

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 2021	Data Oct 2022	Data Oct 2023
School name	Chase Side Primary		
Number of pupils in school	411	396	397
Proportion (%) of pupil premium eligible pupils	29.2%	32.0%	29.29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024		
Date this statement was published	October 2021	October 2022	October 2023
Date on which it will be reviewed	July 2022	July 2023	July 2024
Statement authorised by	Melanie Scull		
Pupil premium lead	Owen Hitchens		
Governor / Trustee lead	Mark Philbrook		

Funding overview

Detail	Amount 2021	Amount 2022	Amount 2023
Pupil premium funding allocation this academic year	£120,120	£177,545	£135,315
Recovery premium funding allocation this academic year (School led tutoring funding)	£9,990	£42,582	£45,975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£0
Total budget for this academic year	£130,110	£220,127	£181,290

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	Disadvantaged pupils need to accelerate their progress to ensure they are in line with non-disadvantaged pupils in our school – lower language and literacy skills impacts on the progress.
2	Fewer disadvantaged pupils are at age related expectations within their year group in writing because of barriers in language, literacy skills and understanding of vocabulary.
3	Fewer disadvantaged pupils are at age related expectations within their year group in mathematics.
4	Some disadvantaged parents 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.
5	There is inconsistent support from home – attendance at meetings, support with home learning, family challenges, lack of confidence to help with Reading/Writing/Mathematics.
6	Attendance rates – this reduces their school hours and causes them to fall behind. Disadvantaged pupil's attendance – 2020/2021 92.24%, 2021/2022 90.76%, 2022/2023 87.8% Non Disadvantaged pupil's attendance – 2020/2021 95.11%, 2021/2022 93.21%, 2022/2023 92.8% Disadvantaged pupils Persistence Absence – 2020/2021 29.37%, 2021/2022 32.35%, 2022/2023 43.1%

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 language skills in early years and Key Stage 1 – especially subject specific vocabulary to support reading skills.	Disadvantaged pupils to be in line with national in: <ul style="list-style-type: none"> • ELG reading • Year 1 phonics screening • KS1 Reading
2. To accelerate the progress of all disadvantaged pupils and diminish the difference between disadvantaged pupils and non-disadvantaged in writing.	Disadvantaged pupils to make more than 6 points progress over a year to diminish the gap in writing between non-disadvantaged pupil.
3. To accelerate the progress of all disadvantaged pupils and diminish the difference between disadvantaged pupils and non-disadvantaged in mathematics.	Disadvantaged pupils to make more than 6 points progress over a year to diminish the gap in mathematics between non-disadvantaged pupil.
4. To provide wider experiences for disadvantaged pupils to widen their life chances and develop a wider range of life skills and vocabulary.	Disadvantaged pupils to make at least 6 points progress over a year. Tracking of after school activities show that at least 30% of cohort are disadvantaged pupils.
5. To increase opportunities for disadvantaged parents to build confidence in their ability to support their children academically.	Range of parental training is provided and targeted at disadvantaged families. Tracking of parental training show that at least 30% of cohort are disadvantaged families.
6. To improve attendance rates of disadvantaged pupils to ensure they are in line with other pupils nationally. To improve punctuality of disadvantaged pupils. To reduce the persistent absence rates of disadvantaged pupils to ensure they are in line with other pupils nationally.	Increase disadvantaged pupils' attendance by 3% (currently 92%)

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: £20,297

Activity	Evidence that supports this approach	Challenge number(s) addressed
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)	1
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)	1
Continuation of the Making a Mark Art programme and staff CPD.	The Education Endowment Foundation, stated in 2021 (website) ‘We should teach the arts for their own sake – for the intrinsic value of learning creative skills and the enjoyment they bring.’ EEF Blog: Why Arts Education Matters EEF (educationendowmentfoundation.org.uk) Arts participation EEF (educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £87,955

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>	2 / 3
<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>	2 / 3
<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>Revision Text books Mathematics and SPaG (Y6)</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>	2 / 3
<p>PSA provide Small Group support (Mathematics precision teaching, Stareway to spelling, writing precision teaching)</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 additional four months’ progress over the course of a year.’</p>	2 / 3

	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27,063

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a range of extra curricular clubs both during lunchtimes and after school. Visitors and Visits. Small group Music tuition.	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. Arts participation EEF (educationendowmentfoundation.org.uk)	4
Provide access to a range of external and internal training that covers the needs that disadvantaged parents have highlighted.	The Education Endowment Foundation, in their guide to Pupil Premium, stated in 2021 (website) '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 EEF (educationendowmentfoundation.org.uk)	5
Embedding the principles of good practice set out in the document. Advise the attendance officer to monitor disadvantaged attendance and intervene where necessary.	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 Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	6

Total budgeted cost: £135,315

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
2023 Current Y1	46.15	11.11	56.67
2022 Current Y2	55.3	35.2	66.6
2021 Current Y3	58.6	52.6	64.1
2020 Current Y4	64	62	65
2019 Current Y5	70.1	42	74
2018 Current Y6	71.43	50	75.47

Phonics Screening Year 1

	All	Pupil Premium	Not Pupil Premium
2023 Current Y1	81.13	93.75	93.55
2022 Current Y2	81.4	86.3	78.1
2021 Current Y3	82	78.6	83.7
2020 Current Y4	94.23	86.67	97.3
2019 Current Y5	92	100	89
2018 Current Y6	89.47	90	89.36

Phonics Screening by the end of Year 2

	All	Pupil Premium	Not Pupil Premium
2023 Current Y3	90.2	90	90.32
2022 Current Y4	87.9	87.5	88.1
2021 Current Y5	86.8	77.7	91.4
2020 Current Y6	100	100	100

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

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	

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 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.