

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Chipping Hill Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	13.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023,2023-2024, 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Natasha Robson
Pupil premium lead	Charlotte Jones
Governor / Trustee lead	Karen Butler/Sarah Frost

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84, 325
Recovery premium funding allocation this academic year	£5196
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3, 565
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£93, 086

Part A: Pupil premium strategy plan

Statement of intent

At Chipping Hill Primary, we have high aspirations and ambitions for all our children. We are determined to ensure that the children at our school have every chance to realise their full potential. We understand that challenging socio-economic circumstances can create additional barriers to success for children. However, we are clear that these challenges can be overcome, taking a tiered approach which includes ensuring all children have access to excellent classroom teaching; targeted academic support to help children make progress; and wider strategies tackling the non-academic barriers to success, such as social and emotional support or behavioural support. Our identification of need is based on assessments and not assumptions. Our staff team are experts in our pupils, not their labels. We believe that every interaction matters and that all children should feel a sense of belonging and ownership. We will utilise the Pupil Premium, which is additional to main school funding, to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers. We will ensure funding to tackle disadvantage reaches the pupils who need it most.

- We will ensure that teaching and learning opportunities meet the needs of all of the pupils
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we will recognise that not all pupils who meet the Pupil Premium criteria will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being in need of intervention and support.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time
- We will challenge all children to achieve the best outcomes they can, making the best progress they can through scaffolded support and high expectations for all.
- We will support our pupils in receipt of the pupil premium grant to overcome barriers to their learning wherever we can, be they academic (through the use of tutoring support, small group targeted interventions and resources), social (through the attendance at clubs, school visits and working well with others and building positive relationships) or financial (resources, school visit and extra-curricular club costs, lunches and uniforms where needed)

All children need opportunities to enrich their lives through experience and have access to wider opportunities. Children unable to access these through their home circumstances will get the opportunity through the broad, balanced and inclusive curriculum offered in school and through our after-school clubs.

Challenges

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

Challenge number	Detail of challenge
1	To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
2	For all disadvantaged pupils in school to make or exceed nationally expected progress rates (in line with non-disadvantaged rates)
3	Highlight barriers to learning, analyse impact and address these as priorities
4	To ensure all children achieve at least age appropriate reading and writing skills irrespective of starting point
5	Address social and emotional needs of the pupils arising from the pandemic and other extenuating circumstances
6	Increase the opportunity for extended learning and social engagement opportunities outside the school day follow the pandemic

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure achievement.

Intended outcome	Success criteria
Attainment gap between disadvantaged and non-disadvantaged significantly reduced	<p>Teacher assessed data will be analysed at the end of each term and compared to pupil outcomes from summative assessments at the end of the prior year for progress.</p> <p>An evaluation between Summer 2023 and Summer 2024 will be undertaken.</p> <p>Review highlights areas for development and addressing.</p> <p>Provision of additional tutoring.</p> <p>Provision of intervention strategies based on research and data of need.</p> <p>90% of children achieve the expected standard upon exit from the school.</p>
Rates of progress for disadvantaged exceed national rates for non-disadvantaged	<p>Progress and outcomes of disadvantaged children from Summer 2023 will be compared to national rates (2023 data)</p> <p>Gap closing with significant progress towards equanimity between groups.</p> <p>Provision of additional tutoring.</p> <p>Intervention strategies (research based/school designed) reflect needs arising from data review.</p> <p>90% of children achieve the expected standard upon exit from the school.</p>
Barriers to learning addressed within all pupils causing concern	<p>Engagement and outcomes for pupils causing concern will have increased from starting points - evidenced by hard and soft data.</p>

