

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 Oct 2023	Data Oct 2024	Data Oct 2025	Data Oct 2026
School name	Chase Side Primary			
Number of pupils in school	397	382		
Proportion (%) of pupil premium eligible pupils	29.29%	34%		
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2025 2025/2026 2026/2027			
Date this statement was published	October 2023	October 2024		
Date on which it will be reviewed	July 2024	July 2025		
Statement authorised by	Melanie Scull			
Pupil premium lead	Owen Hitchens			
Governor / Trustee lead	Mark Philbrook			

Funding overview

Detail	Amount 2023	Amount 2024	Amount 2025	Amount 2026
Pupil premium funding allocation this academic year	£135,315	£192,945 (Forecast)		
Recovery premium funding allocation this academic year (School led tutoring funding)	£45,975	£0		
Pupil premium funding carried forward from	£0	£0		

previous years (enter £0 if not applicable)				
Total budget for this academic year	£181,290	£192,945		

Part A: Pupil premium strategy plan

Statement of intent

Our key objective in using the Pupil Premium Funding is to diminish the differences between pupil groups. Our intention is for our disadvantaged pupils to achieve at least in line with all pupils nationally. Our intention is that disadvantaged pupils make good progress and achieve high attainment across all subjects. As a school we consistently track all groups of pupils to ensure that they make good or better progress.

Through targeted interventions we are working to eliminate barriers to learning and progress. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium achievement.

Our key principle is that high quality class teaching sits at the heart of this approach. However, we draw on the Education Endowment Foundation research that shows that small group tuition can be effective.

Challenges

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

Challenge number	Detail of challenge																																
1	<p>Attendance rates – this reduces their school hours and causes them to fall behind.</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Pupil Premium</th> <th>Not Pupil Premium</th> </tr> </thead> <tbody> <tr> <td rowspan="2">2020 - 2021</td> <td>Pupil Attendance</td> <td>92.24%</td> <td>95.11%</td> </tr> <tr> <td>Persistent Absence</td> <td>29.37%</td> <td>15.77%</td> </tr> <tr> <td rowspan="2">2021 - 2022</td> <td>Pupil Attendance</td> <td>90.76%</td> <td>93.21%</td> </tr> <tr> <td>Persistent Absence</td> <td>32.35%</td> <td>22.61%</td> </tr> <tr> <td rowspan="2">2022 - 2023</td> <td>Pupil Attendance</td> <td>87.80%</td> <td>92.80%</td> </tr> <tr> <td>Persistent Absence</td> <td>43.10%</td> <td>21.80%</td> </tr> <tr> <td rowspan="2">2023 - 2024</td> <td>Pupil Attendance</td> <td>89.25%</td> <td>93.73%</td> </tr> <tr> <td>Persistent Absence</td> <td>35.37%</td> <td>20.59%</td> </tr> </tbody> </table>			Pupil Premium	Not Pupil Premium	2020 - 2021	Pupil Attendance	92.24%	95.11%	Persistent Absence	29.37%	15.77%	2021 - 2022	Pupil Attendance	90.76%	93.21%	Persistent Absence	32.35%	22.61%	2022 - 2023	Pupil Attendance	87.80%	92.80%	Persistent Absence	43.10%	21.80%	2023 - 2024	Pupil Attendance	89.25%	93.73%	Persistent Absence	35.37%	20.59%
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2	Mobility – repeated moves between school unsettles the children and slows their progress rates as they settle and make new friends. Also details and concerns can go missing as they move from school to school.																																
3	EYFS – Children are seriously behind their peers and need focus to meet good levels of development. Further investigation within each year group to highlight which areas need improvement.																																

4	Fewer disadvantaged pupils are at age related expectations within their year group in phonics because of barriers in language and concentration levels.
5	Some disadvantaged parents / pupils do not have high enough aspirations for their child's academic achievement – pupils do not always have access to a broad range of experiences beyond the school day and exposure to high quality texts. Specifically, children who are at age related expectation not being pushed to be greater depth.
6	Fewer disadvantaged pupils are at age related expectations within their year group in reading (KS1 / KS2).
7	Fewer disadvantaged pupils are at age related expectations within their year group in mathematics (KS1 / KS2).
8	Fewer disadvantaged pupils are at age related expectations across all subjects to meet the combined expectation. (KS2)

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
1. To improve the attendance and reduce persistent absence of highlighted children.	Disadvantaged pupils' attendance and persistent absence levels to be in line with non-disadvantaged pupils.
2. To lessen the negative impact of in year mobility between schools.	Disadvantaged pupils are able to join school and quickly settle enabling them to continue to meet their expected progress.
3. To monitor and accelerate the progress in all areas of the curriculum of all disadvantaged pupils.	To close the gap in Good Levels of Development across the curriculum between disadvantaged pupils in Nursery and Reception and non-disadvantaged pupils.
4. To improve language skills in early years and Key Stage 1 – especially phonics / early reading.	Disadvantaged pupils to be in line with national in: <ul style="list-style-type: none"> • ELG reading • Year 1 phonics screening • KS1 Reading
5. To improve pupils' aspirations and push children who are at age related expectations to want to be greater depth.	To close the gap in 'Greater Depth' and KS1 and KS2 between disadvantaged pupils and non-disadvantaged pupils.

