

Pupil premium strategy statement – Chilton Foliat Church of England Primary School – 2022/2023

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

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

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Katie Turner
Pupil premium lead	Katie Turner
Governor / Trustee lead	Jane Parrack

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 9140
Recovery premium funding allocation this academic year	£ 2000
<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£ 0
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£ 11,140

Part A: Pupil premium strategy plan

Statement of intent

At Chilton Foliat Primary School, we accept responsibility for our disadvantaged and vulnerable pupils and are committed to meeting their pastoral, social and academic needs as with “thankfulness, courage and love we strive to improve heart and mind.” Our school Christian mission is to honour our educational heritage, supported by a strong Christian ethos. We strive to provide a diverse education that inspires children to develop a thirst for knowledge. This is delivered in a safe, supportive and nurturing environment promoting self-discipline, motivation and excellence in learning. We encourage strong partnerships and positive relationships amongst pupils, parents, carers, staff and the wider community.

Our intention is to continue to embed all Quality First Teaching (QFT) principles and practice, which will make a positive difference to the lives and educational outcomes of all our pupils, including those who are disadvantaged. Our QFT practice will be informed by evidence informed research. Our Pupil Premium Grant (PPG) will be used to tailor our curriculum to best support our disadvantaged and vulnerable pupils enabling them to make consistently good progress from their individual starting points. QFT is proven to have the greatest impact on closing the disadvantaged attainment gap as well as improving the attainment for all our pupils. Central to our approach in delivering QFT is the focus on early reading, developing oracy and vocabulary and reading for pleasure across the whole of the curriculum. Teaching for Mastery underpins our belief that all children can achieve in Mathematics.

We will deliver a full and rich learning experience for all and continue to seek out opportunities that broaden horizons, empower courageous advocacy and embed a deep understanding of the impact of living out our school values. All members of staff and governors will ensure that our disadvantaged and vulnerable pupils receive the same opportunities as their non-disadvantaged peers identifying and applying a range of additional individualised opportunity; practical, academic and financial. By the end of their Chilton Foliat Primary School journey, we aim for all our pupils to be well-rounded, confident and compassionate individuals able and willing to contribute positively to a wider community. Our ambition for all our pupils is for them to continue to want to thirst for knowledge and strive to improve heart and mind, enjoying a diverse education in their next educational setting.

Our disadvantaged and vulnerable pupil pledge. We will:

- Be responsive to common challenges and individual needs
- Conduct continuous and robust diagnostic assessment to support ongoing strategic decision making
- Adopt a whole school approach where all staff are aware of who our disadvantaged are and take a collective responsibility for outcomes and raising expectations across the curriculum
- Apply targeted support and intervention at the earliest opportunity for our disadvantaged and vulnerable learners

- Continue to improve our engagement with and support for our disadvantaged and vulnerable families for the benefit of the pupil and their surrounding family network.

Challenges

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

Challenge number	Detail of challenge
1	Attendance. Based on current figures we have 37% of PP chn (3/8) with attendance lower than 90%. There have been improvements since 2021/2022 however we will continue to strive to achieve 100% of PP attendance at or above national.
2	Based on autumn assessment, a proportion of our disadvantaged pupils are currently working just below or below the expected standard in reading 50%, writing, 75% and 50% in maths. There have been improvements since the same assessment period in 2021/2022, however we will continue to strive to achieve outcomes in line or above national.
3	Evidence from assessments indicate that phonics knowledge is not being applied to early reading and reading for fluency as well as it should.
4	Writing processes are underdeveloped. Gaps have been identified in the application of phonics knowledge to spellings in KS1. In KS2 phonetical application continues to be a barrier with it, inconsistent sentence construction.
5	Assessments including pupil survey, pupil voice and discussions with pupils and families have identified social and emotional issues which need additional support. As a result, the emotional wellbeing and resilience for a proportion of pupils eligible for PP is lower than other pupils and has a direct impact on academic progress across all areas.

