



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium 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	Chawson Community First School
Number of pupils in school	358
Proportion (%) of pupil premium eligible pupils	86 children 24%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Nicola Peck, Headteacher
Pupil premium lead	Lindsay Wood, Assistant Headteacher
Governor	Dave Peters, lead for pupil outcomes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,660
Recovery premium funding allocation this academic year	£13,630
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£141,290

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 our 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 careers. The interventions which we have outlined in this statement are 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 where 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 development plans for education recovery, including targeted support through School Led Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs identified through robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged and supported 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

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged and vulnerable pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This impacts on all of the core curriculum subjects.
2	On entry to Reception class in the last 2 years, between 60-100% of our disadvantaged pupils arrive below age-related expectations compared to 46-58% of other pupils. This gap has remained for the majority of children to the end of KS2.
3	Our 2020-2021 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 for other pupils. These findings are supported by national figures which have been published in the Autumn term 2022. It has been noted that children have significant knowledge gaps which are not being quickly closed to prevent pupils falling further behind age-related expectations, in all core curriculum subjects. A higher percentage of children achieved the expected standard in core curriculum subjects in 2021-2022 than the previous year, but this still remains lower than the calculated national expected figures.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues and a higher number of wellbeing children that have experienced domestic abuse or have had/are receiving social worker support (16%) or school Early Help. The school also has an increased number of children that are in receipt of free school meals (24%) which is higher than the national average (22.5%). These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our attendance data over the last 3 years shows attendance among disadvantaged pupils had been between 92-94% compared to 95-96% for non-disadvantaged pupils. In Summer 2022 attendance for non-PP was 92% and PP was 90% Persistent absence was 22% for non-PP and 40% for PP. Attendance figures for this period were still affected by COVID and isolation periods. Our assessments and observations indicate that absenteeism and persistent lateness is negatively impacting the progress of individually disadvantaged 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: - the overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%. - the percentage of all pupils who are persistently absent being below 9% and the figure among disadvantaged pupils being in line with their peers (23.8% nationally in 2019). - Improve attendance of disadvantaged pupils is better than the national average (92.4% 2019)

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, resources) Budgeted cost: £86,041

Activity	Evidence that supports this approach	Challenge number
Purchase standardised Rising Stars diagnostic assessments for Reading and Maths. Assessments to be completed termly to quantify progress and identify areas needing further focus and reinforcing.	Standardised tests can provide accurate insights into the specific strengths, weaknesses and gaps in learning of each pupil to help ensure they receive the correct additional support through planned interventions or quality first teaching: Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 3, 4
Enrol in the Year 2 of the Oracy Voice 21 project for key members of lead staff to continue to develop their expertise and then cascade this knowledge across the school through CPD teacher training. This will include release time to attend, prepare and deliver training throughout the year. Embed the implemented use of sentence stems and oracy guidance across the school curriculum from Preschool. These will support pupils to articulate key ideas and discussion responses, support deepening their understanding and extend the breadth of their vocabulary. Create and introduce Oracy progression of skills across the school. Develop oracy curriculum in Year 4.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2,3
Continue to train teachers and support staff in the Little Wandle phonics programme (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils in Reception and Year 1. This will include release time for the phonics lead to carry out observations, identify training needs and organise/ deliver training .	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. This will support development of fluency and allow children to progress in their reading levels. Phonics Toolkit Strand Education Endowment Foundation EEF	2
Further enhancement of our maths on track mastery teaching, curriculum planning and maths on track (MOT) intervention, in line with DfE and EEF guidance. Purchase and introduce mastery of number planning and resources programme. Maths lead teacher release time (funded) to continue to complete GLOW mastery and CPD training and support teachers to embed key elements of guidance in school and to access Maths Hub resources and CPD.	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	1, 2, 3