<p>6. To accelerate the progress of all disadvantaged pupils and diminish the difference between disadvantaged pupils and non-disadvantaged in reading.</p>	<p>Disadvantaged pupils to make more than 6 points progress over a year to diminish the gap in reading between non-disadvantaged pupil.</p>
<p>7. To accelerate the progress of all disadvantaged pupils and diminish the difference between disadvantaged pupils and non-disadvantaged in mathematics.</p>	<p>Disadvantaged pupils to make more than 6 points progress over a year to diminish the gap in mathematics between non-disadvantaged pupil.</p>
<p>8. To monitor and accelerate the progress in reading / writing and mathematics of all disadvantaged pupils.</p>	<p>To close the gap in achieving combined in age related expectations between disadvantaged pupils and non-disadvantaged pupils in KS2.</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £28,942

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Advisor available twice daily to target termly highlighted parents.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental Engagement	1
Pupil Support Assistants to assess pupil abilities during the week that they enter the school	1 to 1 tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. one to one Tuition	2
Renewal of the Nuffield Early Language Intervention programme and staff CPD.	The reception (aged 4–5) Nuffield Early Language Intervention Programme (NELI), has been shown to improve children's oral language and early literacy skills, including in two robust EEF trials. Nuffield Early Language Intervention (NELI) - Development of an... EEF (educationendowmentfoundation.org.uk)	3
Renewal of DfE validated Systematic Synthetic Phonics programme and staff CPD.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics EEF (educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £125,414

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the focus on Quality First Teaching.</p> <p>Mathematics / English Lead given ½ day per week to monitor, coach and mentor staff.</p>	<p>The Education Endowment Foundation, in their guide to Pupil Premium, stated in 2021 (website) “Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient to an effective school and should rightly be your top priority for PP spending”</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	3/4/5/6/7/8
<p>Improve the focus on Quality First Teaching.</p> <p>Middle Leaders given ½ day per week to monitor, coach and mentor staff within their team.</p>	<p>The Education Endowment Foundation, in their guide to Pupil Premium, stated in 2021 (website) “Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient to an effective school and should rightly be your top priority for PP spending”</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	3/4/5/6/7/8
<p>Improve the focus on Quality First Teaching.</p> <p>Setting high expectations for all disadvantaged pupils and teachers knowing who these pupils are in class</p> <p>PSA provide Small Group support (Pre / Post Teaching)</p> <p>Home Learning Club</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	3/4/5/6/7/8
<p>PSA provide Small Group support (Math-</p>	<p>The Education Endowment Foundation, in their guide to Pupil Premium, stated in 2021 ‘The average impact of the deployment of teaching assistants is about an</p>	3/4/5/6/7/8

ematics precision teaching, spelling made easy, oracy sessions, writing precision teaching)	additional four months' progress over the course of a year.' Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	
Teacher identifying 5 PP children who are on the cusp of ARE, checking in during every lesson and giving feedback / marking book in front of them.	Feedback appears to have slightly greater effects for primary school age pupils (+7 months) than for secondary (+5 months). Effects are high across all curriculum subjects, with slightly higher effects in mathematics and science Low attaining pupils tend to benefit more from explicit feedback than high attainers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	3/4/6/7/8

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

Budgeted cost: £38,589

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding the principles of good practice set out in the document.</p> <p>Advise the attendance officer to monitor disadvantaged attendance and intervene where necessary.</p> <p>Ensure we are covering all aspects of the Attendance White paper.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistence absence EEF finding shows that pupils who participate in the arts show that it has a positive impact on academic outcomes and can be a positive route to re-engage older pupils in learning</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	1
Provide access to a range of external and internal training	The Education Endowment Foundation, in their guide to Pupil Premium, stated in 2021 (website) 'Parental engagement	1/5

<p>that covers the needs that disadvantaged parents have highlighted.</p>	<p>has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.'</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	
<p>Provide a range of extra-curricular clubs after school. Visitors and Visits. Small group Music tuition.</p>	<p>EEF finding shows that pupils who participate in the arts show that it has a positive impact on academic outcomes and can be a positive route to re-engage older pupils in learning.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>

Total budgeted cost: £192,945

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.

