

# Pupil Premium Strategy Statement

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	Chivenor Primary School
Number of pupils in school	332 (November 2021)
Proportion (%) of pupil premium eligible pupils	74%
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	1/9/22
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	£277,743
Recovery premium funding allocation this academic year	£30,668
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	£308.431

# Pupil Premium Strategy Statement

## 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.
4	Pupils have limited experiences beyond their home life and immediate community
5	Attendance rates for PP pupils are below the target set for all 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
Attainment and accelerated progress of disadvantaged pupils remains a focus with all staff having an understanding of each pupil's individual needs.	End of Summer will show that 100% of disadvantaged children have made expected progress from the previous Summer.  Specific support in place for individuals where needed
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. Attendance has a high profile in school.

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<p>Mental health and well-being is promoted and all disadvantaged pupils have a rigorous support system in place to facilitate in school and at home support.</p>	<p>Safeguarding Lead/ SENCO and Deputy Head teacher identify and support families/ pupils and work to alleviate barriers to learning.</p> <p>Social and mental health needs recognised and supported.</p> <p>Identified pupils are allocated a Learning Mentor Councillor, who will meet with them regularly and provide support/alleviate barriers.</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p>
<p>School will deliver an engaging, broad and varied curriculum, which provides pupils with a breadth of experiences and lifelong learning culture is established.</p>	<p>Curriculum offer ensures a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable.</p> <p>Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences.</p> <p>Pupil questionnaires will show that children enjoy school and are enthused to learn more.</p>
<p>Gaps between disadvantaged and non-disadvantaged close and speech and language skills are in line with national for all groups.</p>	<p>NELI and Wellcomm baselines ensure specific and targeted support is in place. Parental workshops develop parental engagement and skills/knowledge. NELI and Wellcomm data evidences good or better progress.</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.

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

Budgeted cost: £145,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional development of all teaching staff and to organise a school coaching programme for teachers early in their career led by Deputy Head Teacher.</p>	<p>Good and outstanding quality first teaching in all classes.</p>	<p>3, 5 2 and 4</p>

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Staff training and development focuses on quality T&L and assessment in all subjects.	Good quality teaching that impacts on pupil attainment and progress.	1 and 2
SLT 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 - Gov.uk/publications/the pupil premium how schools are spending the funding successfully.</p> <p>SLT increase and drive teaching standards evidenced in internal reviews and external moderations.</p>	<p>1, 3</p> <p>1,2</p>
Specialist Music, Sports and Drama provision in order to raise aspiration	Arts, including music provision, is a vital aspect of a nurturing and inspiring curriculum	4 and 5
Specific programmes in place to increase progress and engagement for all.	Education City, Dyslexia Gold, Timetables Rockstars. Interventions in place, AR reading, Wellcomm, Rockerbox and others show impact on attainment and engagement.	

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

Budgeted cost: £ 76,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA trained in NELI Programme will deliver sessions to identified children in year 1 and Reception.	<p>Research outcomes by the EEF note that oral language interventions emphasize 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 vulnerable pupils.</p>	2, 3
<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 (via the National Tutoring Programme)</p>	<p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up.</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.</p>	1, 3

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and Teaching Assistants within school.		
Teacher's provide small group or one-to-one after school tuition to targeted.		
Release time for RWInc Lead for coaching and securing quality first teaching – key focus reading.	Phonics results are above national	1, 3

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

Budgeted cost: £87,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to be carried out by Learning Mentors to enable barriers to learning to be identified and addressed.	A balanced programme of whole-school, targeted and specialist support that takes into account the needs of all pupils.	3
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 raises attainment, confidence and self-esteem.	
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 curriculum and all pupils access equally.</p>	4

Total budgeted cost: £308,790

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## 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.

*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.*

Teacher Assessed data has shown where there are any gaps in learning and this has led to strategic decisions being made for 2021-2022.

- Progress data is meticulously tracked to inform next steps in learning.
- Progress meetings are used to ensure learning is personalised and the culture of 100% is embedded.
- Moderation within school, the collegiate and trustwide has shown that assessments are accurate and portfolios are used to validate assessments.

### 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
Maths Online 1 to 1 interventions	Third Space Learning

### Service pupil premium funding

*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?	N/a
What was the impact of that spending on service pupil premium eligible pupils?	N/a