

# Chalkwell Hall Infant School

## Pupil premium strategy statement 2021-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Chalkwell Hall Infants
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	32 (11%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sarah Clements Headteacher
Pupil premium lead	Katie Stevens SENCo & Inclusion Lead
Governor / Trustee lead	Kelly Corp

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,315
Recovery premium funding allocation this academic year	£4640 (Recovering Premium)
	£1755.01 (School Led Tutoring)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 58710.01

# Part A: Pupil premium strategy plan

## Statement of intent

At Chalkwell Hall Infants, we aim to narrow the attainment gap between disadvantaged and non-disadvantaged pupils to ensure disadvantaged groups meet or exceed national expected progress and attainment rates across all subjects by the end of KS1, irrespective of their background or the challenges they face. Our aim is to ensure no child is left behind because of disadvantage by identifying and removing barriers to learning (including emotional, physical, academic, mentally and social) and removing the bigotry of low expectations, and raising lifelong aspirations for both children and their families.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also focused on using targeted academic support, such as interventions and booster groups to improve attainment; and other wider strategies which focus on improving behaviour and wellbeing. We recognise that supporting the wellbeing and mental health of our children is equally as important as raising attainment. Our priorities for pupil premium funding are aimed at supporting the whole child. Our aim is to provide a varied balance of strategies to ensure that disadvantaged pupils have the best possible chances of success.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. We appreciate that this is a long journey and we would expect gaps to narrow throughout their time in the Infants, ensuring children have a secure start and are ready to continue on their learning trajectory throughout the next stage of education.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not making assumptions about the impact of disadvantage. We understand that every child's needs will differ and vary and we aim to know our learners, identify their barriers and put in the correct support in place.

## Challenges

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

Challenge number	Detail of challenge
1	On entry into school, oral language skills in Reception are lower for disadvantaged groups of pupils compared with their peers as shown in the BPVS screen. <i>For a more comprehensive screening process, Wellcomm was introduced in the second year of this plan.</i> This slows academic progress in subsequent years in all areas of learning. There has also been a negative impact on oral language skills and vocabulary across school since the covid pandemic school closures.
2	Some students eligible for PP do not share the same cultural experiences as their peers. Therefore some children from disadvantaged groups are not able to fully understand the context of the curriculum due to an insufficiency in cultural capital. There can be a lack of broad experiences and enrichment activities for some in disadvantaged groups.
3	Disadvantaged pupils generally attain less well in reading and writing; this may be due to not being read to or with often enough outside of school or not having access to appropriate reading materials at home. Pupils' limited experiences impacts on their vocabulary and understanding. The gap between advantaged and disadvantaged children has widened since the covid pandemic school closures. <i>In the first year of this plan, we successfully closed the gap in learning at the end of KS1 for PP pupils)</i>
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing and maths.
5	Attendance in previous academic years for pupils eligible for PPG compared to non PPG children has been lower. Poor attendance reduces children's school hours which can result in them falling behind.
6	A proportion of disadvantaged pupils have other barriers to learning; some may have financial deprivation or housing complications; some have social and emotional barriers; and some have low self-esteem and/or low aspirations for themselves. Parental engagement is poorer with less parents attending workshops, parent meetings or communicating with teachers. This can result in children not having the correct equipment/uniform or being unable to attend clubs and trips. This can cause disengagement in learning time due to not having their basic needs met.

## 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
Disadvantaged groups to make accelerated progress in Reading, Writing and Maths by the end of KS1	Pupils eligible for PP funding will meet or exceed national outcomes for non-disadvantaged students. The in-school gap between disadvantaged and non-disadvantaged will be narrowed. Any barriers to learning will be addressed and appropriate and purposeful interventions will be put in place.
Improvements in oral language development	School wide improvements on improving oral language and improvements to language interventions made. Children will make accelerated progress in all other areas of learning, helping to reduce the attainment gap between advantaged and disadvantaged groups.
Improved Attendance for disadvantaged learners	Gap between attendance of disadvantaged pupils and all pupils will be reduced; reasonable adjustments have been made to ensure disadvantaged children arrive at school on time; appropriate support has been put in place to ensure disadvantaged children are able to attend.
Barriers to learning are identified and removed for all disadvantaged groups	Any barriers to learning will be identified and appropriate support put in place to ensure disadvantage groups are able to make progress and succeed. This may be in the form of financial, emotional, social, mental health support or improving parental engagement for disadvantaged groups.