Data

Early Years Foundation Stage Results (EYFS)			
	All	Pupil Premium	Not Pupil Premium
2024 Current Y1	75	40	82.61
2023 Current Y2	46.15	11.11	56.67
2022 Current Y3	55.3	35.2	66.6
2021 Current Y4	58.6	52.6	64.1
2020 Current Y5	64	62	65
2019 Current Y6	70.1	42	74

Phonics Screening Year 1			
	All	Pupil Premium	Not Pupil Premium
2024 Current Y2	60	44.44	70.37
2023 Current Y3	81.13	93.75	93.55
2022 Current Y4	81.4	86.3	78.1
2021 Current Y5	82	78.6	83.7
2020 Current Y6	94.23	86.67	97.3

Phonics Screening by the end of Year 2			
	All	Pupil Premium	Not Pupil Premium
2024 Current Y3	90	76.19	100
2023 Current Y4	90.2	90	90.32
2022 Current Y5	87.9	87.5	88.1
2021 Current Y6	86.8	77.7	91.4

Multiplication Check end of Year 4			
with eligible marks for the MTC (marks of 0-25). 90.0% of			
	All	Pupil Premium	Not Pupil Premium
2024 Current Y5	19	18	20
2023 Current Y6	21	20	21
2022 Current Y7	18	15	20

School Teacher Assessment Key Stage 1 2021 – Covid Year no results.

SCHOOL TEACHER ASSESSMENTS 2022	Pupil Premium				Not Pupil Premium			
	Subject	PK	WTS	EXS	GDS	PK	WTS	EXS
Reading	31.58	31.58	26.32	10.53	12.5	15	37.5	35
Writing	47.37	21.05	31.58	0	15	27.5	47.5	10
Mathematics	21.05	31.58	36.84	10.53	10	27.5	40	22.5
Science	0	33.33	66.67	0	0	20	80	0

SCHOOL TEACHER ASSESSMENTS 2023	Pupil Premium				Not Pupil Premium			
	Subject	PK	WTS	EXS	GDS	PK	WTS	EXS
Reading	20	15	50	15	22.59	6.45	48.39	22.58
Writing	25	35	30	10	22.59	16.13	51.61	9.68
Mathematics	15	25	50	10	25.81	9.68	41.94	22.58
Science	30	0	70	0	25.81	0	74.19	0

KS 1 TEACHER ASSESSMENTS 2024	Pupil Premium				Not Pupil Premium			
	Subject	PK	WTS	EXS	GDS	PK	WTS	EXS
Reading	38.1	19.05	42.86	0	138.11	13.33	53.33	23.33
Writing	38.1	23.81	38.1	0	138.11	26.67	46.67	16.67
Mathematics	28.57	33.33	38.1	0	128.57	26.67	50	16.67
Science	38.1	0	61.9	0	100	0	90	0

Assessment Key Stage 2 2021 – Covid Year no results.

ASSESSMENTS 2022	Pupil Premium				Not Pupil Premium			
	Subject	PK	WTS	EXS	GDS	PK	WTS	EXS
Grammar, Punctuation and Spelling	10.53	36.84	52.63		2.44	14.63	82.93	
Reading	10.53	36.84	52.63		2.44	26.83	70.73	
Mathematics	10.53	42.11	47.37	0	2.44	17.07	80.49	
Writing		52.63	42.11	5.26	2.44	19.51	56.1	21.95
Science	31.58		68.42	0		17.07	82.93	
Combined			36.84				65.85	

ASSESSMENTS 2023	Pupil Premium				Not Pupil Premium			
	Subject	PK	WTS	EXS	GDS	PK	WTS	EXS
Grammar, Punctuation and Spelling	20	20	60		10	5	85	
Reading	13.3	13.3	73.4		10	10	80	
Mathematics	20	20	60		10	5	85	
Writing	7.69	15.38	61.54	15.38	5.12	15.38	56.41	23.08
Science		23.08	76.92			12.82	87.18	
Combined			69.23				76.92	

Assessments 2024	Pupil Premium				Not Pupil Premium			
	Subject	PK	WTS	EXS	GDS	PK	WTS	EXS
Grammar, Punctuation and Spelling	4.76	33.33	61.9		5.12	30.77	64.1	
Reading	4.76	23.81	71.43		5.12	17.95	76.92	
Mathematics	4.76	47.62	47.62		5.12	25.64	69.23	
Writing		30	65	5	5.12	23.08	53.85	17.95
Science		30	70			20.5	79.49	
Combined			50				64.1	

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
None	

Service pupil premium funding (optional)

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?	None
What was the impact of that spending on service pupil premium eligible pupils?	None

Further information (optional)

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium, this will include

- Providing School based counselling Speak Up 3 days a week, to ensure that the children are able to discuss any mental health issues.
- Providing subsidised Music tuition from the Enfield Music Service.
- Providing subsidised visits.
- Providing free school-based clubs.

We used the EEF's guidance to help us develop our strategy. We have a robust evaluation process in place for the duration of our approach and will adjust plans over time as necessary to secure the best outcomes for our pupils.