



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

## Chiltern Primary School Pupil premium strategy

### 2021 - 2024

This statement details our 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	Chiltern Primary School
Number of pupils in school	239 (228 Oct '22 Census)
Proportion (%) of pupil premium eligible pupils	24% (54 pupils + 3 PLAC)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	September-December 2021
Date on which it will be reviewed	1. December 2022 2. December 2023
Statement authorised by	Penny Howell
Pupil premium lead	Penny Howell
Governor / Trustee lead	Christine Linnitt

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80 714
Recovery premium funding allocation this academic year	£5 801 Previous £7540
Tutoring Funding this academic year	£6 430 Previous £5872
Pupil premium funding carried forward from previous years	£1 844
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£94 789

# Part A: Pupil premium strategy plan

## Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

Our intention is that all pupils, irrespective, of need, make on-going progress from their starting points. We hope that each child will develop a love for learning and acquire skills and abilities to help them fulfil their potential and as an adult finding employment.

Our Pledge; We will:

- Ensure that teaching and learning opportunities meet the needs of all our pupils
- Ensure that appropriate provision is made for pupils who belong to any vulnerable group; including those with SEMH/ CIN/ CP/ EAL
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals and recognise that some children will fall into multiple groups
- Allocate funds following a needs analysis which will identify priority classes, groups or individuals.

Common barriers to learning for disadvantaged children and what we will respond to:

- Less, or no, support at home with weak parental basic skills
- Affordability of uniform and equipment and access to clubs
- weak language and communication skills
- more frequent behaviour difficulties
- attendance and punctuality issues
- complex home lives.

The challenges our pupils face are varied and accept this group may not remain static. Our priorities for the Pupil Premium funding are:

- To **narrow the attainment gap** between disadvantaged and non-disadvantaged pupils through high quality teaching, regular reinforcement and precision intervention for Reading, Writing and Maths, including tutoring and recovery
- To ensure strong progress is made for all (at least expected progress rates) from their starting points, including those in the lowest and highest 20%
- To **enrich all pupil's experiences and wider opportunities** in school and beyond to increase aspirations and inspirations.
- To support **SEMH and wellbeing**
- To promote a whole school approach where all staff take responsibility for outcomes for all.

## Challenges

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

Challenge number	Detail of challenge
1	Under-developed oral language skills and vocabulary gaps; from EYFS up – identified in all, but more prevalent in our vulnerable pupils
2	Accelerating progress for those pupils who are more vulnerable (pupil premium and/or SEND/EAL)
3	Narrowing the attainment gap in Reading, Writing and Maths between Pupil Premium and non-Pupil Premium pupils (including GD)
4	Attendance and Punctuality difficulties
5	Supporting SEMH/ Behaviour across the school
6	Enriching experiences and providing opportunities for vulnerable pupils

## 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 Oracy Skills and vocabulary	<p>NELI progress for the second year – funded again</p> <p>Phonics scores back to the previous Y1 attainment of 89% before swapping from Letters and Sounds to Sounds Write</p> <p>Expect all speaking in full sentences for all subjects</p>
2. Accelerated Progress in R W M	<p>Achieve national average progress scores (with the exception of SEN and new joiners)</p> <p>Achieve national average progress scores in Y1 again and maintain the Y2 Phonics screening</p> <p>Achieve national average progress scores in KS2 Writing</p> <p>Achieve national average progress scores in KS2 Maths</p> <p>Using RtP statements for all core subjects</p> <p>Encourage Accelerated Reading for independence and success as we grow more word millionaires</p> <p>Set up daily reading for the lowest 20%</p> <p>Book talk continues to improve comprehension</p>

