



## Broad Chalke Primary School CofE (VA) Primary School

# Pupil Premium Strategy Statement

*“With the love of God we learn, grow, care and share”*

This statement details our school’s use of pupil 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	Broad Chalke Primary School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	7% (13 pupils) 7% (13 pupils – service premium)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Heather Luft (Headteacher)
Pupil premium lead	Heather Luft (Headteacher)
Governor / Trustee lead	Michael Gibb

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23536
Recovery premium funding allocation this academic year	£2175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total Budget for this academic year</b>	<b>£25701</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Broad Chalke Primary School, we believe every child, regardless of their background or the challenges they face, is provided with a high-quality education and learning experiences which ensure they make good progress and fulfil their individual potential, whilst in our care.

We use the EEF’s implementation guidance to help us develop our strategy and adapt our pupil premium spending each term to meet the ongoing needs of the children and based on the evidenced effectiveness of each intervention.

Research demonstrates that children from disadvantaged backgrounds often face additional challenges in reaching their potential and generally do not perform as well as their peers at school.

High quality teaching is at the heart of our approach to ensure our offer meets the needs of every pupils. We aim to ensure all barriers to learning are removed so our pupils can know more and remember more to maximise their life skills in order to full equip them for life beyond our school.

Broad Chalke’s Pupil Premium Strategy takes a tiered approach to ensure all pupils, including our disadvantaged pupils, consistently experience the high-quality teaching, have access to targeted academic support and benefit from wider strategies including pastoral support for social and emotional difficulties, attendance and behaviour which can impact on success in school.

Our ultimate intent at Broad Chalke is:

- To narrow and ultimately eliminate the gap between disadvantaged and non-disadvantaged pupils within the school
- To ensure all disadvantaged pupils exceed national expected progress rates in order to reach Age Related Expectations or above at the end of Year 6
- To ensure all disadvantaged pupils have access to a full and diverse curriculum to enrich their experiences, raise self esteem and aspirations for now and beyond the school.

## Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1	On entry attainment of disadvantaged learners core subjects is not in line with non-disadvantaged learners which can lead them not meeting age related expectations
2	The vocabulary and speech and language gap is evidenced by some disadvantaged pupils across the school which can inhibit their early reading and progress across the curriculum
3	Discussions with parents and or staff observations suggest some of our disadvantaged pupils lack confidence and/or have low self-esteem. This is hindering their academic success or ability to flourish
4	Monitoring of attendance rates suggests a small percentage of pupils eligible for PP have a below expected attendance rate which negatively impacts disadvantaged pupils' progress
6	Some of our pupil premium parents are less engaged with their child's learning and can find it challenging to form impactful relationships with the school

## 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
Accelerated progress for our disadvantaged learners to close the attainment gap	<ul style="list-style-type: none"> <li>Assessments &amp; observations show improved attainment, engagement in lessons and confidence among disadvantaged learners</li> <li>Lesson drop-ins, book looks and pupils conferencing confirm significant improvement in attainment, engagement and confidence in English and Maths among disadvantaged pupils</li> <li>End of year reading, maths, writing and GPS assessments evidence a higher percentage of disadvantaged pupils making accelerated progress over the period of this statement.</li> <li>End of year assessments evidence a higher percentage of disadvantaged pupils working at the expected standard. 80% of disadvantaged pupils meet the expected standard in 2 or more subjects</li> </ul>
Improved oracy and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> <li>Assessments and observations indicate significantly improved confidence with oral language and effective use of subject-specific vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons (demonstrated</li> </ul>

