

## Pupil premium strategy statement

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	Chase Bridge Primary
Number of pupils in school	636
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2019-2022 (Year 1 2021-2024)
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Governing Body
Pupil premium lead	Kath Briggs
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,460
Recovery premium funding allocation this academic year	£9,860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total funding</b>	<b>£101,320</b>

<b>FSM</b>	68 children
<b>Service</b>	4 children
<b>Ever 6</b>	1 child
<b>LAC</b>	1 child
<b>Total PPG</b>	74 children

Year group	Disadvantaged pupils
R	4 (FSM)
1	13 (FSM)
2	12 (11 FSM 1 Service)
3	10 (FSM)
4	9 (FSM)
5	14 (13 FSM, 1 Service)
6	12 (9 FSM, 1 Ever 6, 1 Service, 1 LAC)

## Part A: Pupil premium strategy plan

### Statement of intent

At Chase Bridge, our intention is to provide an excellent level of support so that all pupils to make sustained progress and achieve well regardless of their background or the challenges they may face. We intend for all pupils to leave Chase Bridge as confident, successful individuals who are ready for the next stage in their education.

Through high quality teaching, we aim to narrow the attainment gap between disadvantaged and non-disadvantaged pupils while ensuring good progress for all attainers. This quality first teaching will be supported by targeted interventions, which aim to ensure all pupils, including those at most disadvantage, who have been worse affected by the pandemic, make sustained progress.

We will support our children's mental health and wellbeing to enable them to access learning at an appropriate level while aiming to raise the expectations and aspirations of disadvantaged pupils and their families. We recognise that supporting well-being and mental health is as important as raising attainment so all our priorities are centred on meeting the needs of the whole child. At Chase Bridge, we realise that children need high self-esteem and confidence so that they are ready to learn and making accelerated progress. All children will have access to extra-curricular provisions to allow them to express their talents outside of the curriculum

Our current pupil premium strategy plans work towards achieving our objectives by:

- **Supporting families:** Providing Family Worker time. The Family Worker will monitor poor attendance and lateness. Advice and support will be provide to parents to help with any barrier to their child's learning
- **Supporting extra-curricular activities for our most disadvantaged:** we will support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- **Caring for the well-being and mental health of our pupils:** we will provide staff to deliver social, emotional and behavioural support
- **Assessing need:** appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the social and academic needs of socially disadvantaged pupils are adequately assessed and addressed
- **Planning for PPG spending:** Senior leaders to have an overview of how PPG funding and recovery funding is spent and work with other leaders to create a strategic vision for how to help bridge the attainment gap
- **Utilising resources:** year groups "bid" for resources which are to be used to target children on Free School Meals to achieve Age Related Expectations
- **Ensuring quality first teaching:** Ensuring that the quality of teaching experienced by all children is continually improved.
- **Ensuring challenge:** learning opportunities should meet the needs of all the pupils including ensuring that the most disadvantaged are challenged and stretched
- **Provide assistance for dyslexic pupils** through an online programme
- **Providing small group work focussed on overcoming gaps in learning:** employing an additional Teaching Assistants
- **Providing catch up based on termly assessment and pupil progress meetings:** additional teaching and learning opportunities provided through additional hours for a teacher to provide catch up opportunities
- **Directing resources:** Utilising tuition through NTP in order to target lower attainers and accelerating their progress

## Challenges

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

Challenge number	Detail of challenge
1	<b>Multiple barriers to learning (mobility, SEND, Speech and language):</b> impacting on children's ability to be working at age-related expectations.
2	<b>Catch up: Varied level of engagement varied during the pandemic:</b> impacting children's ability to be working at age-related expectations.
3	<b>Other child-specific barriers to learning:</b> <ul style="list-style-type: none"> <li>- <b>Social, emotional and well-being:</b> impacting the child being ready to learn</li> <li>- <b>Attendance and Punctuality</b></li> <li>- <b>A socio-economic gap</b> (lack of access to resources/extra enrichment at home impacting on experience and vocabulary)</li> </ul>

## 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
<p>For disadvantaged pupils to make excellent progress in reading, writing and maths and meet national expectations.</p>	<p>Pupils meet their ambitious targets. End of Key Stage 2 outcomes for disadvantaged pupils indicate excellent progress.</p> <p>This will be achieved through a systematic approach of tracking and interventions, including pupil progress meeting, internal additional support and external tuition provision. All disadvantaged pupils who are below age-related expectation will form part of a teacher's performance management targets. 65% of pupils accessing external tuition will be PPG.</p>
<p>To reduce the effect of the socio-economic gaps and non-standard admissions to the school.</p>	<p>Outcomes for disadvantaged pupils will continue to rise through opportunities for pupils to be recognised as confident members of their class.</p> <p>All disadvantaged pupils will experience a school trip</p> <p>All disadvantaged pupils encouraged and supported to access an extra-curricular clubs/music provision</p> <p>All disadvantaged pupils will be encourage to try out for school sports teams</p> <p>Consider ways of using PPG funding to support children's enrichment opportunities, including music and clubs</p>
<p>For all our disadvantaged pupils to attend school regularly and be punctual</p>	<p>Consistently sharp focus by the teachers and welfare officer (responsible for attendance) will improve attendance and punctuality</p>