<p>3. Narrowing the attainment gap in Reading, Writing and Maths between Pupil Premium and non-Pupil Premium pupils</p>	<p>Achieve national average progress scores in KS2 Writing          Achieve national average progress scores in KS2 Maths          Using RtP statements for all core subjects          Encourage Accelerated Reading for independence and success as we grow more word millionaires          Set up daily reading for the lowest 20%          Book talk continues to improve comprehension for all abilities          Continue the use of Teach Hub symbols for consistency          Continue White Rose and Third Space for all abilities          Continue Literacy clubs in KS2          Expand Maths Mastery (concrete, pictorial, abstract) and 'I See' Maths across the school for Challenge          Provide CPD for teachers and TAs          Hold parent sessions for all core subjects in EYFS/ KS1 and KS2 (including times tables)</p>
<p>4. Maintain attendance for all groups</p>	<p>Ensure attendance of disadvantaged pupils is at, in-line or above 95 - 96%          Liaise with LA Attendance Officer – Charlie Morgan          Appoint Behaviour Lead to work alongside our Attendance officer          Update policy after working with the LA SASO with shorter times between letters and setting contracts</p>
<p>5. Supporting SEMH/ Behaviour for 25% low-level and 5% high level</p>	<p>Appoint a new behaviour lead          Zones of regulation for whole classes (Y2/3)          Tackling Big Emotions          Host Play Therapy Student as many pupils are scoring highly on trauma post COVID          Change to relationships policy rather than behaviour          Train new ELSA          Support of Ed Psych and JOGO</p>
<p>6. Increasing enrichment opportunities</p>	<p>Town sports          Music          Theatre visits          Karate club          Lunch time club for challenging behaviour group          Shop trips          Police good citizens support</p>

## 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 = £82 558

## Teaching (for example, CPD, recruitment and retention)

Anticipated budgeted cost: **£61 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Talk for Reading/ Book Talk approach to develop the teaching of Reading across the school to raise standards in the teaching and learning of whole class Reading sessions.</p> <p>The development of Oracy across the school through the EYFS NELI, Sounds-Write, choral reading, I read, you read and whole sentence talk for all subjects</p> <p>Book Talk/ Literacy Shed and Hub support/ CPD_for all staff to ensure consistency in the teaching of Reading and Writing across the school.</p> <p>Accelerated Reading from Y2.</p>	<p><b>EEF: Oral Language Interventions (+6 months)</b></p> <p>‘Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression.’</p> <p><b>The 30 million word gap</b> – in low income households children up to 4 years old hear 30 million less words than a child in a higher income household.</p> <p>Whole school development on Oracy and vocabulary is woven through all of our curriculum to enrich learning for all pupils; helping them learn more and remember more.</p> <p>Whole school development on Reading across the school with the introduction of Reading logs/ journals and the increased texts to show we are a reading school (work with Roade Hub). Reading environments throughout the school reflect this.</p>	<p>1, 2, 3, 4</p>
<p>ELSA, Play Therapy, Zones of Regulation, Attendance Officer, Behaviour Lead</p> <p>Enables pupils to access all elements of the curriculum if they can participate, attend and succeed.</p>	<p><b>EEF: Social and Emotional Learning (+4 months)</b></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self - management of emotions, rather than focusing directly on the academic/ cognitive.</p> <p>If a child attends more, they learn.</p>	<p>1, 2, 3, 4, 5, 6</p>

Swifter SDQs	To help remove as many barriers as possible if pupils can self-regulated and stay in class, they will learn more and remember more.	1, 2, 3, 4, 5
Appoint a new_ELSA and Behaviour Lead to work vulnerable pupils across the school to close the gaps in attainment and accelerate progress; recognise and deal with Big Emotions.	<b>Based on school analysis -</b> Employing these staff to run interventions to support vulnerable pupils across the school has been highly effective in raising attainment and progress throughout the school; especially upper KS2. With 2 new staff, KS1 pupils can also be reached when delivering SEMH programmes and interventions.	1, 2, 3, 4, 5, 6
To broaden opportunities and enrichment	Target groups for lunch time team clubs Theatre visits Young Citizens	6