	<p>through use of oracy skills) and ongoing formative assessment</p> <ul style="list-style-type: none"> <li>• Learning walks, book-looks and staff feedback demonstrate oracy and subject-specific vocabulary development in pupils eligible for Pupil Premium because of quality first teaching across the curriculum.</li> </ul>
Improved attendance for our disadvantaged pupils	<ul style="list-style-type: none"> <li>• Improve our disadvantaged pupil attendance to 96%</li> </ul>
Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	<p>Sustained positive wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• an increase in pupils accessing pastoral support</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Improved progress in phonics	<ul style="list-style-type: none"> <li>• To exceed disadvantaged national average expected standard in the phonics check (Year 1 and end of Year 2)</li> </ul>
Increased opportunities for cultural capital for disadvantaged pupils to achieve greater equality	<ul style="list-style-type: none"> <li>• 100% of disadvantaged pupils attend school trips and residentials</li> <li>• All PP pupils attend at least one enrichment opportunity per week for 4/6 terms</li> <li>• Increased number of PP pupils attend sport festivals and community events</li> </ul>
Increase opportunities for parental engagement within school	<ul style="list-style-type: none"> <li>• 100% disadvantaged pupil parents attend parent evenings</li> <li>• 100% disadvantaged pupils are actively engaged on Seesaw</li> <li>• 90% parents attend whole school 'special events' e.g. stay and read</li> </ul>

## 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: £ 17865

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Quality First Teaching for all</p> <p>Tailored and specific continuous professional learning and development delivered to all staff in approaches to the teaching of Phonics, Reading, Writing and Maths.</p> <ul style="list-style-type: none"> <li>• <i>Teachers to observe high quality provision in cluster schools</i></li> <li>• <i>Training in using the Walkthru's tool</i></li> <li>• <i>On-going support for delivering a mastery curriculum</i></li> <li>• <i>Ongoing training to support the embedding of our systematic, synthetic phonics programme</i></li> <li>• <i>CPL for support staff to ensure they can effectively support our disadvantaged learners</i></li> <li>• <i>Mentoring and coaching for teachers</i></li> <li>• <i>Prioritising Pupil premium pupils during fortnightly Key Stage team meetings (to include support staff)</i></li> </ul> <p><b><u>Funding allocated to:</u></b></p> <p>Staff CPD</p> <p>Leadership time used for ECT</p> <p>Cover for staff to attend CPD</p> <p>ULS additional resources and training</p>	<p>The EEF state “<i>supporting continuous professional development is crucial to developing teacher practice</i>”</p> <p><i>“The most important factor for attainment and progress is effective teaching. This has been highlighted by the Sutton Trust, whose 2011 report on improving the impact of teachers on pupil achievement in the UK revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds – equivalent to 1.5 years’ worth of learning.”</i></p> <p>We have taken on board the recommendations and guidance from ‘Ramsbury English Hub’ to ensure our new phonics scheme is delivered consistently and effectively.</p> <p>Walkthru’s is a highly evidence-based resource which takes the research of close to 40 educational practitioners that review a large number of effective and impactful teaching approaches, to create an index of best practice (Sherrington &amp; Caviglioli 2020)</p> <p>The National Institute of Teaching suggests (July 2023) ‘<i>Mentoring can lead to positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacher-student interactions and an improved classroom environment</i>’</p>	<p>1, 2</p>
<p>Effective monitoring and targeted support for the teaching of English and Maths across the school to ensure teachers consistently demonstrate deep knowledge and understanding of these subjects in order to improve outcomes for pupils</p> <ul style="list-style-type: none"> <li>• <i>English and Maths lead to be released from class fortnightly to monitor standards</i></li> <li>• <i>Our Teaching &amp; Learning lead will receive an additional half day release</i></li> <li>• <i>Termly Pupil Progress meetings</i></li> <li>• <i>One TA in every class to support Maths and English lessons in every class</i></li> <li>• <i>Two teachers attend Mobius Maths Hub Training</i></li> <li>• <i>Support from DSAT to ensure consistency across school</i></li> </ul>	<p>As a school we are committed to teaching through the mastery approach and always look for ways to deepen our mathematics teaching</p> <p><a href="#">EEF - Mastery Learning</a></p> <p>Recent research in England (Kirkup et al 2005) found that the effective use of data can promote better teaching and learning through:</p> <ul style="list-style-type: none"> <li>• More effective allocation of staff and resources</li> <li>• Monitoring the effectiveness of initiatives and strategies</li> <li>• Evidence-based discussions with the Office for Standards in Education (Ofsted),</li> <li>• Challenging expectations of staff, pupils, parents, among others</li> <li>• Transitions and transfers - particularly transitions between key stages within schools</li> </ul>	<p>1, 2,</p>

