

Pupil premium strategy statement

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	Chase Lane Primary School
Number of pupils in school	696
Proportion (%) of pupil premium eligible pupils	19%
Academic year that our current pupil premium strategy plan covers	3 years 2021-2022 2023-2024 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Colin Jeffery
Pupil premium lead	Natasha Harper
Governor / Trustee lead	Neil Yeomans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,515
Recovery premium funding allocation this academic year	£20,155
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£213,670

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium grant was introduced in April 2011, it is the name given to a sum of money allocated to schools to help pupils of all abilities perform better and close the gap between disadvantaged and non-disadvantaged children. The funding is predominantly used to support our most vulnerable pupils from low-income families i.e. pupils eligible for free school meals (FSM) at any point in the last six years (known as Ever 6 FSM); to pupils who have been looked-after and pupils whose parents are currently serving in the armed forces.

When children start in reception or are new to our school we require parents and careers to apply for free school meal (FSM) funding if they do not already have it.

At Chase Lane Primary School our Pupil Premium expenditure reflects the guidance of the Education Endowment Foundation, which recommends a three-tier approach:

1. **Teaching-** Professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.
2. **Targeted academic support-** Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.
3. **Wider strategies-** Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

You can find more in depth information about the EEF by clicking on this link:

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

Each school receives a Pupil Premium grant based on the numbers of eligible pupils and this feeds into the school's budget, rather than being ring fenced for an individual pupil. Some pupils will need more support than others and each pupil is an individual with individual circumstances. The school considers how to allocate pupil premium money on an annual basis following rigorous data analysis and careful consideration of the needs of every pupil. We have a clear, strategic approach with a plan for the use of the Pupil Premium funding, and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly by the senior leadership team, and in-depth data analysis ensures that the correct support and strategies are identified to maximise progress. Strong leadership ensures that Pupil Premium funding has the necessary impact on progress, attainment, attendance and pastoral care. All members of staff and governors accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within the school environment.

We are determined to ensure that all pupils achieve their full potential and are given the highest standards of teaching and learning through delivering high quality teaching. The aim of our Pupil Premium strategy is to raise the attainment of both disadvantaged pupils and their peers and to reduce the attainment gap between the school's disadvantaged pupils and others nationally. Targeted support and pastoral care outside of high quality teaching is given to pupils that require it.

Challenges

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

Challenge number	Detail of challenge
1	Lower attendance and persistent absenteeism of PP/disadvantaged children.
2	Pupils and their families who display behavioural & emotional difficulties, including social challenges that may impact on mental health.
3	Parental engagement and support at home
4	Some pupils display low levels of self-esteem, resilience and independence.

5	<p>Based on the 2023-2024 data the following areas were identified as being areas of focus:</p> <p>Yr 2 Maths the gaps have widened</p> <p>Yr 3 Writing the gaps have widened</p> <p>Yr 4 and Yr 5 Reading , writing and Maths the gaps have widened</p>
---	--

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
The gap for disadvantaged children compared to non- disadvantaged children across the school to reduce	5-10% reduction in the gap between PP and Non PP children achieving standard in KS2
The number of disadvantaged children reaching higher standard in reading increases	5-10% increase in the amount of PP children achieving greater depth in reading. Based on only 5% the previous year
<p>The attendance of disadvantaged children will have increased</p> <p>The percentage of persistent absences will have dropped</p>	<p>- 3-6% increase in attendance</p> <p>- Family outreach worker makes daily phone calls</p> <p>Persistent absences will drop by 5-10%</p>
Pupils and their families who struggle for a range of reasons receive further support from the school's family outreach worker, signposting to additional support or referral to key services by the school.	<p>-100% of the families who request support from the family outreach worker are supported or signposted to recommended resources.</p> <p>-Family outreach worker to provide evidence of support e.g. food banks and help with housing</p>
Children who lack independence and experience low self- esteem are supported by all staff and referred to CHAMS if necessary	<p>Pupil interviews show that 90+% of the children are confident in working independently.</p> <p>Pupil interviews show that 90+% of the children know that staff care about them.</p> <p>Pupil interviews show that 90+% of the children know who they can go to if they experience difficulties.</p>

Improve the quality of vocabulary that children experience starting from the EYFS	-10-15 % improvement on GLD
---	-----------------------------

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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD focusing on PP children	EEF- Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.	1
Every child receives teaching which is at least good in every classroom/everyday		1

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

Budgeted cost: £ 114,757

SLT/ Teacher led booster groups £ 96,017 Forest school £14,960 Breakfast club reading £3780