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

Approximate budgeted cost: **£24 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase to 25% of TA hours to provide daily reading to the lowest 20% readers across the school, mainly vulnerable pupils (PP, EAL and SEND). Carry out Ready to Progress statements to close gaps.	<b>EEF: Reading Comprehension Strategies (+6 months)</b> 'Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text. Shorter interventions of up to 10 weeks tend to be more successful.'  Pupils achieving more are more likely to attend school more regularly.	1, 2, 3, 4, 5

<p>Identified pupils who are pupil premium and working towards expected standards in Maths and Reading to be targeted for Tutoring – White Rose, Third Space, Literacy Hub and Accelerated Read led by a class teacher or cover supervisor.</p> <p>KS1 vulnerable pupils who are working towards the expected standard to be identified for intensive phonic intervention to raise attainment in phonics skills after swapping to new scheme.</p> <p>TA hours (17.5/wk) to work alongside vulnerable children across the school during core learning time to support core learning skills, close the gap in attainment and accelerate progress.</p>	<p><b>EEF: Small Group Tuition (+4 months)</b></p> <p>‘Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind.’</p> <p><b>EEF: Phonics (+5 months)</b></p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils’ knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or ‘blending’ the sound-spelling patterns.</p> <p>*school’s own analysis after teaching by all adults is consistently deemed good or better</p>	<p>1, 2, 3</p>
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<p>EYFS and KS1 vulnerable pupils with poor language skills to be identified and supported through the <u>Nuffield Early Language Intervention</u> to raise attainment in speech and language skills for the second year running (funded).</p> <p>Purchase of Oxford Reading Tree Pre-Readers for EYFS, Y1 and EAL.</p> <p>Purchase Phonics' trackers for KS1</p>	<p><b>EEF: Oral Language Interventions (+6 months)</b></p> <p>'Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged peers in developing early language and speech skills, which may affect their school experience and learning later in their school lives.'</p> <p><b>Case Study: Implementation of NELI Intervention through CatchUp Funding 2020-2021</b></p> <p>25% of the children who completed the NELI Language intervention standard score increased post the intervention. 8 of the 12 children made very good progress. 1 pupil scored in the top 1% of the country.</p>	<p>1, 2, 3</p>
<p>Extend extra-curricular club offer to all pupils across the school to ensure extended school time for pupils – particularly for physical and team/ social.</p>	<p><b><u>EEF: Extended School Time (+3 months)</u></b></p> <p>'To increase the likelihood of additional school time benefitting disadvantaged pupils, school leaders should consider how to</p>	<p>4, 5, 6</p>

<p>Target at least 50% of PP/ vulnerable to ensure attending one cross curricular club a week.</p> <p>Resources purchased to enhance clubs to ensure pupils learn core skills in a fun and adventurous way</p>	<p>secure engagement and attendance among those from disadvantaged backgrounds.</p> <p>It is possible that if targeted tuition or enrichment activities are offered universally, those who could benefit the most would be the least likely participate or engage. Adopting a more targeted approach also has its challenges though, as selected pupils may feel singled out and stigmatised.'</p>	
<p>Appoint a Behaviour Lead to work across the school to support learning of SEND and vulnerable learners focusing on supporting all so no group's learning is negatively affected.</p> <p>Invite in Police and other community workers to support strong responsibility and citizenship.</p> <p>Learning Support Assistants trained in identified learning interventions to offer a consistent approach to support vulnerable pupils across the school.</p>	<p><b>EEF: Mentoring (+2 months)</b></p> <p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p><b>Interventions include:</b></p> <p>Lowest 20% readers  Sounds-Write Phonics  CPA Maths  Fluency  CEW  Speed/ sight sounds  Ready to Progress statements  Precision Teaching  Fine motor skills  Occupational Therapy  Sound Boxes  Drawing and Talking  Lego Therapy  Play buddies.</p>	<p>1, 2, 4, 5</p>
<p>School Led Tutoring programme led through the NTP.</p> <p>Teaching and CS staff employed as tutors to support vulnerable pupils and pupils working towards expected standards focusing on Reading, Writing and Maths</p>	<p><b>EEF: Small Group Tuition (+4 months)</b></p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining</p>	<p>1, 2</p>