## 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: £1970



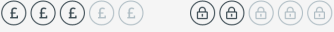





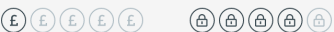
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching to be good or better in all classrooms. Improvements to be made through:</p> <ul style="list-style-type: none"> <li>- High Quality CPD delivered by school leaders and/or outside specialists</li> <li>- RWI training</li> <li>- Relational Approach</li> <li>- Incremental Coaching Model</li> <li>- Development and introduction of REACH to Teach Teaching Standards for Teaching and Learning</li> <li>- Self-study opportunities for all staff (National College, Lending Library, sharing of relevant research)</li> </ul>	<p>EEF states that <i>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'</i>. EEF goes on to state that <i>'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'</i></p> <p>We want to improve all pupils' access to Quality First Teaching through effective support and development for all teachers, recognising that <i>'the quality of teaching is the most powerful school level influence on student outcomes'</i> (Muijs &amp; Reynolds 2011). Teachers in the early stages of their careers or recently qualified will be coached and supported by experienced staff, ensuring their training needs are met in order to improve their teaching practice.</p> <p>Phonics  <small>High impact for very low cost based on very extensive evidence.</small></p> 	1, 3, 4
<p>High Quality CPD through Joint Professional Development (JPD) to develop a whole school approach to REACH to Teach Teaching Standards e.g. improving talk partners, retrieval practice</p>	<p>Improve all pupils' access to Quality First Teaching through high quality CPD, focusing on teachers' understanding of cognitive science, curriculum design and effective pedagogy. Whole school JPD sessions will ensure a consistent approach to teaching and learning through targeted whole school focuses throughout the year. EEF states that <i>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils; 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'</i></p>	1 3

	<p>According to EEF, 'There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives'. There is a strong evidence base that suggests dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> 	
<p>CPD for staff to deliver quality intervention</p> <ul style="list-style-type: none"> <li>- Tutoring</li> <li>- Wellcomm Assessment tool and intervention in EYFS</li> <li>- Talk Boost KS1</li> <li>- SEMH</li> <li>- Elklan Training</li> </ul> <p>CPD for parent readers delivered by a qualified teacher</p>	<p>According to EEF, 'There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives'. Programmes have been independently evaluated and shown to be effective in other schools. The EEF toolkit indicates studies of oral language interventions consistently show positive benefits of learning.</p> 	1, 3

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




Budgeted cost: £45528


Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 Tutoring Programme (School Led Tutoring) for disadvantaged pupils with academic barriers</p> <p><i>Delivered by staff who have completed the NTP training</i></p> <p><i>26 children to receive 15 hours of provision</i></p>	<p>EEF states that 'Evidence indicates that one to one tuition can be effective, delivering approximately 5 additional months progress on average. Results from studies are consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive'</p> <p>EEF 'on average, pupils make 2 additional years from extended school time and in particular</p>	1, 3