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 attendance of our disadvantaged pupils is at least in line with the rest of school and meeting the national target for attendance.	Attendance is at national or greater. Attendance is the same as or greater than their non-disadvantaged pupils.
All pupils will receive access to consistent and high quality, Quality First Teaching.	Monitoring and evaluation, both internal and external will show that teaching is consistently good. Teachers and support staff will know, use, share experience of and review the guiding principles of QFT as outlined by the Educational Endowment

	Foundation 2020. The focus for 2022/2023 is Metacognition and Self-Regulation.
The attainment and progress of our disadvantaged children matches that of expected national standards in reading, writing and mathematics.	Data shows that accelerated progress is made over the three years.
Pupils are supported with their phonics practice and reading at home and families engage with the school to ensure a collaborative approach to success in phonics knowledge and application to fluent early reading.	To match and exceed national phonics screen pass rate and to ensure that phonics knowledge is applied to reading fluency and comprehension.
Secure a robust reading framework across the school that incorporates the conceptual model of reading: <ul style="list-style-type: none"> - Reading for pleasure (reading aloud, social reading, reading environment and informal book talk) - Word Reading - Comprehension 	English Lead to devise and implement reading framework plan. Secure 100% for all pupil premium pupils in their phonics screen Implementation will have secured evidence for reading for pleasure Lowest 20% of pupil premium pupils to receive daily interventions or be read to daily.
Pupils will enjoy the writing process, recognising its purpose. Instructional leadership of writing will be developed whereby standards will be monitored internally and externally. Progress of all disadvantaged pupils will be in line or exceed that of other learners.	Through QFT and targeted intervention, all disadvantaged pupils will make the same amount of progress, based on their prior attainment in writing as their peers.
Pupils will be able to apply mathematical skills across the curriculum; their progress will at least be in line with other learners.	Through QFT and targeted intervention, all disadvantaged pupils will make the same amount of progress, based on their prior attainment in maths as their peers.

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: £ 2126

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve high quality inclusive teaching	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential	All

through the integration of the “five-a-day” Quality First Teaching (QFT) approach into daily practice.	<p>to achieving the best outcomes for all pupils, particularly the most disadvantaged.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</p> <p>Tom Sherrington - Teaching Walk Thrus</p> <p>Tom Sherrington – Rosenshine’s Principles in Action CPD via School Improvement Adviser delivered to whole school teaching team.</p> <p>Dedicated Teaching Assistant Training in QFT</p> <p>Sharing QFT approach to teaching and learning with Governing Body</p>	
Purchase of standardised reading age diagnostic assessments.	<p>Standardised Reading Tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2,3,4
Training in new DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	<p>Unlocking Letters and Sounds has been purchased as the SSP programme for the teaching of phonics. Training to apply the programme is in progress. With training the school will be able to offer a complete programme is one that provides all that is essential to teach SSP to children in reception and key stage 1 years of mainstream primary schools, up to or beyond the standards expected by the national curriculum and provides sufficient support for them to become fluent readers.</p> <p>choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</p>	2,3,4
To secure a robust reading framework across the school that incorporates the conceptual model of reading: social reading environment; reading aloud; independent reading and informal book talk.	<p>Evidence shows that when teachers widen their knowledge and pleasure in reading children’s literature and other texts, and become more aware of their own and the children’s reading practices, they began to reconceptualise reading from the inside out, and more effectively built a RfP pedagogy and strong communities of readers within school (Cremin et al., 2014).</p> <p>Working with Ramsbury English Hub, the school will set about creating a framework for reading which will influence teachers’ capacity to effectively develop children’s engagement as readers- readers who like reading, who chose to read and who want to talk about what they are reading with interested others. The framework will be based on the elements: social reading environment; reading aloud; independent reading and informal book talk.</p> <p>the-reading-framework-teaching-the-foundations-of-literacy</p> <p>www.ourfp.org</p> <p>www.ukla.org</p>	2,3,4,5

To review whole-school culture in which behaviour routines are implemented positively.	Review will be informed to reflect the research and deliberate practice using the theories and toolkits within the research by Paul Dix, "When Adults Change, Everything Changes".	All
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6582

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group and 1:1 Tuition.	<p>The impact of small group tuition is four additional months' progress on average over the course of a year. Evidence shows that additional tuition is most beneficial in small groups. We aim to target those pupils identified at risk of falling behind, those who have poor attendance and those who come from time-poor families. Evidence also shows that increasing the personalised nature of education can have a positive impact on attendance.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	All
Additional reading and phonics and interventions for the lowest 20%.	<p>Children identified to be in the lowest 20% receive daily 1:1 phonics reading intervention sessions. The interventions are carried out by both phonics trained teachers and teaching assistants. All phonics and reading interventions are monitored by the school's Reader Leader.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,3,4,5
Redistribution of Teaching Assistants to enable the provision of TA Interventions.	<p>When deployed in a meaningful and purposeful way, teaching assistants can provide a positive impact on educational outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact. School staff organisation will add value to direct teaching delivered by teachers and all pupils that struggle most to have as much time with the teacher as others. Increased personalisation nature of education can have a positive impact on attendance.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	All