attainment and progress.	learners or those who are falling behind, but it can also	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Approximate budgeted cost (if not added above): **£10 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EHA worker appointed – 12.5/week to work alongside Attendance officer and ELSA to support vulnerable pupils and families across the school</p> <p>Parent workshop offer and engagement to ensure all vulnerable families are supported</p>	<p><b>EEF: Parental engagement (+4 months)</b></p> <p>‘Parental engagement approaches are typically delivered over the course an academic year, as building effective relationships between school and parents requires a sustained effort over an extended period of time.’</p>	1, 4, 5, 6
<p>Appoint ELSA and train mental health lead for school (DFE)</p>	<p><b>EEF: Social and Emotional learning (+4 months)</b></p> <p>‘Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self - management of emotions, rather than focusing directly on the academic or cognitive elements of learning.’</p>	4, 5, 6
<p>Other puppets that allow pupil voice to be purchased eg Bob. Worry monsters resource to be implemented across the school to support</p>	<p><b>EEF: Social and Emotional learning (+4 months)</b></p> <p>‘Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather</p>	4, 5, 6

pupils' wellbeing and worry boxes in class to run alongside helping hands (already in place).	than focusing directly on the academic or cognitive elements of learning.'	
17.5h/wk attendance officer appointed to: Meet and greet Undertake home visits Analyse attendance data Manage persistent non-attenders with formal letters and contractual attendance meetings Meet termly with LA SASO	<b>EEF: Parental engagement (+4 months)</b> 'Parental engagement approaches are typically delivered over the course an academic year, as building effective relationships between school and parents requires a sustained effort over an extended period of time.'	4, 7
Experiences and opportunities for vulnerable pupils through a 'virtual purse' with discounted funding for parents for: Uniform (phased out) Trips and residentials Clubs and Music tuition Holiday Clubs	<b>EEF: Extended School Time (+3 months)</b> Additional non-academic activities may also provide free or low-cost alternatives to sport, music, and other enrichment activities that more advantaged families are more likely to be able to pay for outside of school.'	5, 6

**Total budgeted cost: £94 789 (Tutoring to follow)**

## **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.

Lesson observations, monitoring, tracking throughout last year focussed on QFT, high quality CPD and effective impact on – phonics, Reading, Maths and Writing. Small group catch up support provided extra-curricular 'booster' groups across KS2.

Targeted interventions such as phonics (results have fallen from Nationals with the new scheme) and Ready to progress checklists have provided significant evidence of the impact of these interventions, again, particularly at KS2. Despite the intensive approach adopted by school staff, the interruptions in

education have resulted in a dip in outcome scores for KS1, although these can be attributed to the impact of COVID-19, as a school, we have continued to aim high through both our in-school and remote learning offer – all PP pupils that required ‘devices’ during both the national lockdown and bubble closures had full access to enable / support them to access learning. They also had daily/ weekly phone calls with their class adult and unlimited email correspondence throughout these times.

National research indicated that EYFS pupils are the most significantly impacted by COVID-19; initial baseline of our pupils in September 2020, showed that on entry they achieved significantly below national, but did progress well to be in line with new National averages. In order to address oral language development, we became an early adopter for the NELI intervention; we quickly established that in order to effectively deliver this programme a significant amount of time / staff was required to do this in the appropriate manner – results have demonstrated both significant progress and attainment for PP / EAL pupils – over 60% for both. By supporting pupil’s language development and vocabulary we have seen greater access and engagement in all areas of learning.

Behaviour and regulation were core hurdles to Y1 and Y2 for last year and is on-going so behaviour support and SEMH remain priorities.

Considerable work was undertaken to address attendance across the school but we remained below our previous average of 95.4% – 96.1% – at 92% – 93%; though we are always in line or above the National, comparative data.

