

Chalkwell Hall Infant School

Pupil premium strategy statement 2021-22

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	Chalkwell Hall Infants
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	36 (10%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Sarah Clement Headteacher
Pupil premium lead	Katie Stevens/Charlotte Woolf - SENCo
Governor / Trustee lead	Kelly Corp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48, 420.00
Recovery premium funding allocation this academic year	£5,945 + £12,060 (Recovering Premium)
	£3, 645 (School Led Tutoring)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11, 546.48
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	£ 81, 616.48

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.

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. This slows academic progress in subsequent years in all areas of learning. There has also been an 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 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
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have 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 PP compared to non PP children has been lower. We are unable to publish last year's findings due to the inconsistencies of the covid pandemic. Poor attendance reduces children's school hours and causes them to fall behind on average.
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 uniform or being unable to afford 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 to 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 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: £22, 598

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"> - Coaching cycle (for SLT) -Coaching cycle ECT programme - Self-study opportunities for all staff (National College, Lending Library, sharing of relevant research) 	<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 & Reynolds 2011). Teachers in the early stages of their careers will be coached and supported by members of SLT and experienced staff, ensuring their training needs are met in order to improve their teaching practice. SLT will develop their own coaching practice in order to develop their wider staff and their own leadership skills.</p>	1, 3, 4
<p>High Quality CPD through Joint Professional Development (JPD) to develop a whole school approach to:</p> <ul style="list-style-type: none"> -Feedback -Differentiation -Mastery Teaching 	<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 questioning, feedback strategies and mastery teaching. 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> <p>Mastery learning <small>High impact for very low cost based on limited evidence</small> </p> <p>Feedback <small>High impact for very low cost, based on moderate evidence.</small> </p>	3

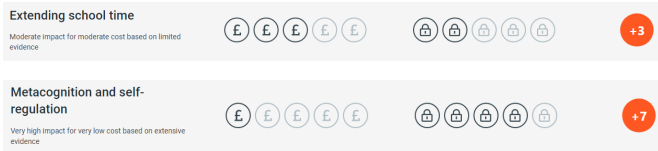
<p>Elklan Training to create a Communication Friendly Setting and improve language and communication across school</p>	<p>According to EEF, 'There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives'. By implementing and improving communication skills across the whole school, disadvantaged children will be supported to communicate and understand adults and their peers.</p> <p>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>1</p>
<p>CPD for staff to deliver quality intervention</p> <ul style="list-style-type: none"> - Tutoring - Talk Boost KS1 - SEMH <p>CPD for parent readers delivered by a qualified teacher</p>	<p>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>  	<p>1, 3</p>

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

Budgeted cost: £45, 024.79



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>1:1 Tutoring Programme with the SENCo for children identified as having SEN</p> <p><i>18 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>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>1, 3</p>




	<p>Small group tuition Moderate impact for moderate cost, based on limited evidence</p>	
Interventions for PP children delivered by 2 qualified teachers on a 1:1 or small group basis. Interventions target children's specific barriers to learning	<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</p> <p>One to one tuition Moderate impact for high cost, based on extensive evidence</p>	1, 3, 4
PP teacher/HLTA to support PP and disadvantaged children in class during morning sessions	<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</p>	3
Year 1 and 2 Catch up Phonics Sessions delivered by a qualified teacher	<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 after the covid school closures in Year 2 are also supported. Additional phonics sessions are provided in small groups with a trained Teaching Assistant or 1:1 with a qualified teacher</p> <p>Phonics High impact for very low cost based on very extensive evidence</p>	3
Year 1 and 2 Catch Up Intervention (academic and SEMH) delivered by a qualified teacher and HLTA	<p>This provision enables us to ensure those pupils impacted most by the covid pandemic and identified as not being on track are supported through quality intervention targeted at their academic and SEMH needs.</p> <p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p>	1, 3, 4
Oral language intervention in EYFS delivered by trained teachers/HLTAs - BPVS screening to identify children requiring targeted intervention - Talk Boost	<p>Talk Boost 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</p>	1
Care Club (focusing on emotional regulation) to be delivered to Year 1 pupils Achievers club (focusing on metacognition and aspirational learning) to be delivered to Year 2 pupils	<p>EEF 'on average, pupils make 2 additional years from extended school time and in particular 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>	3, 4

