

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	Chase Side Primary
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	29.2%
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
Date on which it will be reviewed	July 2022
Statement authorised by	Melanie Scull
Pupil premium lead	Owen Hitchens
Governor / Trustee lead	Mark Philbrook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,120
Recovery premium funding allocation this academic year	£9,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£130,110

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 – 92.24 Non Disadvantaged pupil's attendance – 95.11 Disadvantaged pupils Persistence Absence – 29.37% Non Disadvantaged pupils Persistence Absence – 15.77%

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: £26,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase 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
Entering into 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
Entering into 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: £70,676

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: £32484

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a range of extra curricula clubs both during lunchtimes and after school. Visitors and Visits (when covid allows)	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: £ £130,110

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.

Current attainment data cannot be provided from 2020-2021 due to the Coronavirus pandemic, where all schools closed again in January 2021 until March 2021. Statutory assessments did not take place in the Summer of 2021. Therefore, we are unable to use data as a source of evidence and comparison for this Pupil Premium Strategy.

Our internal data during 2020/21 shows that the progress of disadvantaged pupils was not in line with non-disadvantaged pupils in some year groups.

Our assessment of the reasons for these outcomes point to the impact of Covid 19. The impact was mitigated by maintaining a high-quality curriculum, including during periods of partial closure and by ensuring that children had access to a device at home.

Physical resources were available for all children if parents felt that these would be more beneficial than the Live Learning provided.

All children from Reception to Year 6 had daily Live Learning (recorded and sent later) for Writing, Mathematics, and Reading along with weekly Live Learning PE, Spanish and Music as well as weekly activities to cover the other subjects.

Overall attendance in 2020/21 was lower than in the preceding year, the persistent absenteeism of PP is a concern and will be a focus of the Attendance Office and FSA for 2021-2022; particularly in ensuring children return to school in Autumn 2021.

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.

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.