

Pupil Premium Strategy Statement

Updated September 2023

School overview

Detail	Data
School name	Chilton Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	1/9/21 Last update Sept 2023
Date on which it will be reviewed	Jan 2024
Statement authorised by	Michaela Lewis
Pupil premium lead(s)	Alex McAuley Kate Law
Governor / Trustee lead	Phil Votta

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 23 24	£104,760
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£104,760

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	Attainment differences due to lasting effects of school closures during pandemic, loss of early years learning
2	Barriers for 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 affecting attendance
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 / home circumstances
10	Financial constraints and cost of living – 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 KS1 & 2 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 three classes with four experienced class teachers supporting children. Staffing allows for coaching and training within the staff team	EEF Teacher Toolkit: 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) Supporting the Attainment of Disadvantaged Pupils – DFE <i>Successful strategies:</i> <i>Additional Teachers</i> <i>Deploying Staff effectively</i> <i>Reducing class size</i>	1 2 3 6 7 8
Year 5 cohort split in to three classes all – 3 class teachers deployed	EEF Teacher Toolkit: <i>“carefully tailored to pupils’ reading capabilities and involve activities and texts that provide effective but not overwhelming challenge”</i> Reducing class size:	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>Supporting the Attainment of Disadvantaged Pupils – DFE</p> <p>Successful strategies: Additional Teachers Deploying Staff effectively Reducing class size</p>	
Teaching Assistants deployed to most vulnerable cohorts cohort to best support learners	<p>Ofsted Evidence Report:</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>Supporting the Attainment of Disadvantaged Pupils – DFE</p> <p>Successful strategies: Additional Teaching Assistants / hours Deploying staff effectively</p>	1 2 4 6 7
Phonics Groups in Reception, Year 1, 2 – staffing, training, intervention and resourcing	<p>EEF Teacher Toolkit</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>Supporting the Attainment of Disadvantaged Pupils – DFE</p> <p>Successful strategies: Deploying Staff effectively Reducing class size</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics</p>	1 2 3 6 7 8

	Toolkit Strand Education Endowment Foundation EEF	
Accelerated Reader and resourcing Additional time and resourcing for reading for pleasure activities within the curriculum	EEF Teacher Toolkit: Successful approaches: “targeted reading aloud and book discussion with young children” “explicitly extending pupils’ spoken vocabulary” Rather than phonics: “children aged 10 or more require a different approach such as comprehension” “carefully tailored to pupils’ reading capabilities and involve activities and texts that provide effective but not overwhelming challenge”	1 2 6 8
Additional teachers to support in Reception, Year 4 and 6. Also allows for coaching, training and mentoring to ensure quality of teaching and learning remains high	Ofsted Evidence Report: “focus on high quality teaching for all learners rather than focus on one-off activities and events outside of school hours” Supporting the Attainment of Disadvantaged Pupils – DFE Successful strategies: Additional Teachers Deploying Staff effectively Paired or small group additional teaching	1 2 3 6 7
Additional Teaching Assistants appointed to ensure support in place for all classes	Ofsted Evidence Report: “focus on high quality teaching for all learners rather than focus on one-off activities and events outside of school hours” Supporting the Attainment of Disadvantaged Pupils – DFE Successful strategies: Additional Teaching Assistants / hours Deploying staff effectively	1 2 3 6 7
Wider Leader training and release time	Ofsted Evidence Report: “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”	1 2 3 4 5 6 7 8

Teaching Assistant Training	Kent Pupil Premium Select Committee: “Ensure that teaching assistants have the necessary training and expertise to make interventions and provide feedback”	1 2 3 6 7 8
CPD and coaching and mentoring time for teaching staff and wider leaders	Ofsted Evidence Report: “high quality teaching is essential to promoting social mobility and closing the attainment gap” Reason for success highlighted as “investing in teachers’ professional development”	1 2 3 4 5 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	Kent Pupil Premium Select Committee: “Kent schools that have been narrowing the attainment gap have highly effective speech and language support”	1 2 3 6 7 8 9
Speech and Language interventions – Talk Boost, Nelly	EEF guide to the Pupil Premium: “Language acquisition must be a high priority in schools with explicit strategies for extending vocabulary as well as a language rich environment”. IMPROVING LITERACY. Supporting oral language development. EEF 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	1 2 3 6 7 8 9

	interventions Toolkit Strand Education Endowment Foundation EEF Deepening knowledge through vocabulary training: https://impact.chartered.college/article/beck-deepening-knowledge-through-vocabulary-learning	
Phonics Interventions - RWI and precision teaching	EEF Teacher Toolkit: Smaller group tuition “greater feedback from teacher” “more sustained progress” “work closely matched to learner need” Supporting the Attainment of Disadvantaged Pupils – DFE Successful strategies: Deploying Staff effectively	1 2 3 6 7 8
Intervention resources: TTRS, Nessy, Accelerated Reader quizzing	EEF Teacher Toolkit: “clear evidence that digital technology approaches are more beneficial for writing and mathematics progress than spelling and problem solving and there is more evidence that they are more effective with young learners”	1 2 3 6 7 8