	<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>  <p>The image shows two evidence summary cards. The top card is for 'Extending school time' with a moderate impact and cost, showing 5 pound icons, 5 lock icons, and a +3 score. The bottom card is for 'Metacognition and self-regulation' with a very high impact and low cost, showing 5 pound icons, 5 lock icons, and a +7 score.</p>	
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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 be embedded as a whole school approach to ensure our learners have the skills in order to 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>  <p>The image shows an evidence summary card for 'Metacognition and self-regulation' with a very high impact and low cost, showing 5 pound icons, 5 lock icons, and a +7 score.</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>  <p>The image shows an evidence summary card for 'Social and emotional learning' with a moderate impact and low cost, showing 5 pound icons, 5 lock icons, and a +4 score.</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.	<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

reading books for home, music lessons, trips out	<p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence</p> 	
PP Enrichment trips to develop cultural capital	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'	2
<p>Financial Support for PP families:</p> <ul style="list-style-type: none"> -50% subsidised trips for all pupils entitled to PP funding -1 free club termly - Free uniform - Free Head Lice medicine 	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.	6
Identified children to have access to professional counselling services and Learning Mentor time	<p>EEF states 'SEL interventions are almost always perceived to improve emotional or attitudinal outcomes'</p> <p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence</p> 	4
<p>Coffee Mornings run by Family Liaison Officer and Attendance Officer</p> <ul style="list-style-type: none"> - getting disadvantaged parents into school -providing support based on specific needs -ensuring parents have access to professional services workshops on a range of issues 	<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> <p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence</p> 	5, 6
Attendance Officer alongside Pastoral Team to analyse attendance and contact low attenders, embedding principles of good practice set out in the DfE's Improving School Attendance advice.	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.	5

Total budgeted cost: £78, 835.11

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Whilst there is no validated data to show the impact of our Pupil Premium strategy, the school's internal assessment processes have been rigorous, and teachers have challenged their assumptions about pupils' attainment through trust-wide moderation and comparative judgement. Analysis indicates that there are still gaps between where pupils are at the end of KS1 compared to where we would expect them to be in all subjects, taking account of the impact of the pandemic. However, on returning to school, there was a big focus on emotional wellbeing and the impact on disadvantaged groups can be seen through their successful transition into the Junior setting.

Although not fully funded by the strategy, we are confident that the 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.

<i>Outcome</i>	<i>Impact of strategies towards outcome</i>
Improve oral language skills for pupils eligible for PP in EYFS.	<ul style="list-style-type: none"> ● BPVS allowed all children not within age bands to experience the talk boost intervention when schools remained open ● Oral language skills were a focus for remote learning in EYFS during school closures ● Children in EYFS were baselined at 45% working within or above their age expectation. 72% of PP pupils then reached their age group or were working above (despite the school closures) following the BPVS screen
Maintain the focus on disadvantaged children within EYFS and KS1, identifying barriers in order to close gaps between them and all other groups.	<ul style="list-style-type: none"> ● Tutoring aimed at supporting PP children remotely during school closures and during school reopening was successful, accessed by 10 disadvantaged pupils. 90% of children at the end of the tutoring sessions were working at the expected standard in reading and writing ● End of KS1 PP Progress Data: Reading - 100% expected progress, 14% accelerated progress; Writing - 93% expected progress, 14% accelerated progress; Maths - 86% expected progress, 7% accelerated progress ● End of KS1 Data PP: Reading - 43% expected, Writing - 36%, Maths - 29%; End of KS1 Data PP without SEN - Reading - 50% Writing - 40% Maths - 30% - there was a significant academic gap between PP and non-PP learners

	<ul style="list-style-type: none"> • PP barrier forms allow us to take a holistic approach to supporting PP needs, PP children making progress in other areas • Barriers to learning need to be identified sooner and targeted intervention put into place sooner
Increase the pre learning exposure for children eligible for PP in KS1.	Covid school closures meant that pre-learning trips were not possible. Pre-learning interventions included pre-teaching of new vocabulary which did not have the significant impact as expected.

Other approaches and their impact:

- Calls home during lockdown allowed us to continue to establish relationships with those families
- Offers of support via food vouchers, spaces in school and over the phone contact continues for the most vulnerable PP children
- Learning Mentor was accessed by 10 PP children to ensure they had another adult to approach and speak to regarding any needs at home/in school
- Support from our uniform charity has ensured equal opportunities and financial support to families.
- Support from our attendance officer and learning mentor in home and living situations has meant that parents have felt able to contact school and have had valuable advice/direction from these adults. Without this support some of our families may have been homeless. The impact of this is that our children are safe and able to attend school no matter what their circumstances.

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 in 2021-22.</i>
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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