

Pupil premium strategy statement (Academic Years 2022 – 2023 and 2023-2024 and 2024 – 2025)

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	Chapelford Village Primary School
Number of pupils in school	2022-23 618 2023-24 609 2024-25 626
Proportion (%) of pupil premium eligible pupils	2022-23 20.4% 2023-24 15.8% 2024-25 17.9%
Academic year/years that our current pupil premium strategy plan covers	22 – 2024/25 (three-year plans are recommended)

Date this statement was published	Reviewed December 2022 Reviewed November 2023 Reviewed November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mrs Laura Tottie, Headteacher
Pupil premium lead	Mrs Laura Tottie, Headteacher Mrs Lisa McDavid, Lead Teacher for Inclusion
Governor	Heather Da Luz Viera

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2022-23
	£139,885 deprivation factor
	£7,230 Post LAC
	£640 Service
	2023-24
	£177,510 deprivation factor
	Post LAC 7,590
	Service 0
	2024-25
	£165,760 deprivation factor
Post LAC £10,276	
Service £1,020	

	Additional LAC – other authorities £5000
Recovery premium funding allocation this academic year	2022-23 £14,355 2023-24 £17,690 (Allocations confirmed quarterly) 2024-25 £0
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	2021-22 £142,130 2022-23 £147,755 2023-24 £202,790 2024-25 £182,056

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 intention 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. Speaking and listening
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. Teacher referrals for support have markedly increased and remain high. There is an increase in pupils requiring additional support with social and emotional needs.
3	Our assessments show that in most year groups there is a gap between achievement of pupils in receipt of pupil premium and all other pupils. This is evident in reading writing and maths. Our observations suggest many lower attaining disadvantaged pupils also lack metacognitive / self-regulation strategies when faced with challenging tasks.

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 is lower than all other pupils.</p> <p>The levels of persistent absence for disadvantaged pupils have been in the highest 20% of all schools. 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> <p>Individual pupils working on speech and language therapy plans make good progress from their starting points.</p>
To achieve and sustain improved wellbeing (social, emotional and mental health needs) for all pupils in our school, particularly our	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • a significant reduction in low-level concerning behaviours

<p>disadvantaged pupils to support them to access a full curriculum offer.</p>	<ul style="list-style-type: none"> • A reduction in staff making referrals for support for pupils • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • a 100% of disadvantaged pupils accessing school residentials • Pupil voice and lesson observations indicate that pupil engagement in learning is high • Children play and interact well with each other during unstructured times of the day and are engaged in purposeful activities.
<p>To improve attainment and progress among disadvantaged pupils at the end of KS2 in reading, writing, maths and SPAG.</p>	<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>
<p>Improved phonics and reading attainment among disadvantaged pupils.</p>	<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>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • 96% attendance of vulnerable groups. • Regular contact and support will be given

- Persistence absence of disadvantaged pupils is significantly reduced

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: £26,918

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Further training and support for teachers to identify groups of target children and select appropriate interventions based on the data.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>EEF publishes in-depth analysis of primary pupils' performance... EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 4
<p>Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic Assessment Tool.pdf</p>	3,4
<p>Training for all staff including teaching assistants to develop metacognitive and self-regulation skills in all pupils.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Metacognition and self-regulation EEF</p>	3, 4

<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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 4</p>
<p>Ensure that all staff have received the appropriate training to deliver Read, Write Inc, a DfE validated Systematic Synthetic Phonics programme 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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>
<p>Enhancement of our teaching and curriculum planning in line with DfE and EEF guidance.</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</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4</p>

with identified need and EEF recommendations (for example First Class at Number/ Fresh Start) 1stClass@Number EEF (educationendowmentfoundation.org.uk)		
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £85,589

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining students or those falling behind.	3

	One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	
<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"> • Fischer Family Trust Wave 3 • Read, Write Inc Phonics • Read, Write Inc Fresh Start • Speech and Language Interventions 	<p>Internal data has shown the effective impact of these interventions previously by the school.</p> Small group tuition EEF (educationendowmentfoundation.org.uk)	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> Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £65,003

