



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	Chawson Community First School
Number of pupils in school	340
Proportion (%) of pupil premium eligible pupils	95 children 28%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Nicola Peck, Headteacher
Pupil premium lead	Lindsay Wood, Assistant Headteacher
Governor	Joan Walton, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,826
Recovery premium funding allocation this academic year	£14,645
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£148,471

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 carers. 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 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 studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in all core curriculum subjects.
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 had or are receiving social worker support (13%) or school Early Help. The school also has an increased number of children that are in receipt of free school meals (28%) which is higher than the national average. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 92-94% compared to 95-96% for non-disadvantaged pupils. 13 - 15% of disadvantaged pupils have been 'persistently absent' compared to 7- 8% of their peers during that period. 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)

Budgeted cost: **£83,227**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase standardised Rising Stars diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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 Oracy Voice 21 project for key members of lead staff to develop 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. Trialing and implementing dialogic activities across the school curriculum. These will support pupils to articulate key ideas and discussion responses, support consolidation of their understanding and extend the breadth of their vocabulary.	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
Research and purchase and train teachers in an effective 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 reading lead to carry out research and liaise with other schools and 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 mastery teaching, curriculum planning and maths on track (MOT) intervention, in line with DfE and EEF guidance. 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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 2, 3
Review long term curriculum plans for foundation subjects. To ensure full coverage and a meaningful sequence to ensure engagement, embedding a deeper level of skill and knowledge acquisition. Staff will be fully familiar with the progression of skills documents and these are present in planning and reflected in the children's work. This will include termly 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
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: **£51,059**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 additional trained teaching assistants over multiple sessions throughout the week.	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
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

Wider strategies

Budgeted cost: **£14,185**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional learning. Whole staff training on zones of regulation with the aim of developing the children's abilities to identify their feelings and behaviours and have a tool kit of strategies to regulate themselves and support learning behaviours throughout the school.	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 has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	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: £148,471

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was significantly lower than when assessed previously in February of 2019-2020 in key areas of the curriculum. Despite being on-track during 2018-19, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not achieved and fewer PP children continue to achieve the national expected standard by the end of each year group.

End of year data – 2020-2021

		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 +				38.8%	42.8%	78.1%	22.7%	29.4%	56.8%	44.0%	64.7%	66.7%	61.3%	68.2%	83.1%
	Achieving	33%	40%	57%	50%	57.1%	90.9%	41%	53%	73%	68.0%	82.4%	85.0%	83.9%	90.9%	93.2%
	Narrowing	0%	0%	36%	38.4%	44.4%	42.8%	20%	27.3%	52.2%	44.4%	60%	73.0%	85.2%	94.4%	80.8%
Writing	At +				22.2%	21.4%	65.4%	18.2%	23.5%	48.6%	20.0%	29.4%	38.3%	12.9%	18.2%	64.4%
	Achieving	53%	60%	66%	50%	57.1%	80%	68.2%	76.5%	83.8%	32.0%	29.4%	51.7%	38.7%	40.9%	76.3%
	Narrowing	0%	0%	33%	33.3%	36.3%	68.7%	58.8%	61.5%	65.4%	22.2%	20%	16.2%	26.7%	28.6%	51.4%
Maths	At +				22.2%	21.4%	70.9%	27.3%	35.3%	45.9%	24.0%	29.4%	45.0%	38.7%	45.5%	66.1%
	Achieving	67%	60%	77%	50%	21.4%	87.2%	45.5%	52.9%	59.5%	60.0%	58.8%	78.3%	87.1%	95.5%	91.5%
	Narrowing	0%	0%	33%	33.3%	36.3%	70.9%	41.2%	53.8%	30.8%	52.4%	46.2%	52.4%	78.6%	89.5%	93.8%

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact of this was addressed through maintaining a high-quality core curriculum, including during periods of closure, which was supported through filmed lessons, aided by the use of additional wave 1 resources which were available daily online.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues, there was also an increase in the proportion of children becoming pupil premium and those having social worker involvement. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required to support addressing gaps in learning which had been identified through assessments. Funding was also used to achieve last years actions for embedding maths mastery and introducing whole class teaching of reading. Research was also completed for metacognition and oracy approaches which were delivered to staff and we are building on these approaches with the activities detailed in this plan.

Attendance has fluctuated with cohorts moving through the school over the past three years with the end of year attendance being consistently lower than the national average. A national average has not been published for last year (2020/21) to compare to. Across the times when all pupils were expected to attend school, absence among disadvantaged pupils was 91.8% compared to their peers at 95.4%. This 3.6% gap is larger than the gap from 2019/20 which is why attendance (including persistent absenteeism) 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:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, how to screen pupils to identify specific areas for targeted support and effectively measuring the impact of subsequent intervention strategies.
- adjusting our Early Help offer, where necessary, in order to more effectively support the wellbeing, and our collaborative work with parents.
- 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 children's well-being through theme weeks; well-being, arts, health and fitness.
- introducing a weekly class selected well-being activity.

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.