:

| Assessment | All pupils (percentage at age related expectation or above) | Disadvantaged (percentage at age related expectation or above) | National |
|---|--|---|--|
| Early Years Foundation Stage Profile | 49.1% | 100% (1 child) | Not yet published |
| Year 1 Phonics Check | 67% | 50% | 75% |
| Year 2 Phonics retake | 68% | 80% | 87% |
| End of KS1 Attainment (L.A. moderated results) | Reading: 63.2% Writing: 22.8% Maths: 54.4% | Reading: 72.7% Writing: 27.3% Maths: 54.5% | Reading: 67% Writing: 58% Maths: 68% |
| Year 4 Multiplication Check | 68% | 47% | Published 17/11/2022 |
| End of KS2 Attainment | Reading: 67% Writing: 67% Maths: 76% | Reading: 63% Writing: 68% Maths: 68% | Reading: 74% Writing: 69% Maths: 71% |

The pandemic has had a marked impact on the development of communication and language, especially for children in reception and year 1. The poor language development for older pupils has also been noted, more so for children learning English as an additional language. Therefore, we are now focusing on establishing an EAL leader and targeted intervention programmes to help children accelerate in using and applying English in school.

The phonics results were a concern for our school. The poor results are linked to missed schooling due to the pandemic, high mobility at our school and high numbers of EAL pupils. To support the children in our school to catch-up, we are putting focused, targeted support and interventions into Key Stage 1.

Due to last year's poor literacy outcomes at the end of year 2, the school has decided to focus on targeted literacy support for Year 3 to ensure that children are enabled to catch-up after the pandemic.

In the past, mathematics has been strong at our school, with the year 6 pupils achieving above the national average. Currently, this is not the case. Missing schooling during the pandemic and high mobility are added factors in the need for catch-up support across Key Stage 1 and key Stage 2.

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Progress summary:

Percentage of pupils who made 3 or more steps of progress across the academic year 2020-2021

| | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 6 | |
|-------------|------------|-------|------------|------|------------|-----|------------|-----|------------|-----|------------|-----|
| | All pupils | PP | All pupils | PP | All pupils | PP | All pupils | PP | All pupils | PP | All pupils | PP |
| Reading | 78% | 78.5% | 92% | 92% | 80% | 92% | 95% | 92% | 95% | 96% | 92% | 95% |
| Writing | 85% | 64.3% | 80% | 83% | 92% | 92% | 80% | 92% | 95% | 96% | 93% | 95% |
| Mathematics | 97% | 100% | 97% | 100% | 80% | 85% | 80% | 76% | 97% | 96% | 93% | 80% |

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 |
|-----------------------------|------------------------------------|
| Equine Facilitated Learning | Spirit in Stirrups |
| Mentoring | It takes a village MVP |
| Workshops | Wizard Theatre Whisper Me Happy |