<ul style="list-style-type: none"> <li>• <i>Embedding Insight as a means to monitor and track pupil attainment and progress</i></li> <li>• <i>Specific TA training to ensure effective questioning and scaffolding is taking place</i></li> <li>• <i>Weekly designated Teacher and TA time</i></li> <li>• <i>Additional meetings held with Secondary schools to ensure seamless transition</i></li> </ul> <p style="text-align: center;"><b><u>Funding allocated to:</u></b></p> <p>Cover for staff to attend training, cluster observations &amp; Maths Hub</p> <p style="padding-left: 40px;">Cover for English and Maths lead</p> <p style="padding-left: 40px;">Cover for Teaching &amp; Learning lead</p> <p>Release time for Teachers and TAs to meet on a weekly basis</p>	<ul style="list-style-type: none"> <li>• Identification of pupils' achievements and setting of targets (Kirkup et al, 2005, p.1)</li> </ul> <p>Durrington Research School: It is essential that any intervention starts with identifying the specific problems for individual students before putting potential solutions in place. Heterogeneous understanding must overrule a homogeneous approach.</p>	
<p><b>Effective support for disadvantaged pupils' social, emotional and behavioural needs</b></p> <ul style="list-style-type: none"> <li>• <i>Pastoral team review meeting every 6 weeks</i></li> <li>• <i>Ongoing training for ELSA leads and Drawing and Talking leads</i></li> <li>• <i>Introduction of new PSHE scheme 'Jigsaw'</i></li> <li>• <i>3 members of staff (including SENDCo) to attend emotion coaching training with Virtual Schools in order to disseminate to whole school</i></li> <li>• <i>School fully engaged in LAC/PLAC local enrichment offer (through virtual schools)</i></li> <li>• <i>Commitment of DfE mental health lead ongoing training</i></li> <li>• <i>Ongoing training for all staff about supporting pupil wellbeing</i></li> <li>• <i>Further develop ongoing partnerships with parents in order to support pupil needs</i></li> </ul> <p style="text-align: center;"><b><u>Funding allocated to:</u></b></p> <p>Cover for staff to attend training</p> <p>Ongoing purchase of new PSHE scheme (2024 onwards)</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life (EEF guide to PP)</p> <p>Evidence from the EEF's teaching and Learning toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year</p> <p>Designated Mental Health Lead (Qualified) to lead training on mental health and strategies with staff to ensure they are aware of, can identify, support and work with pupils with mental health needs in order to support them and enable them to continue to fully access learning.</p> <p><a href="#">DfE Senior Mental Health Lead</a></p>	3, 5

