

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Chivenor Primary School
Number of pupils in school	335 (November 2022)
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022, 2022/2023 and 2023/2024
Date this statement was published	1/12/21
Date on which it will be reviewed	1/12/23
Statement authorised by	Lisa Guest
Pupil premium lead	Nikola Bayliss
Governor / Trustee lead	Mike McCreedy

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£319,052
Recovery premium funding allocation this academic year	£32,235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£351,287

Part A: Pupil Premium Strategy Plan

Statement of intent

At Chivenor Primary School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential and thus implement a 100% culture that permeates throughout school.

We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Chivenor, we are determined to provide the support and guidance they need to help them overcome these barriers.

In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum. We take pride in helping children to be confident, happy and resilient, ensuring they are ready to find their place in the world.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils enter school with significantly lower starting points than their peers. Some start school with limited speech and communication skills
2	Low attainment and slow progress rates made by disadvantaged pupils.
3	Pupils and their families have social and emotional difficulties, including mental health issues with needs often unmet.
4	Pupils have limited experiences beyond their home life and immediate community
5	Attendance rates for disadvantaged pupils are below the target set for all pupils; accessing support for families with complex needs remains a challenge.
6	Low aspirations and parents with poor experience of education leads to limited vocabulary and poor ethos of reading at home.

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
Disadvantaged pupils achieve at least age related expectations.	<p>End of Summer will show that 100% of disadvantaged children have made at least expected progress from the previous Summer.</p> <p>At the end of Key Stage 2 there are no gaps between disadvantaged and non-disadvantaged pupils.</p> <p>Specific support in place for individuals where needed and staff have clear understanding of pupils' individual needs.</p>

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Attendance is above national average and that of similar schools. PA is low and families are well supported. Rigorous systems are in place.	PP attendance is in line with non PP. Attendance is above 96%. PA decreases. Identified families receive/offered sufficient support to increase attendance. Early Help offers made and ESA service supports families to improve attendance. Attendance has a high profile in school. New strategies have impact on families of concern.
Mental health and well-being is promoted and all disadvantaged pupils have a support system in place to facilitate in school and at home support.	Safeguarding Lead/ SENCO and Deputy Head teacher identify and support families/pupils and work to alleviate barriers to learning. Referrals to the team are acted upon. Social and mental health needs recognised and supported by pastoral team. Identified pupils are allocated a Learning Mentor Councillor, who will meet with them regularly and provide support/alleviate barriers. Families feel supported, they believe they can achieve 100% culture.
Disadvantaged pupils make accelerated progress in reading and phonics.	Reading is rigorously monitored and tracked via Accelerated reader. Data is used to focus on key pupils for additional support by adults, including daily readers. All attainment is at least in line with national expected outcomes. Support is given to parents to engage reading at home. Disadvantaged children develop a love of reading through a range of school strategies and wide ranging texts. Support provided by mentors in interventions impacts positively in class and on attainment.
School will deliver an engaging, broad and varied curriculum, which provides pupils with a breadth of experiences and lifelong learning culture is established.	Curriculum offer ensures a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable. Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences. Prep for learning has positive impact on learning and parents show increased engagement.

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Gaps between disadvantaged and non-disadvantaged close and speech and language skills are in line with national for all groups.	<p>NELI and Wellcomm baselines ensure specific and targeted support is in place.</p> <p>Parental workshops develop parental engagement and skills/knowledge.</p> <p>NELI and Wellcomm data evidences good or better progress.</p> <p>Classrooms are language rich and pupils are engaged and eager to learn.</p>
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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.

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

Budgeted cost: £126,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior leaders coach and mentor teachers to secure quality first teaching – key focus maths and writing development.	<p>Quality First teaching raises standards and provides high quality learning for all.</p> <p>Coaching supports leadership development and confidence when mentoring staff.</p> <p>Time used for leaders to coach and mentor staff shows that the quality of provision within lessons improves.</p> <p>Leadership Time used to evaluate the impact of provision and make quick and effective adaptations.</p> <p>ECTs have access to a wide range of development and training strategies and experiences.</p>	1, 2, & 6
Staff training and development focuses on quality T&L and assessment in all subjects.	<p>Good quality teaching that impacts on pupil attainment and progress.</p> <p>Bespoke training delivers support for staff to deliver excellent provision for all.</p>	1 & 2
Senior teachers deployed to teach in Year 6 to ensure pace, quality and consistency in teaching	<p>The most successful schools ensure that pupils catch up with the basics of literacy and numeracy -</p> <p>Gov.uk/publications/the pupil premium how schools are spending the funding successfully.</p>	1, 2, 3 & 6 1,2

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	SLT increase and drive teaching standards evidenced in internal reviews and external moderations.	
Early reading strategy is underpinned by the RWI programme. Training focuses on inclusion and support for disadvantaged pupils and families.	<p>Reading comprehension strategies have a high impact on average (+6 months). Accelerated progress is seen in data and information is used to support pupils.</p> <p>Small group and individual interventions raise attainment, confidence and self-belief.</p> <p>Clear support and strategies are in place for disadvantaged pupils to access a range of texts and progress is closely monitored and evaluated.</p>	2 & 6
The curriculum is precisely planned to increase the cultural capital and experiences of disadvantaged children.	The impact of arts and sports participation on all areas of academic learning is positive as well as having a positive impact on pupil well-being.	2, 3 & 4
Specialist Music, Sports and Drama provision in order to raise aspiration	<p>Arts including music is a vital aspect of a nurturing and inspiring curriculum</p> <p>Research shows that mastery and specialist teaching has a positive impact on primary pupils.</p> <p>Wider benefits such as more positive attitudes to learning and increased wellbeing have been consistently reported in relation to exposure to the arts and sports.</p>	3, 4, 5 & 6
Specific online programmes in place to increase progress and engagement for all.	<p>Consolidation of learning takes place with online engagement for pupils. Programmes also support Prep for learning.</p> <p>Access is for all pupils with some are for those with specific learning needs to improve basic skills in reading, writing, maths and spelling outcomes.</p> <p>Subscriptions to online tools that help teachers track closely progress and needs leading to early diagnosis and intervention to improve outcomes and close gaps.</p>	2, 4, & 6

