



Together, over time, we are proud to learn to make a difference to ourselves and others.

Pupil Premium Strategy Statement

Chiltern Primary School

November 2021 – July 2024

Written November 2021

Reviewed July 2022

Statement for Chiltern Primary School 2021 - 2024

This statement details our school's use of pupil premium (and Recovery Premium % Tutoring Fund for the 2021 to 2022 academic year) 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 2 subsequent years) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Chiltern Primary School
Number of pupils in school	274
Proportion (%) of pupil premium eligible pupils	18.9% 52 (5 P/LAC) *Up to 55 and 6 P/LAC after last census - funding to catch-up
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2023/2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Penny Howell, Head teacher
Pupil premium lead	Penny Howell, Head teacher
Governor / Trustee lead	Paul Murphy, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74 940 (inc P/LAC)
Recovery premium funding allocation this academic year	£ 7 540
Tutoring Fund	£ 5 872.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 4 509
Total	£ 92 861.50

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well from their starting points across all subject areas. The focus of our pupil premium strategy is to support any pupil to achieve their goals, including strong progress for those who are performing in the bottom 20% or the top 20%.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. We appreciate that this group may not remain static. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching (in class and through planned interventions) is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, namely oracy, phonics, Reading, Writing (spelling) and Maths. Support in these areas has been shown to have the greatest impact on closing the disadvantage (or any) 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and Recovery Premium for pupils whose education has been worst affected during the pandemic, 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. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils cover learning based on their starting points
- ensure our pupils are all challenged in the work that they're set, whilst regularly revisiting previous learning
- act early to intervene appropriately at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, after completing their own CPD.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged/ non-disadvantaged pupils. These are evident from Reception through to KS2 due to level of our variation in our context across the school but these gaps are more prevalent among our disadvantaged pupils than their peers in every area. If a child cannot speak a coherent sentence, they cannot read or write (spell) one either.</p> <p>This is why we have switched to Sounds-Write Phonics as studies show all 3 areas are improved with schools who have been using this approach.</p> <p>We have been accepted onto the NELI program for EYFS.</p>

2	<p>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 and writers for all areas of learning over the years.</p> <p>Sustaining the number reaching National level was noted with Letters and Sounds during COVID recovery so we have switched to Sounds-Write after research and support from The Literacy Hub to find a program that improves phonic sounds (oracy), writing (spelling) and reading at the same time.</p> <p>Accelerated Reading supports the independence, comprehension skills (particularly boys) and breadth of genre for emergent readers to keep them engaged across KS2 – this is in addition to the Phonics Readers.</p> <p>Book Talk has also been introduced across the school to improve consistency – investing in new reading books and sets of reading books across the school.</p> <p>Teach Hub provide our consistent, whole-school symbols to help pupils recognize the main features of reading.</p>
3	<p>Internal and external (where available including those following the Ready to Progress units) assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils, especially for GD attainment.</p> <p>On entry to Reception class in the last 3 years, between 70 - 80% of our disadvantaged pupils arrive below age-related expectations compared to 60 - 70% of other pupils. This gap remains steady to the end of KS2.</p> <p>Signing up to Maths Mastery (NCETM), CPA approach and White Rose Tutoring will help close this gap.</p> <p>Ready to Progress and Mastering Number Program for teachers and TAs has been commissioned.</p>
4	<p>Our assessments (including wellbeing surveys, questionnaires and PHSE units), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to re-establishing friendships after intermittent attendance, a lack of enrichment opportunities during school and club closures and their growing understanding of loss and bereavement. These challenges particularly affect disadvantaged pupils, including their attainment as they lack resilience and confidence.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 83 pupils (38 of whom are disadvantaged – 46%) currently require additional support with social and emotional needs, either as 1:1s, drop-ins or group social activities.</p> <p>Continued funding of FSW hours, L2 TA hours in class to offer immediate support and ELSA hours to provide appropriate avenues for children who are struggling more.</p>
5	<p>Our attendance data over the last 3 years (COVID apart) indicates that attendance for the whole school is 95 – 96% but among disadvantaged pupils, theirs has been between 5% - 40% lower than for non-disadvantaged pupils.</p> <p>60% of disadvantaged pupils have been 'persistently absent' compared to 40% of their peers during that period.</p> <p>12/15 (80%) of our most persistent absentees are PP, Vulnerable or CIN. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress as they cannot build on previous success or retain prior knowledge. These gaps grow more significant across KS2.</p> <p>An attendance officer has been appointed, an attendance policy has been amended and a new framework of letters have been created to help support our vulnerable families as much as possible; improve attendance and therefore outcomes and attainment.</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
1. Improved oral, reading and writing skills (including vocabulary) among disadvantaged pupils.	<p>Gaps are closed to non-disadvantaged pupils in Reading, Phonics, Writing and spelling.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
2. Improved sustained Phonics attainment in Y1/ Y2 and beyond.	<p>National standards are reached again for Y1/ Y2 phonics and can be sustained to improve all subsequent outcomes.</p> <p>Reading outcomes for all years (2 and 6 especially) in 2024/25 show that the same proportion of disadvantaged readers reach the National expectations as the non-disadvantaged group.</p>
3. Improved maths attainment for disadvantaged pupils at the end of KS2, particularly for GD.	<p>At least National standards are reached for Y4 Times tables with no obvious difference between the groups of children.</p> <p>Maths outcomes for all years (2 and 6 especially) in 2024/25 show that the same proportion of disadvantaged pupils reach the National expectations as the non-disadvantaged group – particularly for GD after following the CPA approach/ Maths Mastery.</p>
4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<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 improvement in confidence and resilience when tackling all aspects of learning • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • stronger friendship groups are re-established.
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance up until 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4 - 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being significantly reduced • that gaps in learning are reduced with improved attendance as pupils can learn more and remember more when attending more regularly.

