

# Great Chart Primary School

## Pupil premium strategy statement

**2021-2024**



**Updated December 2023**

This statement details our school's use of pupil premium funding (and recovery premium) for the 2021/22 to 2022/23 academic year 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	<b>Great Chart Primary School</b>
Number of pupils in school	<b>420</b>
Proportion (%) of pupil premium eligible pupils	<b>20%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2021/2022</b> <b>2022/2023</b> <b><u>2023/2024</u></b>
Date this statement was first published	<b>November 2021</b>
Date on which it will be reviewed	<b>November 2022</b> <b>November 2023</b> <b>November 2024</b>
Statement authorised by	<b>Wendy Pang (HT)</b>
Pupil premium lead	<b>Paula High (DHT)</b>
Governor / Trustee lead	<b>Stuart Fitch</b>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2023-2024)	<b>£120,352 estimate</b>
Recovery premium funding allocation this academic year (2023-2024)	<b>£11,165 estimate</b>

Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year (2023-2024)</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£131,517</b>

## Part A: Pupil premium strategy plan

### Statement of intent

**Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of the pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.**

**We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.**

**High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.**

**Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils.**

**Our approach will be responsive to common challenges and individual needs rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:**

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

**Our ultimate objectives are:**

- ✓ To close the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

**We aim to do this through**

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring 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
- When 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.

## Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement, particularly in supporting Reading at home which is impacting on progress of a high proportion of our disadvantaged children.
2	Closing the attainment gap across Reading, Writing, Maths and Science - this has widened for many disadvantaged children during the pandemic.
3	Assessments, observations and discussions with pupils indicate underdeveloped oral language and vocabulary gaps, particularly in EYFS/KS1. This has become more prevalent in last few years, particularly among our disadvantaged pupils
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than other pupils. These findings are supported by national studies.

## 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
Improved reading attainment among disadvantaged pupils	Due to a whole school drive to improve Reading and parental engagement in supporting Reading at home, end of KS1 and KS2 reading outcomes in 2024/25 show that all pupils meet the required standard. The only exception to this is where a pupil has a special educational need that impacts significantly on their reading attainment, however evidence shows sustained progress for these pupils.
Improved maths, English and Science attainment for disadvantaged pupils at the end of KS2.	End of KS2 outcomes in 2024/25 show that all pupils meet or exceed the required standard. The only exception to this is where a pupil has a special educational need that impacts significantly on their attainment in one or more of these subjects, however evidence shows sustained progress for these pupils.
Improved oral language skills and vocabulary amongst disadvantaged pupils	Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Summative assessment (e.g. language link) used where appropriate.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024-25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among our disadvantaged pupils</li> <li>• attendance of disadvantaged pupils is equal to that of all pupils and above national averages.</li> </ul>

## Activity in this academic year – 2023-24

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above. Please refer to the annually updated “Proposed Expenditure for Pupil Premium Funding / Recovery Funding 2021-22” for a more detailed breakdown of expenditure.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher appointed to work within Year 5 teaching team to allow for	EEF(+3) (smaller class size) EEF +6 (increased feedback)	1,2

<p><b>smaller class sizes to support the learning needs of this cohort.</b></p>	<p><b>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our Year 5 cohorts and have identified that 3 smaller classes between the sizes of 16-22 pupils would allow teachers to increase the amount of attention and feedback each child will receive.</b></p>	
<p><b>Continue to improve the quality of social and emotional learning through termly wellbeing days, weekly circle time, RHE sessions, emotion coaching and the Zones of Regulation as well as introducing Nurture UK principles across the school.</b></p>	<p><b>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</b></p> <p>EEF (+4)  <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>4</p>
<p><b>Drive to improve writing across the school and particularly stamina for writing with introduction of TalkWrite. Part of this includes exposing the children to more sophisticated vocabulary (suave words) and encouraging these to be included in their speech and written work.</b></p>	<ul style="list-style-type: none"> <li>• <b>EEF T&amp; L toolkit, teacher subject knowledge</b></li> <li>• <b>Closing the writing gap, Alex Quigley</b></li> </ul>	<p>2,3,</p>
<p><b>Drive to increase the confidence of girls in maths through careful identification, tracking and intervention.</b></p>	<p><b>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</b>  <b>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</b>  <b>The EEF guidance is based on a range of the best available</b></p>	<p>2,3,</p>

	evidence: Improving Mathematics in Key Stages 2 and 3	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase speech and language support throughout the school.	EEF (+6) A range of 1:1 and small group interventions carried out which include: A TA dedicated to providing speech and language support in EYFS. NELI programme run by EYFS TA HLTA for speech and language support hours increased and assistant appointed Pre-teaching of key vocabulary by TAs throughout the school for pupils who need this additional intervention.	2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.  EEF (+5)	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
FLO working with vulnerable families and improve parental engagement e.g. termly training/support sessions for parents	EEF (+3)  We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:	1, 4

<p>and signposting to support available. Attendance officer to analyse attendance and contact low attenders.</p>	<ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children’s learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul>	
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**Total budgeted cost: £131,517**

## **Part B: Review of the previous academic year (2022-23)**

### **Outcomes for disadvantaged pupils**

**We have analysed the performance of our school’s disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.**

**To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and school level (although these comparisons are to be considered with caution given the caveats stated above).**

**Data from tests and assessments suggest that the progress and attainment of the school’s disadvantaged pupils in 2022/23 met and even exceeded our expectations in EYFS, Y1 phonics results and end of KS2 results.**

**July 2023 Data for EYFS, Years 1,2 and 6**

**EYFS Results**

<b>GLD Target- 83% (End of Profile Assessment – GLD)</b>	<b>Great Chart Primary School Outcome for pupils meeting a Good Level of Development</b>	<b>National</b>	<b>LA</b>
<b>All (60 pupils)</b>	<b>86</b>	<b>67%</b>	<b>68%</b>
<b>PP (11 pupils)</b>	<b>78</b>		<b>52%</b>

There is an 8% gap in EYFS for those who are eligible for pupil premium compared to “All” pupils which is a smaller gap than in the previous year where it was 15%. Historically we have found that the gap tends to close as the children move through the school. However despite there being a gap, our PP eligible children have done better than LA PP eligible children and have done better than “All” pupils nationally and therefore the outcome is better than anticipated, considering the increasing levels of special educational needs of the cohort.