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated staff monitoring and supporting improved attendance in order that all pupils in our school,	There is extensive evidence associating good attendance in school with improved outcomes in school and in later life.	5

particularly our disadvantaged pupils access a full curriculum offer.	Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	
Local Authority attendance Officer (gold level) working closely with school to further support attendance particularly where there is persistent poor attendance.	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	5
To ensure all emotional and mental health needs are met through a range of strategies for example Play Therapy and Therapeutic Play.	EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)	2
Designated staff offering family support – liaison with other support in community i.e. social care, IDVA etc.	Parental engagement EEF (educationendowmentfoundation.org.uk) Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	2
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.	1, 3
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.	2, 3

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 key stage 1 and 2 performance data, phonics check results 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 all pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above).

67% of the Early Years children achieved Good Level of Development compared to 72% all pupils nationally. 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.

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. In year 3 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 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	
Year 2:								
All pupils (89)	72%	28%	62%	8%	79%	22%	62%	7%
National Pupil Premium	51%	Not Available	41%	Not Available	52%	Not Available	Not Available	Not Available
Pupil premium (17)	58%	16%	53%	5%	63%	11%	53%	5%
Pupil premium non-SEND (14)	73%	20%	67%	7%	80%	13%	67%	7%

	Reading: ARE+ / GD		Writing: ARE+ / GD		Maths: ARE+ / GD		Combined: ARE+ / GD		SPAG: ARE+ / GD	
Year 6:										
All pupils (89)	88%	27%	87%	34%	89%	26%	80%	9%	74%	30%
National Pupil Premium	62%	Not Available	55%	Not Available	56%	Not Available	41%	Not Available	Not Available	Not Available
Pupil premium (16)	69% (+7%)	19%	69% (+14%)	19%	69% (+13%)	6%	50% (+9%)	6%	38%	19%

Pupil premium non-SEND (10)	90%	30%	90%	30%	60%	30%	80%	10%	60%	30%
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Absence among disadvantaged pupils was 2.22% higher than their peers in 2021/22, down from 2.99% in 2020/21. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023 academic year**.

2022-23

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

DfE has shared our school's 2023 performance data with us, to help us better understand the progress and attainment of 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 all pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above).

79% of the Early Years children achieved Good Level of Development compared to 72% all pupils nationally. Of the disadvantaged children 71.4% achieved GLD, the group contained 14 children. This group continue to make good progress from their varied starting points. This pass rate is a significant improvement on the 17% achieving GLD the previous year.

Overall, 91% of the year one cohort passed the year one phonics screening compared to 81% nationally. 66% of our disadvantaged pupils passed which is in line with the national figure for an all-pupil comparison. In year 3 95% of disadvantaged pupils passed the phonics screening compared to 99% of all pupils.

The gap between national figures and our results for disadvantaged children at the end of Key Stage 2 have grown – showing even better outcomes for children eligible for the pupil premium grant.

	Reading: ARE+ / GD		Writing: ARE+ / GD		Maths: ARE+ / GD		Combined: ARE+ / GD	
Year 2:								
All pupils (90)	88%	31%	78%	14%	92%	30%	77%	13%
National Pupil Premium	51% (2022)	Not Available	41% (2022)	Not Available	52% (2022)	Not Available	Not Available	Not Available
Pupil premium (21)	76%	5%	8%	0%	81%	10%	57%	5%

	Reading: ARE+ / GD		Writing: ARE+ / GD		Maths: ARE+ / GD		Combined: ARE+ / GD		Science: ARE+ / GD	
Year 6:										
All pupils (99)	89%	54%	90%	35%	90%	46%	88%	22%	90%	Not Applicable
National All Pupils	73%	29%	71%	13%	73%	24%	59%	8%	80%	Not Applicable
National Pupil Premium	60%	Not Available	58%	Not Available	59%	Not Available	44%	Not Available	Not Available	Not Applicable
Pupil premium (25)	73% (+13%)	27%	77% (+19%)	18%	77% (+18%)	27%	73% (+29%)	18%	77%	Not Applicable

