



# Pupil Premium Strategy Statement (Primary)

## School overview

Detail	Data
School name	Chilton Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	1/11/21
Date on which it will be reviewed	Jan 2022
Statement authorised by	Michaela Lewis
Pupil premium lead	Kate Law
Governor / Trustee lead	Phil Votta

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,425
Recovery premium funding allocation this academic year	£9,860
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£97,285</b>



# Part A: Pupil premium strategy plan

## Statement of intent

*Objectives for disadvantaged children:*

- *To ensure that any differences in learning are addressed appropriately both through quality first teaching, appropriate staffing structures and placement and through targeted intervention.*
- *To ensure that literacy, phonics and speech and language are the core focus for academic success.*
- *To ensure that children are supported to be ready for learning – through social and emotional support, family support, attendance support*
- *To ensure that the educational experience of disadvantaged children is in line with that of others – no restriction on enrichment or extra-curricular activities*

*How we work to achieve those objectives:*

- *Targeted and focused learning and intervention for literacy, phonics and speech and language across the school*
- *Staffing structures and grouping of children to support quality first teaching and appropriate intervention*
- *Providing appropriate training for class-based staff and for leaders at all levels*
- *Finance for the wider work of the school – attendance, external agency support and intervention, extra-curricular activities, wrap around care*

*Key Principles of strategy plan:*

- *Inclusivity – quality first teaching*
- *Appropriate resourcing, staffing and staff training*
- *Academic success through targeted teaching and learning*
- *Social, emotional and well-being support*
- *Support for families*

## Challenges

Challenge number	Detail of challenge
1	Variable engagement and access to remote learning through periods of school closure
2	Gaps in phonics knowledge and understanding / application – issues with reading fluency and comprehension along with spelling and grammatical accuracy when writing
3	Lack of resilience to learning
4	Mental health / social and emotional barriers preventing children from fully accessing learning
5	Attendance and home circumstances
6	Dyslexia related difficulties / memory or processing barriers – lack of retention of learning – requires over-learning, intervention, pre-teaching and re-teaching
7	Disadvantaged children with specific AEN or SEN
8	Poor speech and language / oracy / vocabulary
9	Lack of social skills and play skills as a result of lockdowns / school closures
10	Financial constraints – unable to access school wrap-around care, enrichment or extra-curricular activities due to cost

## 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
Difference between disadvantaged and non-disadvantaged children's outcomes and progress will be minimal	Outcomes – Year 1 and 2 phonics screen will show diminishing difference In house data will demonstrate excellent progress for disadvantaged children – including speech and language assessment information KS2 outcomes will demonstrate achievement gap narrowing year on year (end of this plan July 2024)
Disadvantaged children access all elements of school day and benefit from all enrichment and extra-curricular activities	Pupil conferencing evidences disadvantaged children's engagement in all areas of school activities. Clubs and activities are promoted and signposted for disadvantaged children

Higher achieving disadvantaged children make sustained progress to achieve 'GDS' by the end of KS2	Children identified as high achieving leave Chilton at the end of Year 6 maintaining this higher standard of learning (evidenced through achievement of GDS in KS2 SATs)
Children receive appropriate well-being and social and emotional support so that they can access learning with resilience.	Pupil surveys, pupil conferencing, assessment screens demonstrate improvement in well-being and resilience. Behaviour records demonstrate improvements in social skills / learning skills and tools used effectively

### 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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 cohort split in to 3 groups of 20 with 3 class teachers	<p><b>EEF Teacher Toolkit:</b> Reducing class size: <i>"allows teachers to develop new skills and approaches"</i> <i>"increasing the amount of high quality feedback or 1:1 attention learners receive"</i> (for 20 learners or fewer)</p> <p><b>Supporting the Attainment of Disadvantaged Pupils – DFE</b> Successful strategies: Additional Teachers Deploying Staff effectively Reducing class size</p>	1 2 3 6 7 8
Year 5 learning group for mornings – focus on Fresh Start for literacy gaps and tailored Maths curriculum to embed learning skills and resilience	<p><b>EEF Teacher Toolkit:</b> <i>"carefully tailored to pupils' reading capabilities and involve activities and texts that provide effective but not overwhelming challenge"</i> Reducing class size:</p>	1 2 3 6 7 8

	<p><i>“allows teachers to develop new skills and approaches”</i></p> <p><i>“increasing the amount of high quality feedback or 1:1 attention learners receive”</i> (for 20 learners or fewer)</p> <p><b>Supporting the Attainment of Disadvantaged Pupils – DFE</b></p> <p>Successful strategies: Additional Teachers Deploying Staff effectively Reducing class size</p>	
Additional Senior Teaching Assistants deployed to support target classes – through quality first teaching	<p><b>Ofsted Evidence Report:</b></p> <p><i>“focus on high quality teaching for all learners rather than focus on one-off activities and events outside of school hours”</i></p> <p><b>Supporting the Attainment of Disadvantaged Pupils – DFE</b></p> <p>Successful strategies: Additional Teaching Assistants / hours Deploying staff effectively</p>	1 2 4 6 7
Phonics Groups in Reception, Year 1 and 2 – staffing, training and resourcing	<p><b>EEF Teacher Toolkit</b></p> <p>Structured Phonics: <i>“Phonics is particularly beneficial for younger learners”</i></p> <p>Reading Comprehension Strategies: <i>“carefully tailored to pupils’ reading capabilities and involve activities and texts that provide effective but not overwhelming challenge”</i></p> <p>Small group tuition: <i>“greater feedback from teacher”</i> <i>“more sustained progress”</i> <i>“work closely matched to learner need”</i></p> <p><b>Supporting the Attainment of Disadvantaged Pupils – DFE</b></p> <p>Successful strategies: Deploying Staff effectively Reducing class size</p>	1 2 3 6 7 8
Accelerated Reader and resourcing	<p><b>EEF Teacher Toolkit:</b></p> <p>Successful approaches: <i>“targeted reading aloud and book discussion with young children”</i> <i>“explicitly extending pupils’ spoken vocabulary”</i></p>	1 2 6 8

	<p>Rather than phonics:  <i>“children aged 10 or more require a different approach such as comprehension”</i>  <i>“carefully tailored to pupils’ reading capabilities and involve activities and texts that provide effective but not overwhelming challenge”</i></p>	
Additional teacher to support in KS1 (from Feb 2021)	<p><b>Ofsted Evidence Report:</b>  <i>“focus on high quality teaching for all learners rather than focus on one-off activities and events outside of school hours”</i></p> <p><b>Supporting the Attainment of Disadvantaged Pupils – DFE</b>  Successful strategies:  Additional Teachers  Deploying Staff effectively  Paired or small group additional teaching</p>	1 2 3 6 7
Additional Teaching Assistants appointed to ensure support in place for all classes	<p><b>Ofsted Evidence Report:</b>  <i>“focus on high quality teaching for all learners rather than focus on one-off activities and events outside of school hours”</i></p> <p><b>Supporting the Attainment of Disadvantaged Pupils – DFE</b>  Successful strategies:  Additional Teaching Assistants / hours  Deploying staff effectively</p>	1 2 3 6 7
Wider Leader training	<p><b>Ofsted Evidence Report:</b>  <i>“good leadership of teaching and learning makes the biggest difference to school standards. The report found that talented leadership is particularly important in schools that serve the most disadvantaged communities”</i></p>	1 2 3 4 5 6 7 8
Teaching Assistant Training	<p><b>Kent Pupil Premium Select Committee:</b>  <i>“Ensure that teaching assistants have the necessary training and expertise to make interventions and provide feedback”</i></p>	1 2 3 6 7 8

CPD and coaching and mentoring time for teaching staff	<b>Ofsted Evidence Report:</b>	1
	<i>“high quality teaching is essential to promoting social mobility and closing the attainment gap”</i>	2
		3
		4
	Reason for success highlighted as	5
	<i>“investing in teachers’ professional development”</i>	6
		7
		8