**Y1 Phonics Results**

<b>Year 1 Reported results</b>	<b>Pupils who passed the Phonics Screener: Great Chart Primary School</b>	<b>National</b>	<b>LA</b>
<b>Y1 (60 pupils)</b>	<b>88%</b>	<b>79%</b>	<b>77%</b>
<b>PP (14 pupils)</b>	<b>80%</b>		<b>59%</b>

The PP eligible children who did not pass the screener were those who also have SEND. The majority of these children should, with continued phonics intervention, pass the screener in Y2.



### Year 2 (End of KS1) SATs results:

	<b>Great Chart Primary School: Pupil Premium (13 pupils)</b>	<b>Great Chart Primary School "All" pupils</b>	<b>National</b>
<b>Reading</b>	<b>55% EXS+ 8% GDS</b>	<b>72% EXS 25% GDS</b>	<b>68% EXS</b>
<b>Writing</b>	<b>45% EXS+ 0% GDS</b>	<b>65% EXS 2% GDS</b>	<b>60% EXS</b>
<b>Maths</b>	<b>64% EXS+ 0% GDS</b>	<b>70% EXS 22% GDS</b>	<b>70% EXS</b>

EXS+ = Pupils meeting or exceeding the Expected Standard

GDS = Pupils who are working at Greater Depth

The year 2 results for 2022-23 reflect the high levels of SEN need in this year group where over a quarter of the children are SEN Support or have an EHCP. The results, therefore, for "All" children are lower in all areas than in previous years but all meet or exceed National results. However there is a clear gap between "All" and Pupil Premium eligible children. Almost 40% of PP eligible children were SEN Support/EHCP or on monitoring which is reflected in the results for PP, particularly in Reading and Writing. There is also a gap between PP eligible and "All" for pupils achieving greater depth.

### Year 6 SATs results:

	<b>Great Chart Primary School: Pupil Premium</b>	<b>Great Chart Primary School "All" pupils</b>	<b>National</b>
<b>Reading</b>	<b>86% EXS 0% GDS</b>	<b>82% EXS 48% GDS</b>	<b>73% EXS</b>
<b>Writing</b>	<b>71% EXP 10% GDS</b>	<b>78% EXS 12% GDS</b>	<b>71% EXS</b>
<b>Maths</b>	<b>100 % EXP 0% GDS</b>	<b>88% EXS 43% GDS</b>	<b>73% EXS</b>

EXS+ = Pupils meeting or exceeding the Expected Standard

GDS = Pupils who are working at Greater Depth

In Reading our PP eligible children have done significantly better than "All" pupils nationally at EXS and better than "All" pupil at Great Chart. However there is a significant gap at greater depth.

In Writing PP eligible children's results are equal to "All" pupils nationally but are slightly lower than "All" pupils at Great Chart, apart from at Greater Depth where the results are very similar.

Our Maths results at EXS are excellent for PP eligible children and exceed “All” pupils at Great Chart and nationally. However there is a significant gap at greater depth.

Overall, we are pleased with our 2023 results. Many of our disadvantaged children have done incredibly well despite the disruption to schooling they experienced as a result of the pandemic.

There is a clear pattern in our whole school data; where there are higher numbers of pupils who are both PP eligible and have SENDs, the gap is wider and therefore we will continue to monitor these cohorts carefully and provide targeted additional support.

## **Review of the Intended Outcomes:**

### **1. Improved reading attainment among disadvantaged pupils:**

This is something we have continued to work hard to improve over the last year few years with significant efforts placed on parental engagement and encouraging reading at home as well as school. This is reflected in the KS2 results where reading results are higher than national results and ‘All’ pupils. We will continue with this drive to improve reading across the school, particularly to improve the gap at Greater Depth that still exists.

### **2. Improved maths, English and science attainment for disadvantaged pupils at the end of KS2:**

Our end of KS2 results were strong for our PP eligible children and in all cases better than national results at EXS. However there are still some gaps, mainly at GDS that we need to continue to work on closing.

### **3. Improved oral language skills and vocabulary amongst disadvantaged pupils:**

This was a particularly big focus for 2022-23 with a particular emphasis on pre-teaching of vocabulary for pupils with limited language knowledge and understanding. This has proved to have been a great success in supporting children who struggle to access the curriculum due to lack of understanding of vocabulary, to have greater access to whole class input and ultimately, a better understanding of the content of lessons. The focus on pre-teaching will continue in 2023-24.

Speech and Language support (via NHS) was increased to meet the demands of the children and during the course of last year we had the support of up to 5 different therapists working with our children and families.

We continue to identify needs as early as possible so that referrals can be made as early as possible and support provided.

### **4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils:**

Challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute and we have seen an increase in referrals to the school nursing service for counselling as this is a service that can be accessed fairly quickly. Our FLO continues to work full time to support our most vulnerable families as well as children who are vulnerable to having mental health issues such as high levels of anxiety. There has been a noticeable increase in the needs of our families over the last few years which has led to a surge in requests for referrals for support e.g. Early Help / Homestart or assessments e.g. for Autism / ADHD.