Review and adapt long term curriculum plans for foundation subjects based on reflection of alterations made last year. To review progression of skills documents and technical subject vocabulary for identified foundation subjects, to ensure that key components are reinforced and built upon throughout and across the year groups without repetition, allowing for embedding a deeper level of skill and knowledge acquisition. Staff will be fully familiar with the subject skills taught in the previous year group in order to make these explicit to the children to support working memory load and support progression. This will include release time for year group planning and SENDCo to support and monitor planning for children who are both PP and SEN.	Teaching for mastery is developing but there is already strong evidence to support teacher led whole class teaching, with common lesson content for all, that is adapted to meet need. This approach removes ceilings for children and allows them to develop a deeper understanding of content and apply their skills across the curriculum. Mastery learning EEF The Ofsted school handbook states that school will be judged on the curriculum being “planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.” It further states that as a result “Pupils are making progress in that they know more, remember more and are able to do more.” School inspection handbook	1,2,3,4
Review writing/ literacy planning to focus on writing compositional skills which allows for ‘Doing fewer things, but better’ over a number of weeks. This will reduce pressures on children’s working memory and support skills being embedded for consistent use in writing. Time for Writing lead to research and prepare staff training. Release time for Writing lead and teachers to hold writing support workshops for planning coaching and reflection. Further release time for Writing lead to monitor changes and identify additional actions throughout the year. Time for teachers to moderate writing to identify impact of the implementation planning modifications. Planning time for developing units.	Teaching for mastery is developing but there is already strong evidence to support teacher led whole class teaching, with common lesson content for all, that is adapted to meet need. This approach removes ceilings for children and allows them to develop a deeper understanding of content and apply their skills across the curriculum. Mastery learning EEF Writing lead needs to be able to confidently deliver up to date training to staff and identify areas that staff need support with. Moderation time for staff will support accurate assessment judgements and inform planning to meet the need of the children to secure progress.	1,2,3
Purchase and trial spelling program – Essential Spelling - in Key stage 2 for early intervention and catch up for those children that are not achieving the expected standard in writing due to spelling. Time for writing lead to monitor, reflect and establish impact on writing attainment.	The EEF guidance for improving literacy in KS2 identifies in section 5 the importance of identifying spelling errors and having strategies for improving spelling which gives explicit teaching and allows time to practice. A structured spelling programme will support teachers with this and help children to secure the expected standard. EEF Guidance for improving KS2 Literacy	1,2,3
Progress of children and impact of provision to be monitored. Judgements to be made based on internal school data, observations, pupil interviews and book scrutiny. This will include release time for PP lead to complete review actions and create summative reports which identify immediate and future actions.	PP lead needs to be able to make accurate judgements about the impact that activities and levels of tiered support and or interventions are having on the children’s attainment. Review will allow for children to be selected and targeted based on individual need and ensure that provision is consistently effective.	1,2,3

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: **£55,382**

Activity	Evidence that supports this approach	Challenge number
Across the school, each class to have class teaching assistants to provide additional targeted 1:1 or small group intervention, to those children identified as being at risk of not making expected progress despite whole class teaching and structured guided work. This will include a proportion of higher ability children and will be delivered over multiple sessions throughout the week until the targets have been assessed as mastered. Interventions will be monitored and CDP provided to staff where necessary throughout the year through PP release time.	When teaching assistants and teachers work in collaboration with a targeted approach of short sessions that build on the work from lessons, it helps to overcome barriers to learning and secure catch up. Teaching Assistant Interventions EEF.html Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4
Additional KS1 phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by the reading lead.	Phonics approaches have a strong evidence base indicating a positive impact on children, 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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Additional reading opportunities for lowest 20% of readers to accelerate reading fluency and attainment. This will be delivered by additional trained teaching assistants over multiple sessions throughout the week.	Children need regular opportunities to apply their phonics knowledge to decoding and to develop fluency and confidence with reading. EEF Guidance for improving KS2 Literacy Literacy KS1 Guidance Report 2020 The reading framework states that children need good word building to become good readers and being able to decode words is essential for equality. Reading framework teaching the foundations of literacy - Sept 22.pdf	
Engaging with the National Tutoring Programme to provide school-led tutoring for children from Year 2-4, whose education has been most impacted by the pandemic. A significant proportion of the children who receive tutoring will be disadvantaged and those with previously lower attendance.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3, 4
Continue to embed and develop use of Little Wandle in Reception. Assessments will identify children not keeping pace with the program and children will then receive catch up intervention sessions.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. This will support development of fluency and allow children to progress in their reading levels. Phonics Toolkit Strand Education Endowment Foundation EEF	2

Wider strategies Budgeted cost: **£8,812**

Activity	Evidence that supports this approach	Challenge number
Improve the quality of social and emotional learning. Whole staff training on wellbeing delivered by DSMHL including identifying signs and symptoms and reporting concerns around mental health, Mental health first aid workshop for identified children to support management strategies and self-help. Monthly drop in sessions for parents to share and discuss worries and concerns about their children.	Research indicates that behaviour interventions support greater engagement in learning and improve attainment. Behaviour interventions EEF (educationendowmentfoundation.org.uk) 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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1,2,3,4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for the attendance coordinator to develop and implement new procedures and conduct meetings and phone calls to engage identified at risk individuals and families.	The DfE guidance informs schools of the importance of engagement and schools with higher engagement have significantly reduced levels of absence and persistent absence within vulnerable families.	5
Contingency fund for covering the cost of school trips and memorable experiences for disadvantaged and vulnerable children.	Based on our experiences, we have identified a need to allocate a small amount of funding to support covering the costs of school visits and visitors where vulnerable families are unable to make the voluntary contributions. This allows for all activities to be viable and open to all. This includes paying a proportion of the costs for children to attend the Year 4 residential trip.	All

Total budgeted cost: £150,235

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 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than non-disadvantaged children. Key stage 2 disadvantaged children made greater progress than key stage 1. Compared to last year with the exception of Y1 Reading every year group has a higher percentage of Pupil Premium children at the expected standard or better in each of the core group subjects. Those Pupil Premium children with SEN are making slower progress and have significant barriers which are being supported. Pupil Premium children continue to achieve the national expected standard by the end of each year group.

End of year data – 2021-2022

		Reception			Year 1			Year 2			Year 3			Year 4		
%		PP	PP-SEN	Non PP	PP	PP-SEN	Non PP	PP	PP-SEN	Non PP	PP	PP-SEN	Non PP	PP	PP-SEN	Non PP
Reading	At +	33%		70%	44%	67%	68%	30%	47%	78%	74%	88%	75%	61%	82%	90%
	Just below				28%	33%	17%	22%	33%	11%	4%	0%	11%	11%	0%	7%
	Below	67%		30%	28%	0%	15%	48%	20%	11%	30%	12%	14%	29%	18%	3%
Writing	At +	25%		59%	44%	67%	68%	17%	27%	57%	39%	53%	61%	36%	53%	67%
	Just below				28%	33%	12%	35%	53%	31%	9%	12%	17%	4%	0%	13%
	Below	75%		41%	28%	0%	20%	48%	20%	11%	52%	35%	22%	61%	47%	20%
Maths	At +	58%		85%	61%	83%	71%	36%	40%	78%	52%	71%	69%	54%	65%	79%
	Just below				11%	17%	15%	39%	47%	13%	9%	6%	14%	25%	24%	11%
	Below	42%		15%	28%	0%	15%	35%	13%	9%	39%	24%	17%	21%	12%	10%

The introduction of Rising Stars assessments substantiated teacher assessments and pupil attainment and will continue to be used in the coming years of the strategy plan. Gaps in learning were identified in maths and informed MOT planning to give opportunities for additional teaching and practice to address these.

Completed lesson observations showed that children have been engaging in their lesson activities and have benefitted from the whole school focus on oracy. Children who would not normally be as forthcoming to contribute are now feeling more confident to do so. The children are making use of sentence stems to help structure their responses. Children are now giving more detailed answers to questions to reflect their learning and understanding across the curriculum. The children have also shown a good level of confidence in their abilities and feeling about school when completing pupil voice interviews – this has been substantiated by curriculum subject leaders as they have completed their subject scrutiny work.

