

Pupil premium strategy statement

Chidham Parochial Primary School 2021- 2022

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	Chidham Parochial Primary School
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	18.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – July 2023 initially
Date this statement was published	23 rd September 2021
Date on which it will be reviewed	6 th July 2022
Statement authorised by	Kim Thornton
Pupil premium lead	Kim Thornton
Governor lead	Jenny Schmidtschneider

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61, 490
Recovery premium funding allocation this academic year	£6,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£68,090

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF and messages heard from working with them on the Disadvantaged Project especially. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. What is important is our wish for all the children to have the same life chances ie looking at equity as opposed to equality in outlook. Curriculum equity, (as Marc Rowland a lead in this area says) is about less cultural enrichment out of school influenced by financial social capital.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles:

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

Chidham Parochial Primary School is Church of England controlled school in a rural setting, a few miles west of Chichester. It was once a small village school ie had about

70 children on roll, but in recent years it expanded over a couple of years and since September 2017 it has been a one form entry school. We welcome everybody – 14% of our children are from the traveller community and 3% are children with EAL.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths

The range of provision the Governors consider making for this group include and would not be limited to:

- Teacher led small group inputs to improving opportunities and accelerating progress
- Trained TAs to work with bespoke groups e.g Y3 working memory & arithmetic programme, YR NELI programme, Y1 Talk Group
- 1-1 support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Supporting the children with their mental health e.g resilience through programmes such as Commando Joe, REAL PE and for Y4 The Mayne Trainer
- Transition from primary to secondary and transition internally and into EYFS.

Additional learning support

- Pay for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour and nurture support programmes as needed ie ELSA input or working with play therapist from Your Space Counselling

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills
2	Low attainment on entry to the Early Years Foundation Stage (especially area speech & language)
3	Barriers to learning in maths
4	Children's mental well-being (as a result of the COVID pandemic e.g lack of resilience)
5	Attendance (COVID has impacted on school absence and value of in school education with some families.

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
Progress in Reading	Achieve above national average progress scores in KS2 Reading (0)
Progress in Writing	Achieve above national average progress scores in KS2 Reading (0)
Progress in Mathematics	Achieve above national average progress scores in KS2 Reading (0)
Phonics	Achieve above national average Expected standard in PSC
Good support for children's mental health	Children can manage challenge, show resilience in school
Good School attendance	Attendance of disadvantaged pupils is above 95%

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: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the Mastery Maths Hub, following advice from the Disadvantaged Project engaged with last year, and INSET inputs on REAL PE & Commando Joe programmes (as per Marc Rowland describes as “scaffolding up” initiatives are required to support the disadvantaged children) Staff subject leads need release time out of class to lead effectively	1, 2, 3, 4 & 5

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff receive training to understand the importance of vocabulary understanding/use and practice in class and around school. School action implemented as agreed	School part of Disadvantaged Project linked with Durrington Research School & in partnership with EEF	1 & 2
Times Table Rockstars,& Prodigy	Evidence from high achieving schools show how effective these online activities can be to support the	3, 4 & 5

	children's maths learning and uplevel their engagement	
Ensure all staff receive training to embed Teaching for Mastery across all year groups	School part of West Sussex Teaching for Mastery Programme (year 2 of 4) Outcomes are in line with the disadvantaged project findings	3

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To build the children's resilience, confidence & self worth, team skills by participating: <ul style="list-style-type: none"> in the REAL PE scheme Commando Joe Programme. Y4 Mayne Programme Bespoke PSHCE curriculum 	Findings from Marc Rowland research & the need to "scaffold up"	4 & 5
Paying for school activities so those who we receive PP money are never asked for residential, swimming, trips or Y6 hoodies monies	The gratitude of named families not having to be financially embarrassed to be asked to pay for anything	4 & 5
To respond to individual needs to enable the children to access their learning be it accessing ELSA, play therapist support or paying for activities/resources	EEF strategies Mental Health findings in reports	4 & 5

Total budgeted cost: £75,000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 meaning that results cannot be used to hold schools to account. Our “in house” data demonstrated that our children achieved and would have made progress from their starting points at the beginning of the year

Only official data is the Y2 Autumn Phonics Check which was 89%

Looking at last year’s strategy, the money was carefully spent on supporting all disadvantaged children via intervention time, well being support – the difference is that this year (& moving forwards) all activities have evidence to support them. In part this is based on EEF findings but mostly due to our school’s participation in the disadvantaged project run by Durrington Research School in conjunction with EEF

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
The Mayne Trainer	Robert Mayne – who was a lead instructor of the Prince William Award before it went into liquidation – he then set up by himself.

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?	Money spent on child being officially screened for dyslexia

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Child self esteem grew as they understood themselves more + measures given were actioned to support named child in class</p>
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Further information (optional)

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