	<p>Highlighted barriers addressed through coherent planning from research based initiatives.</p> <p>All children assessed in the first term of EYFS, undertaking phonological awareness and engagement assessments.</p> <p>Speech and Language needs identified early and met via interventions with trained staff.</p> <p>Independent Speech and Language Therapist assesses and meets need of children across the school with greatest need.</p> <p>Curriculum offer adapted to meet cohort needs.</p> <p>All school staff adhere to the Behaviour Policy consistently.</p> <p>Improved behaviour feedback on the pupil questionnaires.</p> <p>Under 5% of pupils report that behaviour in lessons and around school is less than good.</p> <p>Pupil's behaviour is not a barrier to their learning.</p>
Reading outcomes for all pupils at least at age related expectations	<p>Formulation and implementation of 'Everyone a reader' strategy</p> <p>Targeted support and intervention for children working below age related expectations</p> <p>Assessment tracking and gap analysis highlights areas for growth and</p>
Writing outcomes for all pupils at least at age related expectations	<p>Review of 'writing strategy' reflecting approach to meeting assessed needs.</p> <p>Targeted support and intervention for children working below age related expectations.</p> <p>Assessment tracking and gap analysis highlights areas for growth and development.</p>
Self-efficacy of pupils is enhanced with support structures addressing needs of the children efficiently and effectively	<p>Pupil perceptions, observations and individual progress and attainment measures will highlight increased resilience and display growth mindset towards learning</p>
High uptake of extended provision opportunities for disadvantaged children	<p>Percentage of disadvantaged children taking up extended provision at least in line with non-disadvantaged.</p> <p>Increased extended provision beyond sport.</p> <p>Enhanced tuition and focus group support for disadvantaged.</p> <p>Financial restrictions do not prohibit children from attending any school trips.</p> <p>Increased numbers of disadvantaged pupils are attending school clubs/music tuition/competitions.</p> <p>Termly enrichment activities/trips/events are coordinated and enable children to access wider opportunities.</p>
Pupils' emotional wellbeing and resilience improves through the provision of support, meeting the emotional needs of pupils and reducing barriers to learning related to pupil wellbeing and behaviour	<p>Pupil morale is raised</p> <p>Pupil resilience to learning is raised</p> <p>Pupils feel listened to</p> <p>Pupils have a bank of strategies available to them to support their emotions and behaviour inside, outside, at school and elsewhere</p> <p>Pupils enjoy coming to school</p> <p>Pupils make at least expected progress in their learning</p> <p>Engagement and outcomes for pupils causing concern will have increased from starting points</p> <p>Children referred for support through Drawing and Talking or Play Therapy when needs identified.</p> <p>The school's pupil support workers are available to support when a need identified.</p>

	<p>There are clear systems in place for referrals as well as signposting families to additional specialist support.</p> <p>Information gathered from pupil feedback questionnaires shows that children feel they have strategies to manage their emotions and mental wellbeing</p>
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow staff high quality Professional Development delivered by advisory support	<p>Use of INSET Days and twilight sessions.</p> <p>Cover for the SLT on a weekly basis</p> <p>All subject Leaders released for two half days every term – cover provided.</p> <p>CPD meets specific needs of individual and groups of staff.</p>
Targeted support	Ensuring every YG gets additional 'catch up' support - 10% per week via HLTA. The named person will work all year in the same YG for consistency.	<p>Each YG to have 10% 'catch up' support for 2022/23 and 2023/24.</p> <p>This will reduce the pupil / teacher ratio and lead to focussed small group support.</p> <p>Focussed use of Pre-teach and Post teach and pupil conferencing strategies thus enhancing mastery.</p> <p>PPG Champions to conference with pupils across upper Key Stage 2.</p>
Wider strategies	<p>Engaging the families facing the most challenges</p> <p>Ensuring all children in Y6 have a residential.</p> <p>Ensuring all children across the school have access to trips and extra-curricular provision</p>	<p>Working closely with Witham Collaborative and the LA, on outreach.</p> <p>Hosting parent workshops and support groups.</p> <p>TAF meetings and pastoral support delivered.</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: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly professional development meetings focussing on pedagogy, effective use of assessment and targeted curriculum initiatives	EEF – teacher professional development	1,3,4
Advisory support – subject specific	EEF – teacher professional development, social and emotional learning, education and neuroscience	1,3,4
SEND specific professional development (inc. TPP)	EEF – early language development, Special educational needs and disabilities, social and emotional learning	1,2,3,4,5
NPQs	EEF – careers education, teacher professional development	3,4,5
HLTA training programme (Oxbridge CACHE L4)	EEF – metacognition and self-regulation, behaviour, impact of feedback approaches	4,5
Forest schools (increase staff trained)	EEF evidences collaborative learning approaches as providing high impact for very low cost. We have seen high impact on pupil engagement, morale and social skills when they are active and learning outdoors	3,5,6