## 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: £ 55,653

Activity	Evidence that supports this approach From <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	Challenge addressed
<p><b>Writing assessments</b></p> <p>Develop teacher pedagogy focused on raising attainment through new assessment procedures that allow peer assessment</p>	<p>Literacy staff questionnaire Action research/self-study</p> <p>EEF evidence +5 Pupils in the group work together on a shared task.</p>	<p>2, 1, 3</p>
<p><b>Small group writing interventions in LKS2</b></p>	<p>Lower KS2 Autumn 1 assessments and pupil progress meeting highlighted need for additional writing support. Planned sessions led by teacher</p> <p>EEF evidence +4 Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind</p>	<p>2, 1, 3</p>
<p><b>TA support in KSI</b></p>	<p>KSI feedback, Autumn 1 assessments and pupil progress meeting. Disadvantaged pupils targeted for additional teacher led/TA interventions</p> <p>EEF evidence +4 Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind</p>	<p>1, 2, 3</p>
<p><b>Additional teaching support to support catch up in UKS2</b></p>	<p>Upper KS2 based on Autumn assessments, pupil progress meeting and upcoming end of KS assessments</p> <p>EEF evidence +4 Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind</p>	<p>1,2,3</p>

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

Budgeted cost: £7115

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Tuition-partner Led Tutoring</b></p> <p><b>Reading</b> 30 pupils x daily 30 minutes x 6 weeks 1:3 ratio on computer with a face to face tutor</p> <p><b>Maths</b> 15 pupils x per 15 week block x 2 blocks</p>	<p>Having analysed our cohorts we have identified that certain children across Year 2-5 need support to address gaps in reading and inference.</p> <p>Additionally, we have identified children in Year 5 who are not at national standard in maths. They have gaps that could be effectively addressed through intensive tuition.</p> <p>EEF evidence +5 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p>	2, 1
<p><b>IDL programme for dyslexic learners</b></p>	<p>Need identified in pupil progress meeting and performance management evaluations.</p> <p>Targeted intervention for dyslexic children through the purchase of a 1-2-1 programme</p> <p>EEF Evidence +4 Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.</p>	1,2,3
<p><b>Reading Pira assessments</b> to support internal data to establish strengths and gaps where targeted intervention is needed either through 1 to 1 tutoring or small intervention groups.</p>	<p>Literacy staff questionnaire</p> <p>These assessments support identifying early those pupils who need additional support or one to one tutoring. Through the analysis, it enables all staff to know the gaps for the individual, class and year group to enable individuals or groups to be targeted</p> <p>EEF evidence +4 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p>	1,2,3

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

Budgeted cost: £37,552

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Welfare Officer</b> To work with vulnerable families improve parental engagement To analyse attendance contact low attenders.</p>	<p>Varied engagement during lock down Low attendance</p> <p>EEF evidence +4 Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	3
<p><b>ELSA TAs</b> To support children who are having difficulty accessing learning through behavioural issues</p>	<p>Referrals from teachers Feedback from family support worker Feedback from parents' evening EEF Evidence +4 'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	3
<p><b>Social interactions</b> Annual trip contribution Contribution to clubs/ Residentials Uniform contribution</p>	<p>EEF Evidence Arts participation EEF +4 Physical activity +1</p>	3
<p><b>PPG bids</b></p>	<p>Pupil progress meeting indicated need for resources from year group including resources for use in targeted interventions EEF evidence +5 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p>	3
<p>Inclusion lead time</p>	<p>Time allocated to inclusion lead to manage PPG provision</p>	1,2,3

**Total budgeted cost: £ 100,320**



## 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.

#### Home-learning

We saw high levels of engagement on week one of school closure, with 5586 average daily uploads, and this rose to around 7500 consistently for the remaining weeks.

Parent engagement increased: 393 parents were on our Seesaw family app at the start of school closure, with this increasing to 418 by the end. On average, we had around 1250 daily family visits to Seesaw.

#### Jigsaw

Jigsaw implemented across all KS1 and 2 with weekly lessons in place

#### Year 6

Targeted intervention for groups identified by baseline assessment

July 21 results

Reading 90% exp

Writing 85% exp

Maths 87% exp

SPAG 86% exp

Year	PPG % met targets July 21
1	93%
2	66%
3	88%
4	92%
5	86%
6	83%

#### FFT reading recover

80% met or exceeded targets

23% exceeded targets

### 3rd Space learning maths

87% met or exceeded targets

20% exceeded targets

### 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
Reading recovery	FFT Lightning Squad
1:1 maths tuition	Third Space Learning