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: **£78 362.13**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Complete the NELI Program with EYFS – costs of cover.</p> <p>Purchase of Synthetic Phonics Sounds-Write program and associated CPD.</p> <p>Cover and costs for the first 6 staff to be trained in Term 1</p> <p>Cover and costs for the next 6 staff to be trained in term 2</p> <p>Cover and costs for the next 6 staff to be trained in term 3.</p> <p>Phonics Play (until all phases trained in Sounds-Write).</p> <p>Teach Hub Units For Comprehension Catch-Up</p>	<p>Early language acquisition is vital for a flying start in learning and to secure double progress over 20 weeks</p> <p>Nuffield Foundation</p> <p>Visits to schools of similar context to our own using Sounds-Write to see it in action</p> <p>SL own research amongst colleagues</p> <p>From list of approved providers by The DFE Education Endowment Foundation EEF</p>	<p>1 and 2</p> <p>Cover £150</p> <p>£2 500 + £300 cover</p> <p>£2 500 + £300 cover</p> <p>£2 500 + £300 cover</p> <p>£ 50</p> <p>£28.50</p> <p>=£8 628.50</p>
<p>Embedding DFE approved synthetic phonic/ dialogue activities across the school curriculum (see above for CPD).</p> <p>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>Broader genre texts</p> <p>Northamptonshire Book Club</p>	<p>There is a strong evidence base that suggests oral language interventions, including phonics and dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Visits to schools of similar context to our own using Sounds-Write to see it in action.</p> <p>SL own research amongst colleagues.</p> <p>From list of approved providers by The DFE Education Endowment Foundation EEF</p>	<p>1 and 2</p> <p>£210 cover</p> <p>SL time = £ 150</p> <p>Books £1 102.40 £ 25</p> <p>=£1 487.40</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher and TA release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training and CPA Approach).</p> <p>We will sign up to White Rose Tutoring Partners to close gaps.</p> <p>We will fund 435 hours of 1:1 – 1:4 tutoring through our teachers in Maths</p> <p>Maths Diagnostic, Ready, Check, Go</p> <p>TTRock Stars SLA</p> <p>White Rose Maths SLA inc Ready To Progress</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: 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: Improving Mathematics in Key Stages 2 and 3</p> <p><u>Recovery Premium</u></p> <p><u>Tutoring Fund</u></p> <p><u>Baselines from Rising Stars</u></p>	<p>1 and 3</p> <p>£750 cover/OT</p> <p>£1 500 for 3x CPD</p> <p>£ 576.71 resources</p> <p>£1 957.50 additional costs</p> <p>£400</p> <p>£234.40</p> <p>£120</p> <p>=£5 538.61</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>FSW hours, CPD and nurture support/ food</p> <p>10% L2 hours to offer immediate support in class</p> <p>ELSA – CPD and supervision</p> <p>Values and emotions link to Assemblies</p> <p>PHSE resources for Emotions and understanding feelings in yourself and others.</p> <p>Uniform Vouchers</p> <p>Music and Trips participation</p> <p>Beanstalk Readers</p> <p>LAC resources</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4 and 5</p> <p>} } £58 234 in total }</p> <p>£ 120.89</p> <p>£ 300 £ 500</p> <p>£ 2 552.73 £ 1 000</p> <p>=£62 707.62</p>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>Appoint an attendance officer.</p> <p>New letters and engagement approaches for parents and carers</p>	<p>Cluster support National Guidance and comparative data Pupil progress checks</p> <p>EEFWiderStrategies Improving School Attendance</p>	<p>4 and 5</p> <p>Part of FSW/ ELSA hours</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£13 412 for Recovery (£7 540 – included above) and Tutoring (£5872 – shown below)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Join NELI - a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>NELI</p>	<p>1, 4, 5</p>
<p>Additional phonics and Reading sessions through tutoring targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub/ Sounds-Write.</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 Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 4, 5</p> <p>Part of £7 540 – CPD for Maths and Sounds-Write and Reading</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring (80%) will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4,5</p> <p>£5 872.50 + £1 957.50 from c/f for Recovery</p> <p>Total £5872.50</p>