ELSA and SENDCO undertook home visits – but too many families were in need of support. We didn’t want this to be an on-going barrier and though some individual PP pupils were up to 40% less attendance than non-PP, we also know overall, the PP were 2.3% lower than the school average (91.7% v 94%) so we have invested in an attendance officer and EHA support to close the gap further.

Last year, non-PP = 94.8% and PP = 91.7%

This Year, Currently non-PP = 94.24% and PP = 88.1%

Given the vulnerabilities of the climate last academic year, family engagement of PP pupils was critical. The development of meaningful school / home links has enabled the school to support PP pupils to access education both in school and remotely as noted by our remote Inspection in Feb 2021 and monitoring inspection in May 2021. Our parent questionnaires at this time were 98.2% positive for the support they received.

These families were further supported with:

Food bank

Pre-loved uniform

Free holiday club places

HAF provision

Tutorials by staff on how to teach units

Tackling school avoidance

Sleep solutions

Willingness to engage and attend these workshops increased over the year which can be directly linked to the relationships achieved through ELSA support. We hope in a better health climate we will be able to increase attendance further.

Increased staffing support within the school day and through extracurricular has provided PP pupils with higher levels of support, by providing this level of support 'gaps' in learning have been addressed on an ongoing basis; decreasing barriers that have become increasingly evident due to the impact of COVID-19. Though only 8/14 PP pupils reached the expected standards at KS2 (57%) 5 of the other 6 were new to school, so non-mobile pupils achieved 87.5%.

Through research indicating the impact of COVID-19 on disadvantaged pupils the following area became even more critical during the periods of 'lost learning'. The following research suggests that:

- Pupils from disadvantaged backgrounds experienced higher levels of loss than their non-disadvantaged peers (1 month more learning loss in reading and 0.5 months more in mathematics compared to their non-disadvantaged peers). (EEF)
- Pupils from disadvantaged backgrounds have been amongst the biggest losers as a result of the pandemic. Pupils from disadvantaged backgrounds (eligible for free school meals at any point in the last six years) lost, on average, approximately 2.2 months in reading amongst both primary and secondary aged pupils, and around 4.5 months in mathematics for primary aged pupils. This means that disadvantaged pupils lost about half a month more than non-disadvantaged pupils in reading and around a month more in primary mathematics. (Renaissance learning – DfE)

Through targeted learning opportunities within our core curriculum offer or via our recovery curriculum we have been able to apply a consistency in approach that has enabled PP pupils to access learning support through stimulating and engaging activities such as nurture and TA time. Nurture based activities have been delivered across the school to provide an environment in which pupils feel safe and supported, but behaviour remains a priority for those who display trauma/ lack of boundaries/ attachment.

We want to improve attendance and reduce behaviour incidents further.

## Externally provided programmes

Programme	Provider
Early Literacy Early Maths	NELI (Nuffield) NCTEM I See Maths
Book Talk and Reading School	Roade Reading Hub Greenfields in Kettering Moulton School Northampton Book Club
Vocabulary and fluency	Accelerated Reader/ Roade Hub
Sounds Write Phonics Training Phonics play	Sounds Write
Sleep solutions Supporting emotional regulation parent workshop Big Emotions	Target Autism/ Heath Team
PECS / Now/ next Socially Speaking Supporting English and Mathematics Skills for ASD	Target Autism
Concrete Maths Ready to Progress Maths Mastery Tutoring	Cambridge University/ NCTEM White Rose  Third Space and staff
De-escalation techniques Zones of Regulation Play Therapy and therapeutic play model  Sensory Circuits  Parent Sessions – Communication and self-regulation  Transitions  Effective communication to encourage positive behaviour	Team Teach/ JOGO Book for advice Rothwell Schools Alliance/ PTUK/ PTI and JOGO for individual  Hunsbury Park SEN network – Blossom OT S and L  Target Autism  JOGO
Nurture Provision Removing barriers  LAC tailored needs	Ed Psych   Virtual schools

Beanstalk Readers	Coram Charity link
Pre-loved uniform coordination	PTA
Effective PP	Marc Rowland Zoom – Feb 2022