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

Budgeted cost: £2175

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Regular targeted reading and writing interventions for lowest 20% meeting the individual needs of the child:</p> <ul style="list-style-type: none"> <li>• <i>Reading and spelling ages used to assess and identify specific needs</i></li> <li>• <i>PPG children read at least four times a week in school.</i></li> <li>• <i>CPD delivered every term regarding Reading, Writing &amp; Maths (teachers &amp; support staff)</i></li> <li>• <i>National Tutoring programme</i></li> </ul> <p><b><u>Funding allocated to:</u></b>  Staff CPD  Release time for assessment  ULS intervention lead training</p>	<p>EEF states that: Small group tuition has an average impact of four months' additional progress over the course of a year Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	<p>1, 2</p>
<p>Continue to embed ULS (Unlocking Letters and Sounds) assessment system across EYFS/KS1 and for those struggling readers in Yr. 3 to ensure that any children who are falling behind are swiftly identified and an intervention put in place:</p> <ul style="list-style-type: none"> <li>• <i>Rigorous assessment checks in place for phonics to target gaps in knowledge</i></li> <li>• <i>Phonic interventions in place.</i></li> <li>• <i>CPD for Early Reading Lead</i></li> <li>• <i>Partnership with ULS school to monitor effectiveness of implementation</i></li> <li>• <i>Ramsbury Hub return visit to ensure implementation is on track</i></li> <li>• <i>Parent workshops to take place to upskill parents in supporting their child</i></li> </ul> <p><b><u>Funding allocated to:</u></b>  Staff CPD  ULS progress intervention  ULS intervention lead training</p>	<p>From the New Reading Framework 2021: "Children at risk of reading failure Pupils who fail to learn to read early on start to dislike reading. The guidance emphasises that pupils need to keep up with their peers rather than be helped to catch up later."</p>	<p>1, 2, 5</p>
<p>Establish small group Maths, and English interventions for disadvantaged pupils falling behind age-related expectations:</p> <ul style="list-style-type: none"> <li>• <i>Class teachers provide targeted pre-teaching and over learning to a small group of children</i></li> <li>• <i>Class teachers given dedicated time to curate a programme of in class interventions.</i></li> <li>• <i>Daily fine motor skill development opportunities in EYFS and KS1</i></li> <li>• <i>Following whole school training, embedding precision teaching (reading &amp; spelling), as an effective intervention, utilised from Year 2 to plug gaps in learning</i></li> </ul> <p><b><u>Funding allocated to:</u></b>  TA time required to cover teacher during intervention</p>	<p>EEF toolkits identifies that Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>Short, regular sessions (about 30 minutes, three–five times a week) over a set period of time (6–12 weeks) appear to result in optimum impact.</p> <p>Small-group support is more likely to be effective when: a. children with the greatest needs are supported by the most experienced staff; training, support and resources are</p>	<p>1, 2</p>

<p>ULS progress CPD</p>	<p>provided for staff using targeted activities.</p>	
-----------------------------	--	--

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

Budgeted cost: £5659

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Encourage reading for pleasure by:</p> <ul style="list-style-type: none"> <li>• <i>Introduce two child led lunchtime book clubs so that children with few books in the home can access the resources necessary for them to become readers for pleasure.</i></li> <li>• <i>Organise ‘purchase a book’ scheme within the local community to enrich and refresh our class and library provision</i></li> <li>• <i>Purchase a book shed in the playground</i></li> <li>• <i>Visiting author/illustrator to inspire our pupils</i></li> <li>• <i>Through Virtual schools PLAC pupil will receive a story book in Term 1</i></li> <li>• <i>Increase opportunities for parents to be involved with reading e.g. Stay and read events</i></li> </ul>	<p>EEF: On average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. Centre for Literacy in Primary Education (CLPE): Research shows that if you are</p> <p>In Broad Chalke not all PP parents attend school events - average is 50% attend</p>	<p>1, 3</p>
<p>To provide disadvantaged children with free access to experiences that enhance their wider experiences:</p> <ul style="list-style-type: none"> <li>• <i>Free access to instrumental lesson.</i></li> <li>• <i>One free enrichment</i></li> <li>• <i>Early access to enrichment club offer</i></li> <li>• <i>Free access to choir</i></li> <li>• <i>Free school trips</i></li> <li>• <i>Free residentials</i></li> <li>• <i>Through local scheme PLAC pupil to attend termly enrichment events with PP lead</i></li> </ul> <p><b><u>Funding allocated to:</u></b></p> <p>PP Music lesson PP uniform PP enrichment club PP trips</p>	<p>Only 7% of pupils attended a music lesson in 2022/23</p> <p>Only 40% of disadvantaged pupils attended a free enrichment club every term</p>	<p>2, 3, 5</p>