	<p>through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to 3 months additional progress. There are also often wider benefits for low-income students such as increased attendance at school, improved behaviour and better relationships with peers'</p> <p>Children have been identified using data analysis alongside identifying barriers to learning. KS1 children have been selected for tutoring sessions that focus on reading and maths.</p> <p>One to one tuition Moderate impact for high cost, based on extensive evidence.  +5</p> <p>Small group tuition Moderate impact for moderate cost, based on limited evidence.  +4</p> <p>Extending school time Moderate impact for moderate cost based on limited evidence.  +3</p>	
<p>Additional interventions for KS1 PP children delivered by experienced unqualified teachers on a 1:1 or small group basis.</p> <p>Interventions target children's specific barriers to learning including SEMH</p>	<p>Our PP barrier forms enable us to identify the academic, social and emotional barriers to learning and provide targeted intervention to support these needs. EEF toolkit indicates that qualified teachers tend to get the best results when delivering interventions. This has been proven in our cohort of previous years.</p> <p>Small group tuition Moderate impact for moderate cost, based on limited evidence.  +4</p> <p>One to one tuition Moderate impact for high cost, based on extensive evidence.  +5</p> <p>Social and emotional learning Moderate impact for very low cost based on very limited evidence.  +4</p>	<p>1, 3, 4</p>
<p>HLTA to support PP and disadvantaged children in class during morning sessions</p>	<p>Targeted teaching/ HLTA staff will be able to target individual needs in the quality teaching session to support progress in core subjects. Feedback can be given to pupils in the moment to support and develop their learning</p> <p>Feedback High impact for very low cost, based on moderate evidence.  +8</p>	<p>3</p>
<p>RWI catch up intervention in KS1</p>	<p>This provision enables us to ensure that pupils not on track to achieve the expected standards in early reading in Year 1 are supported; and those with phonics gaps in Year 2 are also supported.</p> <p>Phonics High impact for very low cost based on very extensive evidence.  +5</p>	<p>3</p>
<p>Oral language intervention in EYFS delivered by trained teachers/HLTAs</p> <ul style="list-style-type: none"> <li>- Wellcomm screening to identify children requiring targeted intervention</li> <li>- Wellcomm Intervention</li> </ul>	<p>Wellcomm has been independently evaluated and shown to be effective in other schools. The EEF toolkit indicates studies of oral language interventions consistently show positive benefits of learning.</p> <p>Oral language interventions Very high impact for very low cost based on extensive evidence.  +6</p>	<p>1</p>

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

Budgeted cost: £11,212

Activity	Evidence that supports this approach	Challenge number(s) addressed
Preparation Skills to continue to be embedded as a whole school approach to ensure our learners have the skills in order to be successful, continuous learners	<p>EEF states that ‘Metacognition and self-regulation approaches aim to help pupils to think about their own learning more explicitly; often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task’</p> 	2, 4
Continue to embed a whole school approach to wellbeing and PSHE	<p>EEF states social and emotional learning is best supported when ‘approaches are embedded into routine educational practices and supported by professional development and training for staff. Social and emotional skills are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways’</p> 	4
Menu of Opportunity – parents to be actively involved in spending PP funding from a selection of approved quality resources and experiences e.g. reading books for home, music lessons, trips out	<p>EEF states that ‘By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading’</p> 	2, 6
PP Enrichment trips to develop cultural capital	<p>Stimulated extended learning experiences help develop imagination and language development. Enrichment opportunities enable children to understand the wider context of the curriculum. The EEF ‘think enriching education has intrinsic benefits’</p>	2
<p>Financial Support for PP families e.g.:</p> <ul style="list-style-type: none"> <li>-50% subsidised trips for all pupils entitled to PP funding</li> <li>-1 free club termly</li> <li>- Free uniform</li> </ul>	<p>Subsidies allow disadvantaged pupils to engage in a richer curriculum experience and the financial barrier is removed. This in turn ensures inclusive opportunities, improves cultural capital and removes barriers to learning which will support children to learn.</p>	6

<ul style="list-style-type: none"> <li>- Free Head Lice medicine</li> <li>- Food parcels</li> </ul>		
<p>Identified children to have access to professional counselling services and Learning Mentor time</p>	<p>EEF states 'SEL interventions are almost always perceived to improve emotional or attitudinal outcomes'</p> <p><small>Social and emotional learning</small></p> <p><small>Moderate impact for very low cost based on very limited evidence</small></p> 	<p>4</p>
<p>Attendance Officer alongside Pastoral Team to analyse attendance and contact low attenders, embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Action Plan for improving attendance developed by the Attendance Officer and Head Teacher. Example of some of the initiatives include:</p> <ul style="list-style-type: none"> <li>- working with the LA</li> <li>- attendance awards</li> <li>- reminders on newsletter</li> <li>- communication with parents</li> </ul>	<p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>5</p>

**Total budgeted cost: £58710.00**

# 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.

Although not fully funded by the strategy, weekly CPD provided to teachers and the quality of ongoing support from leaders is supporting sustained improvements in teaching and learning, and increasing collective teacher efficacy.

Approaches are more consistent, learning is clearer and better sequenced. All teaching is at least good with 60% being outstanding. Leaders constantly review and reflect on CPD needs and ensure it is relevant and has a direct impact on pupil outcomes.