Current Attendance as a % (up to and including 21 st July 2023)							
Year group	Total	Boys	Girls	Disadvantaged pupils*	Pupils with SEND support	Pupils with EHCP	EAL
Reception	93.9	93.7	94	92.3	90.27	97.69	94.72
Year 1	94.8	93.9	95.6	89.7	92.63	89.95	94.54
Year 2	94.9	95.3	94.5	94.66	91.36	85.11	95.14
Year 3	93.6	93.7	93.5	91.15	92.46	94.38	94.43
Year 4	93.9	94.3	93.6	93.17	91.15	90.83	93.88
Year 5	93.5	93.7	92.7	91.18	88.76	92.80	96.09
Year 6	91.5	93	90	87.52	86.31	88.36	91.83
TOTAL	93.7	93.8	93.4	91.37	90.16	89.15	94.25

Attendance for all pupils was 93.7% across the academic year 2022-23 which is roughly in line with national.

Attendance for disadvantaged pupils was 91.37% which is 2.33% lower than their peers – this is similar to last year and an improvement to the year before. Case studies analyse specific cases/families.

Persist absence is recognised as having an impact on outcomes for children. In the year 2021- 22 the figure across the school was 18.2%. With a specific focus on families where there is a high level of persistent absence this figure dropped to 15.8%. We were above national levels for this type of absence and are now below.

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the **2023 to 2024 academic year**.

2023-24

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

80% of the Early Years children achieved Good Level of Development compared to 72% all pupils nationally. Of the disadvantaged children 80% achieved GLD. This pass rate is an improvement on the 71% achieving GLD the previous year.

Overall, 96% of the year one cohort passed the year one phonics screening compared to 81% nationally. 95% of our disadvantaged pupils passed which is above the national figure for an all-pupil comparison. In year 2 91% of disadvantaged pupils passed the phonics screening compared to 99% of all pupils.

The gap between national figures and our results for disadvantaged children at the end of Key Stage 2 have grown – showing even better outcomes for children eligible for the pupil premium grant but there is still a gap between our all pupils and pupil premium pupils.

Year 6

Headline Measure	Pupil Outcomes based on Summer Term Assessments Report on the % of pupils who achieved ARE+/GD against the key headline measures
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		Whole Cohort (%)	Male (%)	Female (%)	SEND (%)	PP (%)	EAL (%)
Reading	ARE	94 (92%)	43 (89%)	51 (96%)	13 (65%)	17 (81%)	16 (100%)
	GD	66 (65%)	29 (59%)	37 (70%)	9 (45%)	14 (67%)	11 (69%)
Writing	ARE	95 (93%)	44 (90%)	51 (96%)	13 (65%)	18 (86%)	16 (100%)
	GD	34 (33%)	9 (18%)	25 (47%)	1 (5%)	2 (10%)	4 (25%)
Maths	ARE	94 (92%)	44 (90%)	50 (94%)	12 (60%)	17 (81%)	16 (100%)
	GD	55 (54%)	29 (59%)	26 (49%)	5 (25%)	8 (38%)	13 (81%)
RWM	ARE	93 (91%)	43 (88%)	50 (94%)	12 (60%)	16 (76%)	15 (94%)
	GD	24 (24%)	8 (16%)	16 (30%)	0	2 (10%)	3 (19%)

Attendance for all pupils was 94.2% across the academic year 2023-24 which is now above national at 92.9%.

Attendance for disadvantaged pupils was 92.4% which is 1.8% lower than their peers – this gap has closed compared to last year (which was 2.33%) even though the overall attendance levels have also increased. Case studies analyse specific cases/families.

Persist absence is recognised as having an impact on outcomes for children. In the year 2022-23 the figure across the school was 12.7% which is a 5.5% improvement from last academic year. There has been a specific focus on families where there is a high level of persistent absence. We were above national levels for this type of absence and are now below.

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