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

Budgeted cost: £ 68,084

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs trained in WELLCOMM Programme will deliver sessions to identified children in year 1, Reception and KS2 where needed.	<p>Research outcomes by the EEF note that oral language interventions emphasise spoken language and verbal interaction in the classroom so that learners benefit from explicit discussion of content or processes of learning, or both. This can generate 5 months of progress.</p> <p>1:1 reading across all key stages for disadvantaged focus pupils.</p>	1, 2 & 6
<p>Provide targeted, structured interventions to pupils across the whole school.</p> <p>Interventions to be monitored and evaluated by the Deputy Head teacher.</p> <p>Interventions to be carried out by experienced teachers (including the National Tutoring Programme)</p> <p>Teacher's provide small group or one-to-one after school tuition to targeted pupils.</p>	<p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing additional support.</p> <p>Pupils make accelerated progress and attainment shows a rise for all pupils.</p> <p>Pupil engagement and confidence in lessons can be seen with greater resilience and removing barriers.</p> <p>Pre-teaching of units in small groups and use of the programme Century as evidence proves that this strategy has an impact on pupils attainment and confidence.</p> <p>Disadvantaged pupils to attend specific small group after school sessions to ensure maximum progress in preparation for end of KS2 assessments and year 7 ready.</p>	1, 2, 4 & 6
Release time for RWInc Lead for coaching and securing quality first teaching – key focus reading.	Phonics results are above national.	1, 2 & 6
Forest school implementation to promote positive well-being which leads to higher achievement and improved mental health.	<p>Forest School Lead delivers weekly sessions which staff are also exposed to. Targeted pupils from across years will access during the school year.</p> <p>Research from NEF (New Economics Foundation) shows that Forest School makes a difference to pupils: confidence, social skills, communication, physical skills, motivation and skills and understanding</p>	3, 4 & 5

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

Budgeted cost: £156,693

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling support for pupils with Social, Emotional and Mental Health (SEMH) needs and Adverse Childhood experiences (ACE's)	Small group/individual sessions and focused interventions raise attainment, confidence and self-esteem. Weekly counselling sessions with disadvantaged pupils, identified from referrals, to support the well-being and SEMH ready for the classroom.	3 & 4
Pastoral team, attendance champion and Parent Liaison Officer work with vulnerable families to improve engagement	EEF defines parental engagement as the involvement of parents supporting their children's academic learning. School will support families to develop their skills, knowledge and understanding. Encourage and involve parents in their child's learning and offer intense programmes to those in crisis. We will strive to remove the emotional and social barriers to learning and school attendance. Improved attendance results in higher attainment.	3, 4 & 5
Early Help support and school early help offer in place for all disadvantaged families.	Early intervention targets disadvantaged families and ensures vital support is accessed rapidly. This ensures the children are supported to achieve their very best socially, emotionally and academically.	3 & 5
Educational Psychologist provides specialist support and training	Early intervention and diagnosis is proven to ensure disadvantaged pupils perform well in school. Buy into EP services in order to support and offer CPD teachers with strategies and recommendations for underachieving pupils.	1, 3, 5 & 6
Aston Villa Foundation Bespoke package of STEM, mental health, resilience and social skills for targeted pupils.	Weekly sessions with Aston Villa Foundation staff focus upon STEM and specific mental health / resilience and esteem, which will raise progress, attainment, confidence and attendance. Sessions also act as CPD for staff in attendance.	2, 3, 4, 5 & 6

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All children in school are given opportunities to participate in activities which enhance and broaden the curriculum and their learning experiences, including Griffin Arts, Science and Sports Festivals.	<p>Raised aspirations by increasing participation experiences in broader and cultural and social stimuli.</p> <p>Enable eligible pupils to participate fully in after-school clubs and activities and to provide financial support for educational visits.</p> <p>All visits identified and mapped to the curriculum and all pupils access equally.</p>	4
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Total budgeted cost: £351,287

Part B: Review of Outcomes in the Previous Academic Year

Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2021 to 2022 results will not be used to hold schools to account.

In accordance with the strategy review our Pupil Premium report has been rigorously monitored and RAG rated to show achievement against targets. Judgements were made by teacher assessments and validated to ensure accuracy. Moderation and assessment accuracy is a focus annually for school via internal reviews, staff CPD and sharing expertise across the Trust in our Give and Get Model.

End of Key Stage 2 results in 2022 were above National including above in the combined scores. Percentage of pupils attaining above expected significantly increased in reading and maths.

Externally provided programmes

Programme	Provider
Maths Online 1 to 1 interventions	Third Space Learning
Oxford Owl	Oxford University Press
Myon	Accelerated Reader
Lifewise PSHE programme	Life-Wise Technology Limited
Reading	Pearson Tutoring UK