

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	595
Proportion (%) of pupil premium eligible pupils	11% (68 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	(2021-2024) Current Year 2
Date this statement was published	December 22
Date on which it will be reviewed	December 23
Statement authorised by	Governing Body
Pupil premium lead	Kath Briggs
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,180
Recovery premium funding allocation this academic year	£9860
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <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>	£0
Total budget for this academic year <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>	£104,040 Total spend 104,782

Part A: Pupil premium strategy plan

Statement of intent

At Chase Bridge, our PPG plan is built upon the intention 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. Extra funding will be in place to provide breakfast club to those most in need.
- **Supporting extra-curricular activities for our most disadvantaged:** we will support payment for activities, educational visits and residentials. 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
- **All staff continually 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 PPG children and enable them 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 and training of Literacy Lead.
- **Providing small group work focussed on overcoming gaps in learning based on termly assessment and pupil progress meetings:** employing a school-based tutor

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and well-being: impacting the child being ready to learn
2	The need to catch up: Varied experience and learning during the pandemic: impacting children's ability to be working at age-related expectations.
3	A socio-economic gap (lack of access to resources/extra enrichment at home impacting on experience and vocabulary)
4	Multiple barriers to learning (mobility, SEND, Speech and language): impacting on children's ability to be working at age-related expectations.

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
Progress and achievement For disadvantaged pupils and those with multiple funding streams to make excellent progress in reading, writing and maths and achieve national expectations. The focus is on closing the gap between PPG pupils and all pupils in all three subjects.	Pupils meet their ambitious targets. End of Key Stage 2 outcomes for disadvantaged pupils indicate excellent progress. This will be achieved through a systematic approach of tracking and interventions, including pupil progress meeting, internal additional support and school-based tutoring All disadvantaged pupils who are below age-related expectation will form part of a teacher's performance management targets and be targeted for school-based learning.
To reduce the effect of the socio-economic gaps and non-standard admissions to the school.	Outcomes for disadvantaged pupils will continue to rise through opportunities for pupils to be recognised as confident members of their class. 100% of disadvantaged pupils will experience a school trip 100% disadvantaged pupils encouraged and supported to access an extra-curricular clubs/music provision All disadvantaged pupils will be encourage to try out for school sports teams Consider ways of using PPG funding to support children's enrichment opportunities, including music and clubs

For all our disadvantaged pupils to attend school regularly and be punctual	Consistently sharp focus by the teachers and welfare and engagement lead (supported by inclusion team) will improve attendance and punctuality
---	--

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: £ 31,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD course for dyslexia attended by Literacy lead.</i>	Individualised instruction involves providing different tasks for each learner and support at the individual level. EEF evidence +4	2,4
<i>Ta support across KS1 and KS2</i>	EEF evidence +4 Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind	1,2,3,4
<i>Attachment Aware training and project</i>	EEF evidence +4 As a school we are developing our understanding of trauma informed behaviour management and the importance of a nurturing and supportive environment supported with clear boundaries and safe space for children. This is being developed through the Attachment Aware Schools Award and involves the development of a trauma informed behaviour policy, whole school staff training (to ensure consistency of language and knowledge) and targeted support for children where the universal offer no longer meets need.	1, 2, 3

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

Budgeted cost: £ 11,532

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<i>School-led tutoring funded 60% by Schol-led finding 15 hours x £18 per hour.</i>	Evidence from last year's outcome so that the most impactful intervention was face-to-face and regular led by a qualified teacher.	1,2,3,4
IDL programme for dyslexic learners	Need identified in pupil progress meeting and performance management evaluations. Targeted intervention for dyslexic children through the purchase of a 1-2-1 programme EEF Evidence +4 Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.	2,4
PIXL assessments to support internal data to establish strengths and gaps where targeted intervention is needed either through 1 to 1 tutoring or small intervention groups.	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 EEF evidence +4 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	2,3,4

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

Budgeted cost: £ 61,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Welfare and Attendance Officer + days Engagement and Welfare To work with vulnerable families improve parental engagement To analyse attendance contact low attenders	Varied engagement during lock down Low attendance 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.	1,3
<i>ELSA TAs</i> <i>To support children who are having difficulty accessing learning through behavioural issues</i>	Referrals from teachers Feedback from family support worker Feedback from parents' evening EEF Evidence +4 'Interventions which target social and emotional learning	1

	(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.	
<i>Social interactions</i> <i>Annual trip contribution</i> <i>Contribution to clubs/</i> <i>Residentials</i> <i>Uniform contribution</i>	EEF Evidence Arts participation EEF +4 Physical activity +1	1,3
<i>PPG bids</i>	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.	3
<i>Inclusion Lead</i>	Associated costs and time allocated to inclusion lead to manage PPG provision	1,2,3,4

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Rec	% on track for targets in reading, writing and maths
Yr1	50%
Yr2	55%
Yr3	78%
Yr4	29%
Yr5	55%
Yr6	67%

Writing assessments	Confidence of teachers built on and standardised method of assessment seen at internal and external moderations of writing.
Small group writing interventions in LKS2	In year 4, 34% increase in those on track. In Year 3, 23% increase in those on track. In Year 2, 10% increase in those on track.
TA support in KSI	Additional KS1 support involved TAs supporting multiple children.
Additional teaching support to support catch up in UKS2	In Year 5 maths, 89% on track for targets in summer 2022. In Year 6 maths, 83% on track for targets in summer 2022.
Tuition-partner Led Tutoring	Third Space learning 7% increase in those on track. Reading lightening squad 4% increase in those on track.
IDL programme for dyslexic learners	53 children accessing with 8 months progress over the last 6 months of 2022.
Reading Pira assessments	Levelled reading assessment provided teachers with a clear picture of interventions needed.
Welfare Officer	Additional time provided for welfare officer to support target families.
ELSA TAs	Additional emotional support for target children provided in small group sessions.
PPG bids	Teachers provided additional resources to support PPG children. Resources included spell checkers, high interest/low level readers and additional homework books.
Inclusion lead time	Additional time provided for inclusion lead to supervise implementation of PPG provision