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reading</i></p> <ul style="list-style-type: none"> • To ensure that the Phonic Reading strategy is monitored closely and pupils making below expected progress are identified in Target Setting meetings • Target disadvantaged pupils using in house data and provide catch up support from the HLTA in every YG to close the gap • To monitor the Guided Reading strategy and CHRP across the school ensuring regular reading opportunities are being seen • To create a welcoming and positive reading environment in each class, the library and entrance. • To analyse summative assessment data and identify the children who require catch up provision. • To embed understanding and knowledge through a thematic approach • To promote a love of reading throughout school 	<p>EEF – Accelerated reader, early language development, parental engagement, teacher professional development, Reading comprehension strategies Assembly</p>	<p>1,2,4</p>
<p><i>Writing</i></p> <ul style="list-style-type: none"> • To ensure that the writing strategy is monitored closely and pupils making below expected progress are identified in Target Setting meetings • Target disadvantaged pupils using in house data and provide catch up support from the HLTA in every YG to close the gap • To analyse summative assessment data and 	<p>EEF Improving literacy in Key Stage 1 & 2 – recommendation 4 & 5</p>	<p>1, 2, 4</p>

<p>identify the children who require catch up provision.</p> <ul style="list-style-type: none"> • To embed understanding and knowledge through a thematic approach • To promote and instil a thirst for creative writing throughout the school – utilise theme days and drama workshops 		
<p>To ensure summative end of KS2 results are at, or exceed, national expectations for progress</p> <ul style="list-style-type: none"> • To increase capacity of adults in every YG from Rec to Y6 to provide a more favourable staff to pupil ratio, resulting in positive progress gains • To upskill support staff with appropriate approaches and pedagogy to teaching interventions • To identify pupils who may require more targeted support on a daily basis • Deploy school based tuition and interventions to address underperformance and accelerate outcomes 	EEF – review of attainment measures in literacy, maths and science, early years toolbox, measuring up –helping teachers assess better, meaningful and manageable assessment	1,2,3,4,5
<p>Barriers to learning addressed</p> <ul style="list-style-type: none"> • Pupils basic emotional and social needs may currently be inhibited placing them in a position to make accelerated progress • Learning behaviours at lunchtime may need developing due to long periods of self-isolation 	EEF – closing the attainment gap, attainment gap report, Key lessons learned in EEFs first six years, education and neuroscience, metacognition and self-regulation, parental engagement	1,2,3,4,5

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

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve attendance and progress of disadvantaged pupils	EEF – working with parents to support children’s learning	1,2,3, 4

<p>and ensure they are in line with national expectations</p> <ul style="list-style-type: none"> • To identify pupils who are falling behind national • To provide tailored support for families with low attendance, working with key members of staff and Governors • To provide pupils with the opportunity to attend the WAC free and to engage with structured activities such as DB Primary, Edshed and school based tuition. 	<p>Researchschool.org – Evidenced approach to improving attendance Attendanceworks.org – understanding and addressing absenteeism</p>	
<p>To enhance pupils’ cultural capital by providing a breadth of experiences</p> <ul style="list-style-type: none"> • To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development • To allow all disadvantaged children a free residential in Y6. • To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from Creative Curriculum lessons • To provide greater enrichment opportunities for disadvantaged pupils. Access to all extra-curricular clubs free/peripatetic tutors • To have themed curriculum days to deepen children’s understanding of specific topic areas 	<p>EEF – Impact of arts education on cognitive and non-cognitive outcomes of school aged children</p>	<p>1,2,3</p>
<p>To provide enhanced extra-curricular activities.</p> <ul style="list-style-type: none"> • Increased sports clubs across a range of disciplines • Improved external provider support thus adding greater provision • Increased clubs which focus on the arts • Opportunity for academic provision optimised 	<p>EEF – Impact of arts education on cognitive and non-cognitive outcomes of school aged children</p> <p>EEF – Cognitive science approaches in the classroom</p>	<p>5,6</p>

