

Chillerton and Rookley Pupil Premium Strategy Statement

This statement details Chillerton and Rookley Primary School's use of pupil premium (and recovery premium for the 2021 to 2022 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	Chillerton and Rookley Primary School
Number of pupils in school	19
Proportion (%) of pupil premium eligible pupils	(9) 47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans - recommended)	2021-2022 to 2024-2025
Date this statement was published	Dec 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Mark Snow
Pupil premium lead	Naomi Tombleson
Governor / Trustee lead	Ms Catriona Travers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,655.00
Recovery premium funding allocation this academic year	£2,000.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£9,655.00

Part A: Pupil premium strategy plan

Statement of intent

At Chillerton and Rookley Primary School, we have high aspirations and ambitions for our children. We believe that all learners should be able to reach their full potential; this is not about where you come from, but instead, about developing necessary skills and values required to succeed.

Our disadvantaged children face a wide range of barriers to reaching their full potential. Common barriers include: less support at home; weak language and communication skills; lack of confidence and more frequent behaviour difficulties. There may also be complex family situations that prevent the children from flourishing. As well as this, all the children have been impacted by the disruption in their learning from the Covid-19 pandemic.

We strongly believe that the ability to learn is underpinned by the teaching of basic skills, knowledge, key concepts and our school values, where we CARE about all we do (Challenge, Achieve, Respect, Enjoy). We therefore, aim to strengthen and build upon the basic skills, key concepts and values. As well as this, we aim to support our children's health and wellbeing to enable them to be ready to access learning at an appropriate level as there is a strong correlation between wellbeing and learning.

<https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>

Our aim is to improve attainment and outcomes for all our pupils, with a focus on our disadvantaged who require the most support, through ensuring there is high quality teaching and education for all. Evidence has shown that this has the greatest impact on closing the attainment gap, whilst also benefiting the non-disadvantaged pupils.

<https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition> We aim to achieve this by deploying teachers and teaching assistants to provide targeted academic support for the children that are not making good progress. This will take a variety of forms including flexible use of adults to have targeted support and interventions where and when they are needed, which includes individual and group tuition. We also aim to continue to develop high quality teaching through quality continued professional development of staff and for this to be supported with purposeful resources.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development>

In making the decisions for the use of Pupil Premium funding, consideration of the context of our school and subsequent challenges that are faced has been taken into account. Further information from research conducted by EEF has also been used to investigate the usefulness of different strategies and their value for money, to support our decision making.

Challenges

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

Challenge number	Detail of challenge
1	There is a greater number of pupils where their families have social, emotional and mental health difficulties, which is impacting on the pupils' learning. The impact of the pandemic, has caused further deprivation for the families. There has been some movement between schools and home-schooling, which continues to be a concern.
2	Assessments and pupil progress meetings show that there is an increase in attainment gap across Phonics, Reading, Writing and Maths for pupils eligible for Pupil premium. Assessments and observations suggest that the pandemic has impacted on our disadvantaged children academically, which has resulted in gaps in their skills and knowledge, in phonics, reading, writing and mathematics.

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. A reduction in family stresses, which allows the pupils to access the learning.	Support Families both internally and through referrals to external agencies to bring in the support they need. Parents to feel they have the support of the school.
2. There is a reduction in specific barriers to learning. Children show a positive behaviour for learning, demonstrating their resilience through the school value – CARE.	Pupil progress and intervention reviews from a range of sources (e.g. ELSA), along with progress in attainment will show that the barriers are being reduced.
3. To narrow the gap in attainment between pupil premium and non-pupil premium children	Phonics screen and end of key stage data will indicate the narrowing of the gap each year. Quality CPD for all staff on RWI Phonics and purchase of resources to support this. Work in partnership with the leadership project

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: £ 1,673.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments to support tracking and gap analysis.</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 guidance. Through gap analysis of the assessments, targeted interventions and feedback will be shared with the children in a way to suit their needs and help build on their misconceptions and next stage of learning.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p>	<p>3</p>
<p>Develop a rigorous and sequential approach to the reading curriculum in Early Years and Key Stage 1 using a DfE validated systematic synthetic phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Whole Staff Training and Development – Read, Write, Inc. Phonics programme</p>	<p>Effective teaching, as highlighted in the Sutton Trust’s 2011 report, revealed that the effects of high-quality teaching is especially significant for pupils from disadvantaged backgrounds. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading. Research suggests that phonics is particularly beneficial for younger learners as they begin to read.</p> <p>Improving the teaching of phonics by teachers and teaching assistants, through embedding an explicit and systematic, whole-school approach will have a positive impact on phonics across the school. Therefore, we will implement professional development training to all staff through the Government accredited scheme Read, Write Inc. This will allow robust, high-quality teaching delivered by all teaching staff for both the disadvantaged and non-disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>3</p>
<p><i>Six Strands – Staff training to support positive behaviours for new and existing staff.</i></p>	<p>According to figures from the DfE, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour has multiple influences, some of which teachers can directly manage through universal or classroom management approaches.</p> <p>Although exclusions are minimal at Godshill, there has been an increase in low level disruptive behaviour, which causes an impact on learning in the classroom. We aim to give staff the maximum support in managing this which will be achieved most effectively through reaffirming the universal approach to classroom management of ‘six strands’ by whole school training with all staff.</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1, 2, 3</p>

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

Budgeted cost: £ 13,240.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Employment of TA to offer cover for classes to release teachers to give targeted intervention pupils based on rigorous assessment.</i></p> <p><i>Employment of TA to support interventions with the children.</i></p>	<p>Using formative assessment, the teachers are able to plan targeted tuition for pupils in both groups and on a on-to-one basis. As fore-mentioned, these interventions have the potential for the largest immediate impact on attainment. By allowing the class teacher, who knows the pupils' best and works with them on a day-to-day basis, carry out the interventions, a bigger impact on attainment can be reached. This is supported by research, which shows that tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons, which class teachers are in the prime position to do.</p> <p>Other interventions, led by experienced teaching assistants will also run to support the learning. These will be well-supported and structured as research shows this maximises their impact.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>3</p>

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

Budgeted cost: £ 9,807.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEND Inclusion officer to work with pupils and their families to support and work with them as well as working with external agencies to offer further support. ELSA</p>	<p>Effective social and emotional competencies are associated with greater health and wellbeing and better achievement. Through working closely with pupils on a one-to-one and group basis, and working closely with families to support them in their needs helps to support pupils' wellbeing, which allows them to achieve better academically. This takes an individual approach to meet the needs of the pupil and their family. Through the school adopting a culture, ethos and environment where we focus on the health and wellbeing of the pupils, it helps to give them the skills and opportunities to learn.</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>The link between pupil health and wellbeing and attainment; Public Health England:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</p>	<p>1, 2, 3,</p>
<p>Subsidised visits / visitors, experiences and extra-curricular activities for pupil premium children (Wherever possible – following Covid-19 guidance)</p>	<p>Pupils do not have access to as many activities which promote cultural capital. When visits and extra-curricular activities are able to go ahead, financial support can be provided to ensure children in receipt of pupil premium are able to take part. Outdoor adventure learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2,</p>

Total budgeted cost: £ 24,720.92

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)