<p>Improving readiness to learn through a smooth transition between EYFS and Yr. 1 by:</p> <ul style="list-style-type: none"> <li>• <i>Outdoor provision enhanced for the Yr. 1 cohort.</i></li> <li>• <i>Transition resources purchased for use in Yr. 1</i></li> <li>• <i>Regular meetings between EYFS and Yr. 1 teachers in Autumn term to monitor transition.</i></li> <li>• <i>Increased programme of fine motor interventions</i></li> </ul> <p style="text-align: center;"><b>Funding allocated to:</b></p> <p style="text-align: center;">TA time required to cover teacher meetings Resources purchased</p>	<p>EEF: Successful transitions, as identified from case studies in the research, are those with close crossphase links. From the research paper, "Making a successful transition into year One": "Teachers adopted similar class routines in reception and year 1 (such as ensuring that sand, water and play-based learning resources were available in year 1, and using a similar curriculum structure in year 1 and reception)</p>	<p>1, 2</p>
<p>Implementing strategies to ensure high attendance for PP pupils (96%):</p> <ul style="list-style-type: none"> <li>• <i>Work closely with EWO</i></li> <li>• <i>Regular contact with PP families to quickly identify barriers to attendance</i></li> <li>• <i>Start a 'Ready to Shine group' (Led by an ELSA) which supports pupils who struggle with the transition into school</i></li> <li>• <i>Carry out parent questionnaire to ascertain challenges in order to address</i></li> </ul> <p style="text-align: center;"><b>Funding allocated to:</b></p> <p style="text-align: center;">Additional hours for ELSA to lead morning club</p>	<p>DfE (2020): Central to raising standards in education and all pupils can fill their potential is an assumption that is so widely understood that it is insufficiently stated: pupils need to attend school regularly to benefit from their education. Children with poor attendance tend to achieve less in both primary and secondary school. EEF: Support parents to create a regular routine and encourage good homework habits, Communication should be two-way: consulting with parents about how they can be involved is likely to be valuable and increase the effectiveness of home school relationships.</p>	<p>4, 5</p>

**Total budgeted cost: £ £32,889**

## 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 2022-23 academic year.

--

### 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
Jigsaw (PSHE Scheme)	Jigsaw Education Group
Times Table Rocks Stars	Times Table Rocks Stars
Sound Discovery	Synthetic Phonics Limited
Unlocking Letters and Sounds	Ransom Publishers

### 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?	Play therapy where needed. ELSA support (individual and group sessions) In school nurture support e.g. dog therapy Kitchen nurture
What was the impact of that spending on service pupil premium eligible pupils?	Emotional support gave children greater confidence which is needed for academic success. Child quote <i>"I love kitchen nurture it helps me go back into the classroom and do my work"</i>

## Further information (optional)

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

This will include:

- Enhancing our practice around curriculum design ensuring all subjects demonstrate cohesive and coherent steps in knowledge and skills.
- Utilising Trust- wide CPD and working collaboratively with trust hubs.
- Visiting 'best practice' schools in our local area.
- Offering a wide range of high-quality extracurricular days and events to boost wellbeing, behaviour, attendance, and aspiration. Activities such as Performance Poetry, Uganda Day, Creative Arts week and local secondary visits.

### Acronyms

ARE	Age Related Expectations
CPD	Continued Professional Development
DL	Disadvantaged Lead
EEF	Education Endowment Foundation
EHCP	Educational Health Care Plan
ELSA	Emotional Literacy Support Assistant
EYFS	Early Years Foundation Stage
FSM	Free school meals
GD	Greater Depth (above expected level)
HQFT	High Quality First teaching
PP	Pupil Premium
PPG	Pupil Premium Grant
SALT	Speech and Language Therapy
SEND	Special Educational Needs and Disabilities