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 (whole school)	EEF guide to the Pupil Premium: “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” Supporting the Attainment of Disadvantaged Pupils – DFE Successful strategies: Improving attendance DFE – Improving School Attendance	4 5 9 10
PSHE resourcing and staff training for social skills and play. Places at	EEF Teacher Toolkit: “social and emotional learning interventions have an identifiable and	4 5

paid-for after school or extra-curricular activities (run at school)	<p><i>valuable impact on attitudes to learning and social relationships in school</i></p> <p>EEF blog: The ShREC approach – 4 evidence-informed strategies... EEF (educationendowmentfoundation.org.uk)</p>	9
<p>Social and emotional support – intervention and social skills support (+resourcing through literature, social stories, visuals, sensory resources)</p> <p>External services employed (e.g. Dare to Differ, well-being support worker, Fegans)</p>	<p>EEF – Teacher Toolkit</p> <p>Behaviour interventions: <i>“impacts are larger for targeted interventions matched to specific students with particular needs or behaviour issues”</i></p> <p><i>“social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”</i></p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	1 4 5 9
Financial support – contribution to clubs, trips, activities (e.g. music lessons) where there is a cost to parents	<p>EEF Teacher Toolkit:</p> <p><i>“social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”</i></p>	10
School Uniform grant	<p>EEF Teacher Toolkit:</p> <p><i>“social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”</i></p>	10

Total budgeted cost: £98,000

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Peer coaching groups led by Senior Leaders: These groups will focus on classroom strategies for effective instruction and feedback processes. EEF research evidences the impact that high quality feedback can have on disadvantaged learners.
- Focus on vocabulary and oracy development: The impact of high quality language teaching has been proven to accelerate academic progress, particularly for disadvantaged children. Our oracy teaching and learning will be embedded across the curriculum and staff training will ensure that speaking and listening is a key feature of learning for all children.
- Re-designed curriculum with additional support and scaffold for staff to plan the curriculum effectively. Assessment for learning and retrieval practice built in to the curriculum. Carefully planned curriculum allows every child to access the full range of learning on offer. Cultural capital, especially for disadvantaged children, has been a driver of the curriculum design.

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 2022 to 2023 academic year.

EYFS

EYFS	GLD	<i>Difference in attainment as a result of speech and language barriers, lower phonic knowledge and some attendance issues. SALT support and intervention to continue for identified children, phonics groups continue in to Year 1 on RWI scheme, attendance officer monitoring and supporting identified families. DSLs in support of families with external agency support in place.</i>
All Pupils (60)	75	
Boys (28)	64	
Girls (32)	81	
Pupil Premium (10)	50	

Year 1 Phonics

All (60)	87	<i>No gap for disadvantaged children. RWI groups remain in to Year 2 where required before moving on to English curriculum when ready. Reading for pleasure strategies deployed for all children across the curriculum.</i>
Boys (27)	96	
Girls (33)	79	
PPG (8)	88	
SEN (5)	38	
EAL (1)	100	

KS1

KS1	READING		MATHS		WRITING		<i>Bespoke phonics to continue in Y3. TA placement to support quality first teaching and provide targeted intervention. Maths focus on recall and fluency in number facts</i>
National							
	EXP+	GDS	EXP+	GDS	EXP+	GDS	
ALL 60	75	23	85	20	60	7	
BOYS 27	78	22	85	22	59	11	
GIRLS 33	73	24	85	18	61	3	
PPG 15	67	20	73	7	40		
SEN 8	25	13	25	13	13		
EAL 1	100	100	100		100		

KS1	Combined (R W M)	
National		
	EXP+	GDS
ALL 60	58	7
BOYS 27	59	13
GIRLS 33	58	3
PPG 15	40	
SEN 8	13	
EAL 1	100	