The impact of the Little Wandle phonics programme was noted through teacher observations, assessment and feedback and will be further developed within Reception and Year 1 next year where greater impact will hopefully be measurable in the phonics screening assessments. Staff training both completed and ongoing will support this through increased knowledge, experience and competency of those delivering whole class, group and catch up intervention.

The Glow maths mastery approach is now embedded in school as a whole class approach to teaching and is reflected in the higher percentages of children achieving the expected standard than last year. Catch up/ keep up maths MOT has supported time to practice and reinforce number skills, allowing for application to other areas and a deeper understanding and ability to reason within maths. Identified areas of focus were gained through KPI and termly Rising Stars assessments. Mastery of number will be a focus in Early Years and Key Stage 1 next year with the aim to further support children in early number acquisition and understanding to develop memory retention and recall to enable greater/ more consistent progress.

Tutoring was targeted at 'just below' children with gaps in their learning and provided specific targeted teaching and practice of key skills. Children achieved given targets and demonstrated more consistent use of skills and confidence in reading and writing.

Pupil interviews completed by subject leaders, demonstrated positive impact from the curriculum improvements made across the school. Children demonstrated a deeper understanding of the topics covered and were making links, giving reasoning and opinions and had greater recall of their learning than previously demonstrated. Further work will be completed on progression of skills documents to ensure spiral development and building of skills to further enhance deeper learning and avoid repetition without cognitive overload. Explicit reference to previous learning will also be reinforced to support reducing working memory and allow for greater application of skills.

Work completed on zones have regulation supported children to express and manage their feelings. Pupil behaviours and actions have demonstrated greater well being and ability to manage themselves in different circumstances through having knowledge of strategies to self-regulate. Incidents of staff reporting children displaying higher levels of anxiety with coming into school and during lessons have reduced. Children are able to talk about what keeps them safe in school and ways to manage themselves. Designated Senior Mental Health training has been completed and work will be completed in this second year with creating a graduated response for those children and families that are identified as needing support, which will include the introduction of a mental health practitioner.

Writing continues to be an area where the Pupil Premium children are performing at a lower standard and making slower progress towards the expected standard, compared to their peers. Writing will become a greater whole school focus for next year in the strategic plan with greater emphasis on a slower practice of learning and more time to practice skills and reinforce purpose/ understanding.

Attendance has been a focus throughout the year and the attendance coordinator has introduced a graduated/ tiered response across the school to persistently absence and late families. Meetings have supported targeted families and improvement in lateness has been recorded. Attendance for the Pupil Premium children was 90% at the end of Summer 2022 compared to their peers at 92%. This was a reduced gap of 2% compared to 3.6% gap from Summer 2021. 40% of Pupil Premium children still had persistent absenteeism. National data realised in March for 2020/2021 had absence as 7.8% for Pupil Premium children. Our figure for the same time period was 8.2%. Based on these figures attendance will continue to be a focus in our current three year plan, as we drive to increase the percentages of children achieving the national expectation in all core curriculum areas.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- return to offering a range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- promotion and support of school culture and children's well-being through theme weeks; well-being, arts, health and fitness, PHSE lessons and assemblies.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we reviewed and evaluated the actions which were undertaken in previous years and the degree of the impact on the children's outcomes. We triangulated evidence from multiple sources of data including assessments, planning and book scrutiny, conversations with parents, children and teachers in order to identify the existing and new challenges faced by disadvantaged pupils which impact their achievements and attainment. We also explored a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address the challenges to learning presented by socio-economic disadvantage. We used [The EEF's updated Pupil Premium Guide](#) and the [EEF's implementation guidance](#) to help us develop our strategy, to support our decision making regarding which activities and approaches will be likely to have the highest positive impact for the children in our school. We will continue to use it through the implementation and review of the activities.

We have put a robust assessment and evaluation cycle in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.