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

Budgeted cost: £ 2432

Activity	Evidence that supports this approach	Challenge number(s) addressed
The attendance for all pupils including PP pupils to be at or above 95%. Embedding principles of good practice set out in Paul Dix "When Adults Change, Everything Changes" reading will equal improved attendance and outcomes.	The DfE guidance has been informed by schools that have significantly reduced levels of persistent absence. school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	All
ELSA (Emotional Literacy Support Assistant) Programme. Anxiety will be reduced through regular support (including ELSA) and therefore attitude and attendance should improve.	Evidence shows that Emotional Literacy support interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months additional progress on attainment. educationendowmentfoundation.org.uk/education-evidence//social-and-emotional-learning	All
Breakfast Club – offer of financial support for disadvantaged pupils.	The Education Endowment Foundation (EEF) evaluation of school breakfast clubs found that a model of free, universal, before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools. Similarly, breakfast provision helps ensure that no child has to learn when they are hungry. There is also evidence that it improves attendance.	All
After School Clubs, Trips, (including Residential) and Music Tuition	Additional non-academic activities can provide free or low-cost alternatives to sport, music, and other enrichment activities (such as trips and camps) that more advantaged families are more likely to be able to pay for outside of school. Having the option to attend these after school activities, can also have an impact on attendance due to the requirement to be in school to attend. educationendowmentfoundation.org.uk/teaching-learning-toolkit/extending-school-time	1,2,5
Investment in Well-being and Mental	The role of the new mental health and well-being lead will contribute to promoting good mental	1,2,5

<p>Health Lead training. Implementation and Impact</p>	<p>health and emotional wellbeing amongst pupils of all ages by:</p> <ul style="list-style-type: none"> • Developing a whole school approach to support mental wellbeing • Teaching about mental health and wellbeing through a programme of PSHE. 	
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Part B: Review of the previous academic year 2021-2022

Outcomes for disadvantaged pupils

Challenge	How Challenge was met = Impact
Attendance has been affected by COVID-19 over the last academic year. The majority of non-attendance can be directly attributed to COVID-19 transmission and actual cases, some to related anxiety.	COVID cases increased for the school in the autumn and winter of 2021 and 2022. Where authorised attendance was lower than 90%, PP pupils received additional support with home learning when well enough to complete with catch up when back in school. A minority of unauthorised absence was investigated and managed according to its own particular circumstance. By the end of the academic year, 2021 2022 PP attendance was 92.7% compared to a whole school figure of 93.1%. All families and particularly those of our PP children, are supported through positive communications both written, via phone-calls and in person.
Based on internal autumn assessments, disadvantaged pupils are currently working at age related expectations: reading 22%, writing 0% and 22% maths.	Based on internal summer assessments improvements are seen: Please note: 56% of 21/22 PP pupils are in year transfers welcomed to school in 2021. Pupil Premium pupils age related attainment: reading 57%, writing 0% and maths 43%. Pupil Premium pupils age related progress group average: reading +0.6, writing +0.1, maths +0.4. All pupils made better or better than expected progress from their individual starting points. All staff have improved their knowledge and understanding of Quality First Teaching strategies and techniques and apply them in the classroom. They are also using a wider range of diagnostic assessment tools helping to identify specific strengths and needs in the moment of learning.
Evidence from reading records suggest that some disadvantaged pupils are not receiving enough reading support at home.	Staff have made positive efforts to engage in informal dialogue with all families who need encourage to read more with their children at home. As a result, families are more willing and more regular at reading at home. This is evidence by the increase in reading award certificates and prizes at Celebration Assembly. The whole school has invested in new reading books, both schematic and for reading for pleasure, linked to the curriculum. As a result, EYFS/KS1 families are more conversant with how home reading books are linked to the SSP and in KS2 pupils are more willing to take books home to read for pleasure with their adults. The bi-weekly newsletter has a regular "reading at home" message. As a result, the profile and importance of reading at home has increased.

Our in-year transfer disadvantaged pupils all have gaps in phonics knowledge which in turn is affecting reading standards.	All pupil premium pupils benefited from either small group or 1:1 intervention work in reading and phonics. As a result, 100% of year 1 pupil premium pupils passed their phonics screen test, 42% of pupil premium pupils made expected progress and 68%, more than expected progress in reading.
A minority of our disadvantaged pupils are not well-supported at home because value is not placed on education.	Post pandemic, the value of being back at school and the value of education has been fully re-established with the purposeful re-introduction of all school systems, routines, events and communications. All our families are valued and welcomed and included.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Times Tables Rock Stars	TT Rockstars
Unlocking Letters and Sounds	Ransom
NFER Standardised Tests	NFER

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)