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 reading with staff	EEF Improving Literacy in KS2 ... activities that extend pupils' expressive and receptive vocabulary; collaborative learning activities where pupils can share their thought processes; ... pupils articulating their ideas verbally before they start writing.	2
1:1 reading with cover supervisors/reading comprehension		2
Children placed in small teacher led targeted phonics groups	EEF - Improving Literacy in KS1 Develop pupils' speaking and listening skills and wider understanding of language - activities which extend pupils' spoken and receptive vocabulary	2
SLT Lead boosters	EEF- Targeted interventions to support	2

	language development, literacy and numeracy	
Funding to cover experienced Forest schools teacher and provide training and resources for forest schools teacher. Forest schools teacher to run lunchtime interventions with PP children	https://www.forestresearch.gov.uk/about-us/procurement/	3

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

Budgeted cost: £ 95,913

£ 35,889 FOW £33,136 Behaviour Champions £3542 Breakfast club staff

£23,346 Attendance Officer

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social skills group	EEF - Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support	3
Special time sessions		3
Family Outreach worker (FOW) well-being support		3
FOW-Parenting classes		3
FOW-Mother and toddler groups		3
Improve attendance of disadvantaged pupils to meet national 96%	EEF- Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism see https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-	3

	funding-successfully	
Breakfast club	EEF - Provision of a range of initiatives to extend children's experiences see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending the funding-successfully . Education Endowment Trust Toolkit	3
After school clubs		3

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.

EYFS , KS1 and KS2 Progress Tracker 2022-2023

Chase Lane Primary School
Narrowing the gap – Pupil Premium – 2022/2023
Progress from Summer 23

		Reading			Writing			Maths		
		PP%	Non-PP%	Difference %	PP%	Non-PP%	Difference %	PP%	Non-PP%	Difference %
Reception 18/89 children	Autumn (+2 bands)	100	86	+14	80	84	-4	80	87	-7
	Spring 23	90	87	+3	85	77	+8	80	86	+6
	Summer 23 (+3)	100	98	+2	100	95	+5	94	98	-4
	This is the first time we have included reception on these sheets. This data is a comparison from baseline to Autumn.									
Year 1 19/90 children		PP%	Non-PP%	Difference %	PP%	Non-PP%	Difference %	PP%	Non-PP%	Difference %
	Summer 22 (2+ bands)	76	88	-12	88	92	-4	94	93	+1
	Autumn 22	Progress for year 1 cannot be measured until spring due to a different curriculum and assessment system.								
	Spring 23 (1+ bands)	100	96	+4	100	96	+4	100	100	0
	Summer 23(+2)	100	96	+4	100	96	+4	100	100	0
Year 2 23 of 90 children		PP%	Non-PP%	Difference %	PP%	Non-PP%	Difference %	PP%	Non-PP%	Difference %
	Summer 22 (6+ bands)	100	96	+4	100	96	+4	100	99	+1
	Autumn 22 (4+ band)	89	94	-5	86	93	-7	67	93	-26
	Spring 23 (5+ bands)	78	91	-13	88	100	-12	44	93	-49
	Summer 23 (+6)	67	94	-27	23	73	-50	100	100	0
Year 3 15 of 88		PP%	Non-PP%	Difference %	PP%	Non-PP%	Difference %	PP%	Non-PP%	Difference %
	Summer 22	100	99	+1	92	99	-7	100	98	+2
	Autumn 23	67	59	+8	0	0	0	27	56	-29

Disadvantaged/2022– 23/ Progress tracker

children	Spring 23 (3+ bands)	60	60	0	33	60	-27	33	59	-26
	Summer 23 (+4)	64	75	-11	71	90	-19	71	96	-25
		Reading		Difference	Writing		Difference	Maths		Difference
		PP%	Non-PP%	%	PP%	Non-PP%	%	PP%	Non-PP%	%
Year 4 18 out of 86 children	Summer	100	100	0	100	100	0	100	100	0
	Autumn	64	62	+2	64	72	-8	78	87	-9
	Spring 23 (7+ bands)	66	75	-9	80	81	-1	63	79	-16
	Summer 23 (+8)	100	100	0	93	100	-7	100	100	0
		Reading		Difference	Writing		Difference	Maths		Difference
		PP%	Non-PP%	%	PP%	Non-PP%	%	PP%	Non-PP%	%
Year 5 25 of 88 children	Summer	50	70	-20	25	62	-37	58	77	-19
	Autumn	52	67	-15	43	71	-28	69	80	-11
	Spring 23 (11+ bands)	40	61	-21	50	78	-28	57	73	-16
	Summer 23(+12)	61	85	-24	66	81	-15	79	83	-4
		Reading		Difference	Writing		Difference	Maths		Difference
		PP%	Non-PP%	%	PP%	Non-PP%	%	PP%	Non-PP%	%
Year 6 28 out of 89 children	Summer 22	90	86	+4	85	78	+7	90	91	-1
	Autumn 22	68	95	-27	46	64	-18	64	83	-19
	Spring 23 (15+ bands)	91	100	-9	73	96	-23	95	100	-5
	Summer 23(+16)	76	86	-10	54	74	-20	72	88	-16