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language support – Senior Teaching Assistant, screens, interventions and resources	<b>Kent Pupil Premium Select Committee:</b> <i>“Kent schools that have been narrowing the attainment gap have highly effective speech and language support”</i>	1
		2
		3
		6
		7
		8
Speech and Language interventions – Talk Boost, Nelly	<b>EEF guide to the Pupil Premium:</b> <i>“Language acquisition must be a high priority in schools with explicit strategies for extending vocabulary as well as a language rich environment”</i>	9
		1
		2
		3
		6
		7
Phonics Interventions - RWI and precision teaching	<b>EEF Teacher Toolkit:</b> Smaller group tuition <i>“greater feedback from teacher”</i> <i>“more sustained progress”</i> <i>“work closely matched to learner need”</i> Supporting the Attainment of Disadvantaged Pupils – DFE Successful strategies: Deploying Staff effectively	8
		1
		2
		3
		6
		7
Intervention resources: TTRS, Nesy, Accelerated Reader quizzing	<b>EEF Teacher Toolkit:</b> <i>“clear evidence that digital technology approaches are more beneficial for writing</i>	1
		2

	<i>and mathematics progress than spelling and problem solving and there is more evidence that they are more effective with young learners”</i>	3 6 7 8
Kent Test Tutoring for identified children	<b>Supporting the Attainment of Disadvantaged Pupils – DFE</b> <i>Successful strategies: Additional Teachers Deploying Staff effectively Paired or small group additional teaching</i>	10

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer hours and support, liaison with external agencies. Mini-bus run in the mornings and staffing for this Breakfast and After school club places Viking Holiday Club places Breakfast foods available for children outside of B/C hours and for children not attending B/C	<b>EEF guide to the Pupil Premium:</b> <i>“interventions... are likely to be most effective when deployed alongside efforts to improve teaching and attend to wider barriers to learning such as behaviour and attendance”</i>  <b>Supporting the Attainment of Disadvantaged Pupils – DFE</b> <i>Successful strategies: Improving attendance</i>	4 5 9 10
PSHE resourcing and staff training for social skills and play (+resourcing) External services employed (e.g. The Sports Project) Places at paid-for after school or extra-curricular activities (run at school)	<b>EEF Teacher Toolkit:</b> <i>“social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”</i>	4 5 9
Social and emotional support – intervention and social skills support (+resourcing through	<b>EEF – Teacher Toolkit</b> <i>Behaviour interventions: “impacts are larger for targeted interventions matched</i>	1 4 5



literature, social stories, visuals, sensory resources) External services employed (e.g.Fegans, The Sports Project)	to specific students with particular needs or behaviour issues” “social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”	9
Financial support – contribution to clubs, trips, activities (e.g. music lessons) where there is a cost to parents	<b>EEF Teacher Toolkit:</b> “social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”	10
School Uniform grant	<b>EEF Teacher Toolkit:</b> “social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”	10

**Total budgeted cost: £98,000**

## 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.

In house progress data and meetings with teachers in July 2021 demonstrated inconsistent trends across the school for disadvantaged children but overall there was a clear achievement gap. Whilst accelerated progress had been made by the vast majority of children, areas of need were clearly identified. These were particularly associated with literacy – phonics, spelling, reading comprehension and fluency and writing accuracy and resilience. Under-pinning this was the need to focus on oracy and speaking and listening across the school.

Social skills improved from March 2020-21 but remain a focus for the new academic year. Structured and carefully supported play was introduced across the latter half of the year but behaviour records demonstrated that social skills needed to continue to be a high priority.

The attainment gaps and differences indicated the need for additional staffing for class support and intervention.

The 2020-21 pupil premium strategy aimed to ensure children accessed every area of school life and individual needs were targeted. Success was limited by factors related to the pandemic.

### 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
Accelerated Reader	Renaissance
The Sports Project	The Sports Project