<p>To work proactively and reactively with families and provide bespoke support</p> <ul style="list-style-type: none"> To allocate a contingency fund, in light of the cost of living crisis, to support current pupils and those who are new to Chipping Hill. This may be on additional interventions or additional adult support, or the NTP where necessary on ad hoc basis 	<p>EEF – working with parents to support children’s learning</p>	<p>1,2,3,4,5, 6</p>
<p>Barriers to learning priorities addressed</p> <ul style="list-style-type: none"> Poor attendance, including those resulting from social circumstances Ensure targeted children attend breakfast club and have access to the PSW 	<p>EEF – Non-cognitive skills literature review EEF – Social and emotional learning EEF – Metacognition and self-regulation EEF - SEND</p>	<p>3,6</p>
<p>Trauma Perceptive Practice training for the whole staff (3 x INSET days)</p>	<p>Trauma Perceptive Practice is a practice promoted across Essex schools to enable staff to understand and respond to pupil behaviour effectively. EEF evidences that behaviour interventions have a moderate impact for a low cost, understanding and using metacognition and self-regulation has a very high impact for a very low cost, social and emotional learning has a moderate impact for a very low cost</p>	<p>3,5</p>

Total budgeted cost: £ 93, 086

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 2022 to 2023 academic year.

- Pupils identified as requiring school led tuition accessed support from years 1 through to 6. Data demonstrates rapid progress following poor engagement during remote learning.
- Additional support with uniform or providing equipment to support home learning provided (cost of living/isolation) ensured improved engagement and access to learning.
- Food parcels organised through Witham Community Hub/Essex Freemasons for those families under significant financial pressure, ensuring children appropriately fed before and after school.
- Engagement with the Wilderness Foundation to support pupils exhibiting high levels of anxiety afforded them the opportunity to develop their emotional wellbeing and thus access school life more easily.
- Play Therapy or Drawing and Talking Therapy continued allowing children support with their social, emotional and mental wellbeing. This improved self-efficacy and ability to access learning.
- Additional tutoring and interventions continued and offer enhanced, allowing children to make increased progress.

Data specific

- At the end of Year 6, 85% of pupils were working at or above in Reading, 79% were working at or above in Writing, 90% were working at or above in maths. 72% of children achieved R/W/M combined.
- At the end of Year 2, 82% of pupils were working at or above in Reading, 75% were working at or above in Writing, 78% were working at or above in maths. 68% of children achieved R/W/M combined.
- 92% of pupils passed the Phonics test in the Summer Term of Year 1.
- 77% of children achieved a Good Level of Development at the end of EYFS.
- Attendance rates above national when combining absence and COVID related.
- Strategies from the previous year, which were most effective, will continue into this current plan.

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
Elklan Speech and Language training	ELKLAN
National Tutoring programme	Pearson

CACHE level 4 Advanced practitioner	Oxbridge distance learning
Counselling support	Wilderness Foundation
Assessments	NFER
Subject specific training through associations (e.g. History association)	Association specific
Science and technology through the curriculum	STEM

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

We keep a working document of children who become 'vulnerable' for various reasons: reviewed continually following internal assessment and pupil progress meetings.

We class a child as 'vulnerable' if they are at risk of not achieving the expected standard due to emotional needs, behavioural needs, Special Educational Needs, changes in home circumstances or other reasons. We put in place appropriate support when the need arises, not as a means of accruing funding.

Children may transfer onto or off our 'vulnerable' list as their circumstances change. These children continued to be reviewed through school assessment systems as it is important that all children have access to the support they need, relating to additional funding or not.

Although our total budgeted spend is higher than our allocated funding, we recognise the needs of our pupils and aim to meet these needs through this plan and additional funding provided by the school.