EYFS , KS1 and KS2 Attainment Tracker 2022-2023

Chase Lane Primary School Narrowing the gap – Pupil Premium – 2022-2023 Attainment from 2022/23 Summer 23

Percentages based on averages being as follows –

- Autumn Term Emerging or above
- Spring term Developing or above
- Summer term Standard or above

Year Group Attainment Disadvantaged to Non – Disadvantaged

Reception 18/89 children		Reading		Difference	Writing		Difference	Maths		Difference
		PP%	Non-PP%	%	PP%	Non-PP%	%	PP%	Non-PP%	%
	Autumn 22	53	66	-13	40	61	-21	60	74	-14
	Spring 23	63	64	-1	53	61	-8	58	70	-12
	Summer 23	72	70	+2	72	68	+4	78	77	+1
This is the first time we have included Reception data on the disadvantaged attainment sheets										
Year 1 19/90 children		Reading		Difference	Writing		Difference	Maths		Difference
		PP%	Non-PP%	%	PP%	Non-PP%	%	PP%	Non-PP%	%
	Summer '22	67	68	-1	72	74	-2	72	75	-3
	Autumn 22	28	57	-29	72	72	0	72	74	-2
	Spring 23	37	63	-26	58	76	-18	68	76	-8
Summer 23	47	65	-18	68	80	-12	68	79	-11	
Year 2 23 of 90 children		Reading		Difference	Writing		Difference	Maths		Difference
		PP%	Non-PP%	%	PP%	Non-PP%	%	PP%	Non-PP%	%
	Summer '22	46	82	-36	38	77	-39	38	82	-44
	Autumn 22	65	67	-2	65	71	-6	45	52	-7
	Spring 23	52	59	-7	52	62	-10	35	55	-20
Summer 23	61	74	-13	48	68	-20	83	82	-1	
Year 3 15 of 88 children		Reading		Difference	Writing		Difference	Maths		Difference
		PP%	Non-PP%	%	PP%	Non-PP%	%	PP%	Non-PP%	%
	Summer '22	63	80	-17	50	72	-22	44	82	-38
	Autumn 22	53	76	-23	40	73	-33	33	73	-40
	Spring 23	47	71	-24	27	70	-43	33	68	-35

Disadvantaged/2022-2023/Attainment Tracker

		Summer 23	53	76	-23	53	78	-25	53	88	-35	
Year 4 18 out of 86 children		Reading			Difference	Writing			Difference	Maths		
		PP%	Non-PP%	%	PP%	Non-PP%	%	PP%	Non-PP%	%		
	Summer '22	68	82	-14	59	70	-11	64	83	-19		
	Autumn 22	33	80	-47	33	72	-39	44	90	-46		
	Spring 23	47	73	-26	37	72	-35	37	78	-41		
	Summer 23	56	81	-25	39	79	-40	50	85	-35		
Year 5 25 of 88 children		Reading			Difference	Writing			Difference	Maths		
		PP%	Non-PP%	%	PP%	Non-PP%	%	PP%	Non-PP%	%		
	Summer '22	54	68	-14	42	70	-28	58	78	-20		
	Autumn 22	71	81	-10	54	69	-15	63	82	-19		
	Spring 23	57	70	-13	52	68	-16	65	70	-5		
	Summer 23	68	78	-10	56	67	-11	72	79	-7		
Year 6 28 out of 89 children		PP%	Non-PP%	%	PP%	Non-PP%	%	PP%	Non-PP%	%		
	Summer '22	95	83	+12	85	83	+2	80	83	-3		
	Autumn 22	75	93	-18	64	80	-16	64	90	-26		
	Spring 23	75	85	-10	61	87	-26	57	87	-30		
		Summer 23	75	90	-15	61	88	-27	61	90	-29	

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
<i>Play phonics with Sammy Sounds</i>	<i>Play Phonics</i>
One Decision (PSHE/RSE)	One Decision

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA