



## 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	Chapelford Village Primary School
Number of pupils in school	2021-22 605 <b>2022-23</b> <b>618</b>
Proportion (%) of pupil premium eligible pupils	2021-22 16.4% <b>2022-23</b> <b>20.4%</b>
Academic year/years that our current pupil premium strategy plan covers	2021/22 – 2024/25 (three-year plans are recommended)
Date this statement was published	December 2021 / Reviewed Dec 22
Date on which it will be reviewed	December 2023
Statement authorised by	Mrs Joanne Hewson, Head Teacher

Pupil premium lead	Mrs Laura Tottie, Deputy Head Teacher Mrs Lisa McDavid, Lead Teacher for Inclusion
Governor	Mrs Anne-Marie Worrall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>2022-23</b> <b>£139,885 deprivation factor</b> <b>£7,230 Post LAC</b> <b>£640 Service</b>
Recovery premium funding allocation this academic year	<b>£14,355</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<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	2021-22 £142,130 <b>2022-23</b> <b>£147,755</b>

## Part A: Pupil premium strategy plan

### Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. 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 our vulnerable pupils, such as those who have a social worker and have been identified for family support. The intentions in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We believe that all children should have access to a highly qualified and equipped teacher delivering quality, engaging lesson with the correct level of challenge for each child. 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 have put in place plans for education recovery across the school for all pupils whose education has been worst affected, including non-disadvantaged pupils. Our strategy is integral to this recovery and targeted support is through the National Tutoring Programme along with other interventions.

We resist assumptions about the impact of disadvantage and instead we strive to respond to common challenges and needs of individual pupils; this is rooted in robust diagnostic assessment. Complementary approaches are adopted to help pupils excel. To ensure they are effective we will:

- Ensure that the learning set for disadvantaged pupils has the appropriate ambitious challenge
- To be timely in identifying need and implementing effective intervention
- To ensure that 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This is currently more evident in Early Years.
2	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notable increase in low-level concerning behaviours of pupils, and a lack of enrichment opportunities during school closure. Teacher referrals for support have markedly increased. There is an increase in pupils requiring additional support with social and emotional needs.
3	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.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading writing and maths.

4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>The levels of persistent absence for disadvantaged pupils have been in the highest 20% of all schools (18-19). Internal school data of persistent absence for disadvantaged pupils continue to be higher than non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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 skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Internal assessments indicate that disadvantaged pupils in KS1 and KS2 remember and know key vocabulary and as a result make good progress across the curriculum.</p> <p>WellComm and Nuffield Early Language assessments at the end of EYFS indicate significantly improved language, communication and interaction skills.</p>

	Individual pupils working on speech and language therapy plans make good progress from their starting points.
To achieve and sustain improved wellbeing (social, emotional and mental health needs) for all pupils in our school, particularly our disadvantaged pupils to support them to access a full curriculum offer.	<p>Sustained high levels of wellbeing from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> <li>• a significant reduction in low-level concerning behaviours</li> <li>• A reduction in staff making referrals for support for pupils</li> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• a 100% of disadvantaged pupils accessing school residential</li> <li>• Pupil voice and lesson observations indicate that pupil engagement in learning is high</li> </ul>
To improve attainment and progress among disadvantaged pupils at the end of KS2 in reading, writing, maths and SPAG.	<p>A 100% of pupils without identified SEND need will achieve at least age-related expectations in reading, writing, maths and SPAG by the end of KS2</p> <p>Internal data for disadvantaged pupils shows that they are making good progress towards their targets and reducing the gap between disadvantaged and all pupils</p> <p>SEND pupils make at least expected progress from their varying and complex starting points</p>

Improved phonics attainment among disadvantaged pupils.	<p>A 100% of pupils without identified SEND need will achieve at least age-related expectations in phonics by the end of Year 1</p> <p>Pupils identified as SEND make good progress in phonics from their starting points and almost all will achieve the expected level by the end of year 2</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> <li>• 97% attendance of vulnerable groups.</li> <li>• Regular contact and support will be given</li> <li>• Persistence absence of disadvantaged pupils is significantly reduced</li> </ul>

## 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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help	1, 3, 4

<p>Further training and support for teachers to identify groups of target children and select appropriate interventions based on the data.</p>	<p>ensure they receive the correct additional support through interventions or teacher instruction:  <a href="#">EEF publishes in-depth analysis of primary pupils' performance...   EEF</a>  <a href="#">(educationendowmentfoundation.org.uk)</a></p>	
<p>Training for staff looking at specific subject knowledge across the curriculum to ensure that the quality of teaching is at least good.</p>	<p>There is strong evidence that improved subject knowledge and confidence in the teacher greatly improves the quality of the language used in the lesson and the outcomes for the pupils.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p><b>3, 4</b></p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time to support vocabulary development across the school and through the curriculum.</p> <p>To provide appropriate training for identified staff to deliver the Nuffield Early Learning Programme and WellComm in class and as intervention where required.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p><b>1, 4</b></p>
<p>Ensure that all staff have received the appropriate training to deliver Read, Write Inc, a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. This will include quality-first teaching and intervention.</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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p><b>4</b></p>
<p>Enhancement of our teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the</p>	<p><b>3, 4</b></p>



<p>We will fund teacher release time to embed key elements of guidance in school and to access to reading writing and maths resources and CPD (including Teaching for Mastery training) This will include high-quality consultancy support for all teaching and support staff based on monitoring, evaluation and review.</p> <p>We will provide training and support for teaching assistants to deliver high quality interventions in line with identified need and EEF recommendations (for example First Class at Number/ Fresh Start)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/1stClass@Number">1stClass@Number   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424227/maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/eef-social-and-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p><b>2</b></p>

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

Budgeted cost: £74,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>The National Tutoring Program will provide tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils will be disadvantaged and this will also include high-attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining students or those falling behind.</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<p>Interventions based on identified need will be delivered by trained staff and will support quality-first teaching. These include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Fischer Family Trust Wave 3</li> <li>• Read, Write Inc Phonics</li> <li>• Read, Write Inc Fresh Start</li> <li>• Speech and Language Interventions</li> </ul>	<p>Internal data has shown the effective impact of these interventions previously by the school.</p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 3, 4
<p>Improve the quality of social and emotional learning. Social emotional and learning will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes in school and in later life.</p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	2

<p>The school recognises that within the academic year 2021/22 there may be an identified area which has not been pre-planned. The school has left contingency within this budget for any such arising need.</p>		
--	--	--

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

Budgeted cost: £53,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Designated staff monitoring and supporting improved attendance in order that all pupils in our school, particularly our disadvantaged pupils access a full curriculum offer.</p>	<p>There is extensive evidence associating good attendance in school with improved outcomes in school and in later life. <a href="https://www.educationendowmentfoundation.org.uk/attendance-interventions-rapid-evidence-assessment">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>
<p>Local Authority attendance Officer (gold level) working closely with school to further support attendance particularly where there is persistent poor attendance.</p>	<p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444444/improving-school-attendance-support-for-schools-and-local-authorities">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	<p>5</p>
<p>To ensure all emotional and mental health needs are met through a range of strategies for example Play Therapy and Therapeutic Play.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/eef-guide-to-the-pupil-premium-autumn-2021">EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>2</p>
<p>Designated staff offering family support – liaison with other support in community i.e. social care, IDVA etc.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/working-with-parents-to-support-childrens-learning">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2</p>

After school activities, educational trips and residential trips.	There is a strong evidence base that suggests that the cultural capital passed on through families along with abstract and formal ways of acquiring knowledge helps children do better in school.	<b>1, 3</b>
Rapid referral for educational psychologist assessments so that appropriate provision is put in place. These include but are not limited to: 1:1 support Play therapies Cognitive behaviour therapy	There is strong evidence that timely, targeted support greatly improves the quality learning and the outcomes for individual pupils.	<b>2, 3</b>
Device allocated to all disadvantaged children who require access to online learning. Assistance to access the internet if that is required.	<a href="http://www.gov.uk">Remote education research - GOV.UK (www.gov.uk)</a>	<b>3, 5</b>

**Total budgeted cost: £147,755**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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

#### 2021-22

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using EYFS GLD, Phonics screen Year 1 and 2, key stage 1 and key stage 2 performance data and our own internal assessments.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils.

To help us gauge the performance of our disadvantaged pupils we compared our results to disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above).

**EYFS GLD** - 67% of the Early Years children nationally achieved Good Level of Development compared to 72% all pupils nationally. ***74% of all children at CVPS achieved the GLD. Of the disadvantaged children 17% achieved GLD***, the group contained 6 children. This group are small but also continue to make good progress from their varied starting points.

**Year 1 Phonics** - ***Overall, 87% of the year one cohort passed the year one phonics screening compared to 75% nationally. 75% of our disadvantaged pupils passed which is in line with the national figure for an all-pupil comparison and above the disadvantaged comparison at 62%.***

**Year 2 Phonics** - 79% of disadvantaged pupils passed the phonics screening compared to 93% of all pupils. Looking in more depth the disadvantaged group it contained 3 newcomers to the UK with EAL and without these included the pass rate would have been 94% - slightly higher than all pupils.

	Reading: ARE+ / GD		Writing: ARE+ / GD		Maths: ARE+ / GD		Combined: ARE+ / GD	
<b>Year 2:</b>								
<b>All pupils (89)</b>	72%	28%	62%	8%	79%	22%	62%	7%
<b>National disadvantaged</b>	51%	Not Available	41%	Not Available	52%	Not Available	Not Available	Not Available
<b>Pupil premium (17)</b>	58%	16%	53%	5%	63%	11%	53%	5%
<b>Pupil premium non-SEND (14)</b>	73%	20%	67%	7%	80%	13%	67%	7%

**KS1:** Disadvantaged pupils' attainment at the end of KS1 2022 was above national disadvantaged data in reading, writing and maths. As a result of this, the gap between disadvantaged and non-disadvantaged in school is also smaller than the national gap.

	Reading: ARE+ / GD		Writing: ARE+ / GD		Maths: ARE+ / GD		Combined: ARE+ / GD		SPAG: ARE+ / GD	
<b>Year 6:</b>										
<b>All pupils (89)</b>	88%	27%	87%	34%	89%	26%	80%	9%	74%	30%

<b>National disadvantaged</b>	62%	Not Available	55%	Not Available	56%	Not Available	43%	3%	Not Available	Not Available
<b>Pupil premium (16)</b>	69%	19%	69%	19%	69%	6%	50%	6%	38%	19%
<b>Pupil premium non-SEND (10)</b>	90%	30%	90%	30%	60%	30%	80%	10%	60%	30%

**KS2:** Disadvantaged pupils' attainment at the end of KS2 2022 was above national disadvantaged data in reading, writing and maths at the expected level, greater depth and the combined measures.

Absence among disadvantaged pupils was 2.22% higher than their peers in 2021/22, however this is down from 2.99% Whole school persistent absence is 15.02% with disadvantaged at 20.6%. Rates of absence for disadvantaged groups continue to be a focus as part of the pupil premium expenditure.

## 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>
Precision teaching	Fisher Family trust
RESPECT Curriculum	Commando Joe