YEAR 4 MTC

CHILTON Mean Score = 21	25	20 - 24	0 - 19	Non tak- ers	Maths SIP focus on fluency and recall of number facts, especially multiplication facts across KS2
All (59)	19 (32%)	22 (37%)	14 (24%)	4 (7%)	
Boys (36)	9 (25%)	16 (44%)	9 (25%)	2 (6%)	
Girls (23)	10 (43%)	6 (26%)	5 (22%)	2 (9%)	
PPG (10)	2 (20%)	4 (40%)	4 (40%)		
SEN (7)	1 (15%)		3 (43%)	3 (43%)	
EAL (2)	1 (50%)	1 (50%)			

KS2

KS2	GPS		READING		MATHS		WRITING TA	
National	72%		73%		73%		71%	
	EXP+	GDS	EXP+	GDS	EXP+	GDS	EXP+	GDS
ALL 59	86	41	80	29	90	17	83	12
BOYS 31	84	29	84	32	90	19	81	10
GIRLS 28	89	54	75	25	89	14	86	14
PPG 16	81	31	75	25	88	6	69	13
SEN 2	100		100		100		100	
EAL 2	100	100	100	50	100	100	100	
Year 6 cohort for 23-24 particularly vulnerable (disadvantaged and SEN). 4 experienced teachers deployed to year group and split in to three smaller classes. TA deployment to support SEN and disadvantaged children. SEMH support in place for identified children								

Teacher Assessment comparison – R – 85%, M – 90%

KS2	Combined (R W M)	
National	59%	
	EXP+	GDS
ALL 59	76%	8%
BOYS 31	81%	10%
GIRLS 28	71%	7%
PPG 16	63%	7%
SEN 2	100%	
EAL 2	100%	

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

Year 1 Phonics Outcomes 2022								
	Met	2 PPG children did not meet standard representing a small attainment difference. One of these children has SEN as an additional barrier to learning. Phonics groups to continue in to Year 2 along with targeted Speech and Language support and screening to identify class-based strategies to use for children alongside intervention.						
All	87%							
PPG	82%							
Year 2 Phonics Outcomes								
	Met	3 PPG children did not meet threshold representing a small attainment difference. Scores from December to June alongside in-house phonics assessment data showed huge rates of improvement in children's phonic knowledge and understanding. Specific targeted phonics to continue for Year 3 (through intervention and quality first teaching). Additional staffing also deployed to Year 3						
All	93%							
PPG	85%							
KS1 DATA:								
READING	GDS	EXS +	WTS	Significant attainment difference remains, however at the end of Year 1, 17% of PPG children were EXS+. Additional staff deployed for cohort in Year 3 for targeted support and intervention. Children will also begin to access Accelerated Reader across the course of new academic year.				
All (61)	38	69	31					
PPG (13)	15	38	62					
WRITING	GDS	EXS +	WTS	Significant attainment difference remains, however at the end of Year 1, 17% of PPG children were EXS+. Phonics to continue in to Year 3 (RWI) with additional staffing deployed.				
All (61)	10	57	40					
PPG (13)	8	23	77					
MATHS	GDS	EXS +	WTS	Significant attainment difference remains, however at the end of Year 1, 33% of PPG children were EXS+.				
All (61)	34	69	31					
PPG (13)	15	46	54					
YEAR 4 MTC RESULTS – PPG children outperformed 'all' group								
Mean Score = 21	25	20 - 24	0 - 19					
All (60)	23 (38%)	21	16					
PPG (10)	6 (60%)	2	2					
KS2 RESULTS								
	GPS		READING		MATHS		WRITING TA	
National	72%		74%		71%		69%	
	EXP+	GDS	EXP+	GDS	EXP+	GDS	EXP+	GDS
ALL 59	85%	37%	92%	24%	90%	22%	85%	27%
PPG 13	85%	46%	85%	15%	85%	15%	85%	15%
At expected +, small attainment difference for Maths and Reading								
At the end of Year 5, PPG children at EXP+ was 38% for Reading, 46% for Maths, 23% for Writing								
Larger difference at higher levels (GDS)								
Our tracking systems and records demonstrate that children in receipt of the pupil premium grant display good standards of behaviour within the classroom and during playtimes. Their social skills have improved								

post-Covid and school closures as a result of the classroom based strategies, staffing support and pastoral learning in place.

There is a small difference in attendance for children in receipt of the pupil premium grant – for 21-22 this was 91.79% compared to 93.94% for the whole school. Attendance strategies have, however, improved attendance for key individuals with consistently lower attendance levels.

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 (20-22)
Power of Reading Project	CLPE
Ruth Miskin	Read, Write, Inc