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

Budgeted cost: **£8960**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on regulating behaviour with the aim of developing our school ethos and improving behaviour of SEN pupils across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4 and 5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
FSM/ Milk		£8 950
Contingency fund for acute issues. EHA Writing for SENDCO	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	£10 =£8 960

Total budgeted cost: £93 194.63. This is an overspend of £333.13 but:

- We know the Beanstalk, cover and S-W CPD may be less.
- The extra £1 957.50 to meet all tutoring needs was not expected.
- We may get the new pupils' PP fund who have recently joined?

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.

46 funded Pupils - £61 870 + 7 LAC/ PLAC/ PP+ - £16 415 = £78 285

£78 285 – funded; £82 762 – allocated with a projected o/s of £4 477.

£14000 National Tutoring Money – one off for disadvantaged/ PP/ PP+ to help close gaps post Covid, partial closure.

Ended up with an underspend of £4 509 to carry forwards as we were unable to complete the following:

- not all social and emotional programs were completed as many children did not come in
- staff were used to keep separate bubbles open and were not always carrying out their usual support programs
- we spent slightly less on FSM as other vouchers were used
- fewer uniform vouchers were requested as children did not need as much uniform
- the extra £14 000 funding paid for the extra class for mornings for our most challenging year in Year 1 as we tried to close identified gaps.

Our internal Teacher Assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised due to the start/ stop nature of the pandemic.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum (as shown in 2 monitoring OFSTEDs during this time), including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and being able to deliver our own curriculum via TEAMS after whole school CPD in this and associated CP issues in January 2021.

Although overall attendance in 2020/21 was similar to the preceding 2 years at 95.6%, it was significantly higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was up to 40% higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. All disadvantaged pupils were offered a place at school for the duration of partial opening, but these were not all taken up.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

With pupils dealing more with bereavement and worries, we do need to ensure supervision for staff is completed, so too, the Mental Health Lead for school when funds are available.

Externally provided programmes – 2020 – 2021

Programme	Provider
Well-Being & Resilience (3.3.2021)	ACE
Bereavement & Children x 3 (18.5.2021)	Child Bereavement UK
Positive Behaviour x3 TAs (May 2020)	JOGO
Talking Success x 3 teachers and TAs (1Oct/ Nov/ Dec 2020)	Northamptonshire Healthcare Trust
Effective Strategies for PP (May 2021)	Fairfield's Teaching Hub
Draw & Talk Foundation CPD for ELSA (30.4.2021)	Drawing and Talking Ltd
Power to Play EYFS TA (June 2021)	J Smith

Further information (optional)

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:

- embedding more effective practice around feedback as part of our marking and feedback policy update. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead – once one becomes available](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate as many missed the social and mental well-being aspects these clubs provide when they were locked down.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also attended a pupil premium session by a Marc Rowland to get an external perspective on best use and reflecting our school context on 20.09.2021.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#), explained further by Marc Rowland, to help us develop our strategy on this new format, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities, whilst monitoring impact and costs.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.