

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	197
Proportion (%) of pupil premium eligible pupils	21% (42 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Alex Owens
Pupil premium lead	Louise McGuigan/Alex Owens
Governor / Trustee lead	John Turnbull

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,779
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£84,779

Part A: Pupil premium strategy plan

Statement of intent

At Chiltern Primary School it is our intent that all children reach their full potential with children leaving year 6 fully prepared for the next stage of their education. Our disadvantaged children will be working at the expected standard or above by the end of Key Stage 2 in reading, writing and maths. They will have access to high quality teaching and support across the curriculum. Careful assessment will be carried out to ensure that staff working with the class or year group have an accurate understanding of each child's starting points. Progress from individual starting points will be accelerated. We ensure that, as a school, we provide our children with a safe environment where they feel confident to speak to adults and where necessary have access to resources which support their mental health and well-being.

The school made rapid progress in many areas during the previous academic year while being led by the longstanding Headteacher. From September 2023 an Executive Headteacher was appointed along with senior leaders from his substantive school. This partnership ended in November 2023. The school is now being led by an experienced Interim Headteacher, provided through the Local Authority along with regular support from the Improvement Partner. For 2023–2024 it has been identified that the systems introduced need to be reviewed, refined and embedded to ensure standards continue to improve.

A review of the current provision has identified the following key principles for the Pupil Premium strategy plan going forward:

1. All staff receive ongoing CPD focussing on quality first teaching to ensure all lessons are carefully planned and delivered to meet the children's needs and enable children to make accelerated progress within lessons and over time.
2. Due to changes in staffing, all staff receive ongoing CPD and support to ensure that everyone is following a consistent approach to teaching using the progressive curriculum plans.
3. Due to changes in staffing and the scheme, all staff receive ongoing CPD and support to ensure that everyone is following a consistent approach to the teaching of phonics and more children are passing the Year 1 phonics check and becoming fluent readers by the end of Year 2.
4. Due to changes in staffing, all staff receive ongoing CPD and support to ensure that everyone is following a consistent approach to teaching reading and more children are working at or above the expected standard for their year group.
5. The use of intervention is used effectively, wherever possible this is delivered by a teacher but where this is not possible a highly trained support assistant is delivering the intervention.

Challenges

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

Challenge number	Detail of challenge
1	Due to a change in leadership and movement of staff within the school time needs to be spent embedding a consistent approach to the delivery of learning.
2	CPD needs to be used effectively to ensure teacher subject knowledge is strong across the school.
3	Following the introduction of the Little Wandle phonics scheme training, support and monitoring needs to be provided to all staff.
4	The English team need to review and adapt the approach to the teaching of English (oracy, reading and writing) to ensure that learning is carefully sequenced and improves outcomes for all.
5	Support Assistants need to have access to high quality support and training to ensure interventions and daily interactions with children in class are of a high quality.

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
At the end of each academic year more children will be passing the phonics screening check in Year 1, with more children being assessed reading at or above their chronological age.	2024 Year 2 phonics screening: June 2024 Year 1 phonics screening: June 2024
At the end of each academic year more children in each year group will be working at or above the expected standard in reading, writing and maths. As a result end of KS2 results will be above national data.	2024 End of KS2 data: Reading: Writing: Maths:
All staff are supporting all children, but especially our disadvantaged children to ensure that they are making accelerated progress from individual starting points.	Children achieve their 20 day challenges this is evidenced in books and through discussion. Children improve on their star reading assessment following a four week

	intervention block on 20minutes 3 times a week.
Attendance and punctuality of disadvantaged children is good to ensure that learning is not missed.	Attendance of disadvantaged children is tracked closely to ensure all children are attending school 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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The reorganisation of curriculum teams, joint PPA and a new headteacher will ensure CPD focuses on quality first teaching to ensure all lessons are carefully planned and delivered to meet the needs of the children and enable children to make accelerated progress within lessons and over time.	The EEF research has found that quality feedback to children can accelerate progress by up to 6 months. The EEF research has linked to CPD on metacognition can accelerate progress by 7months.	1, 2, 3, 4, 5
Following the initial implementation of star reading, this will be embedded into the school and new staff will receive training. This will enable staff to use the information gathered to plan and deliver accurate and effective intervention and in class support.	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 instruction. EEF research.	1, 2, 4, 5
Sounds Write was introduced from September 2021 and the school is moving to Little Wandle from February 2024. All staff will receive training and workshops offered for parents.	The EEF research found that a consistent and high quality phonics teaching can accelerate progress by 5 months.	1, 2, 3, 4, 5

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
Year 3 and 4 are year groups that have been identified for additional support. The increased number of adults are being used to provide more opportunities for small group tuition and some one to one teacher or support assistant teaching.	EEF research shows that one to one tuition can accelerate progress by 5months with small group tuition adding 4months.	1,2,3,4,5
CPD for support staff to help with delivery of Accelerated Reader as an intervention, where necessary, to ensure that all disadvantaged children are becoming fluent readers. Support staff to lead 2:1 reading programme 3 times a week, reviewed on a 4 weekly cycle.	<p>The EEF research has found that developing reading comprehension can help children make around 6 months additional progress.</p> <p>EEF research shows that one to one tuition can accelerate progress by 5months with small group tuition adding 4months.</p>	3,4,5

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

Budgeted cost: £4,779

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all children are ready to learn including regular attendance at school, support in class to improve self-esteem	Social and emotional learning is recognised as potentially accelerating progress by around 4 months.	5

and well-being and where necessary additional out of class intervention.		
Ensure children have access to the wider curriculum to enhance their learning experiences.	2 months accelerated progress has been identified by EEF research through sports participation.	

Total budgeted cost: £84,779

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.

--