The curriculum approach has been developed further during CPD sessions and places wellbeing of both staff and pupils at its centre. PSHE and wellbeing are a strength of our school with other curriculum drivers continuing to be embedded.

Outcome	Impact of Strategies towards outcomes
<p>Disadvantaged groups to make accelerated progress in Reading, Writing and Maths by the end of KS1</p> <p>Barriers to learning are identified and removed for all disadvantaged groups</p>	<ul style="list-style-type: none"> <li>- End of KS1 attainment data: 21% of PP children in Year 2 were identified as SEN. This is a higher number than previous years. In Reading 64% at expected standard [excluding SEN, 81% working expected standard] (83% all pupils); In Writing, 57% at expected standard [excluding SEN, 73% working expected standard] (71% all pupils); In Maths, 57% at expected standard [excluding SEN, 73% working expected standard] (76% all pupils). The gap between PP and non-PP children in all core areas of learning has significantly closed. Standards for our PP children were significantly above national standards, excluding those with an identified SEN.</li> <li>- In Year 1, 71% PP children (10/14) passed the phonics screening (92% all pupils). Although this is a drop from last year, those PP who did not pass all are identified as having a SEN.</li> <li>- In Year 2, 86% PP children passed the phonics screening (including those who resat in the summer term), those who did not are all identified as having a SEN (93% all pupils including those who resat in summer term)</li> <li>-Tutoring, aimed at supporting PP children, was successful this year. Almost all children selected took up the offer and attendance was good for the majority. 66% PP children attending from Year 1 passed the phonics screening, those who did not have an identified SEN and did make good progress from their starting point. Teacher feedback has referred to improved learning behaviours in the classroom including concentration and confidence, essential in supporting future progress.</li> <li>-PP barrier forms continue to provide a holistic approach to identifying and supporting PP needs. These are utilised by the Intervention team as well as the pastoral team to help identify specific support (e.g. financial, emotional, academic) and the best support can then be put into place</li> </ul>
<p>Improvements in oral</p>	<p>-In EYFS, the Wellcomm Screening Tool was introduced as a more comprehensive</p>

language development	<p>language screen compared to the previously used BPVS (British Picture Vocabulary Screening) tool. This tool allows for more targeted support within specific areas of language development, which could then be implemented within whole class teaching or small group support.</p> <p>-In the Autumn Term 50% of PP learners scored significantly below age expectation. Wellcomm intervention alongside speech referrals were made.</p> <p>- 63% PP learners were reported as being at the expected standard for C&amp;L at the end of EYFS</p> <p>-At the end of year PP children outperformed all children, with 75% of PP children attaining a GLD (compared to 72% all pupils)</p>
Improved Attendance for Disadvantaged Groups	<p>-PP attendance 93.86% (all pupils 95.11%), this is a 2% increase on last years PP attendance figures</p> <p>- PP attendance figures increased throughout the year due to robust attendance support from our attendance officer and pastoral team</p> <p>- 2 PP children raised their attendance figures significantly, from 70% to 86% by the end of the year</p> <p>- Support to continue from LA next academic year to further raise attendance figures</p>

*Other approaches and their impact:*

- 89% of all our PP children attended at least one club during the academic year, paid for by the school. 81% of children attended 2 clubs across the year.
- Menu of Opportunity was well received by families, with all families taking up the offer. The offer was spread throughout the year, one each term, meaning more engagement with parents. Next year, parents will be encouraged to collect their chosen activities/gifts from the office to build that parental engagement and contact, getting parents through the school doors with a lighter touch.
- Pastoral Support for vulnerable families is a continued strength - the school's safeguarding procedures, alongside regular meetings means action is swift; support can be put into place quickly to support vulnerable families
- Families have benefited throughout the year from food vouchers, food and hygiene hampers, free uniform and shoes, emotional support from our Family Liaison Officer, welfare calls and checks and much more. Families feel supported, children are safe and can make progress in school when their wider family needs are supported and met
- Coffee mornings were reviewed and revamped, however these did not engage our hardest to reach parents. 'Specialists' were invited to attend to provide support and information, which raised attendance slightly, but not significantly.

## 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
N/A	

## 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?	<i>There are no eligible pupils for Service Pupil Premium at Chalkwell Infants</i>
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)