

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	622 (+40 in Nursery)
Proportion (%) of pupil premium eligible pupils	11% (66 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	(2022-2025) Current Year 2
Date this statement was published	December 23
Date on which it will be reviewed	December 24
Statement authorised by	Governing Body
Pupil premium lead	Daniel Bishop
Governor / Trustee lead	Bhaven Marshall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,662
Recovery premium funding allocation this academic year	£9,570
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
<b>Total budget for this academic year</b>  <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>	£106,232

## 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 attendance and lateness of our families and work with the wider team to ensure bespoke support is given to families. 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 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
- **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 group leaders "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 improving and our premium is spent to support staff development.
- **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 with a strong focus on early reading and early mastery in maths.

## Challenges

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

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

Budgeted cost: £ 43,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessment meeting once a week in year group teams	This meeting time gives YG the chance to reflect on summative and formative assessment and to strategically plan for the next week. This also ensures additional time for staff to support the workload balance and wellbeing.	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 continuing to develop 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 silver 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: £ 11,584

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
<b>IDL programme for dyslexic learners</b>	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

<p><b>PIXL 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>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.</p>	<p>2,3,4</p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 53,900

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><b>Welfare and Attendance Officer + days Engagement and Welfare</b> To work with vulnerable families improve parental engagement To analyse attendance contact low attenders.</p>	<p>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.</p>	<p>1,3</p>
<p><i>ELSA TAs</i> <i>To support children who are having difficulty accessing learning through behavioural issues</i></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>	<p>1</p>
<p><i>Social interactions</i> <i>Annual trip contribution</i> <i>Contribution to clubs/</i> <i>Residentials</i> <i>Uniform contribution</i></p>	<p>EEF Evidence Arts participation EEF +4 Physical activity +1</p>	<p>1,3</p>
<p><i>PPG bids</i></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>	<p>3</p>

**Total budgeted cost: £ 108,984**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

	Number of PP children in the cohort	% on track for targets in reading, writing and maths 2022-2023
<b>Rec (ELGs GLD)</b>	6	66.7% achieved GLD
<b>Yr1</b>	6	PST 83.3% 67% RWM
<b>Yr2</b>	12	45%
<b>Yr3</b>	12	100%
<b>Yr4</b>	9	63% RWM MTC 22.86 average score - 57% scored 100%
<b>Yr5</b>	9	88%
<b>Yr6 SATs</b>	14  12 children took the test 14 in total	71% achieved their target  75% achieved exp standard *not including two absent children who did not take any assessments. 64% including the two children.

\*An average of 69% of PP children across the school achieved their aspirational target

Activity	Impact
<i>CPD course for dyslexia attended by Literacy lead.</i>	The English lead has been able to work with targeted children and also support staff with enhanced CPD. This has a great impact on the English confidence in this area and also has increased understanding around the strategies and interventions that can take place to support children who are struggling with writing in particular.
<i>TA support across KS1 and KS2</i>	Intensive tuition in small groups and some one to one sessions are able to take place for children in KS 2 and these children have made good progress through the year. Little and often interventions, pre teaching and targeted in class supported have enabled children to feel more comfortable and make and close gaps in learning.
<i>Attachment Aware training and project</i>	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. The 32 main focus

	were achieved and we now have a bespoke place for formal sessions, rest bite and group work. We have a joined up and connected team working across safeguarding, family support, MHST and our in house team of ELSAs. This is supported by our improving universal offer in classrooms. We successfully gained the Bronze Award and will be pursuing the Silver aware during 2023-2024.
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Activity	Impact
<i>School-led tutoring funded 60% by Schol-led finding 15 hours x £18 per hour.</i>	Face to face catch up teacher employed this year moving away from the virtual offer. This has led to 0.4 teacher for 2022-2023. The focus was broad and bespoke for each group working with an experienced teacher. The largest impact was seen within phonics in EYFS and Year 1 where 14 out of 16 children met their target showing accelerated progress despite low starting points. Similarly interventions with smaller concepts within maths showed good progress across all years groups. Core skills of arithmetic became the strong focus.
<b>IDL programme for dyslexic learners</b>	The screener is used to assess pupils that may have difficulties with writing and reading progress in KS 2. The targeted intervention for dyslexic children (or children with similar profiles) has allowed children to make measurable progress and are able to access the programme at school and at home. All children progressed throughout the programme and made accelerated progress within writing, spelling and reading using the assessment tracker. The programme has also increased the literacy confidence of the learners using it.
<b>PIXL 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.	The assessment and resources support staff workload and also allow staff to have forensic knowledge of their children. PiXL has helped to support teacher assessment through formative tests termly and other low stakes assessments. PiXL provides individual pupil checklists and allows staff to work across classes within their years groups more seamlessly. Children and parents were able to access bespoke reports with areas of strength and areas developed to support work at home and in school. Children had much more ownership over their learning as they understood what specific gaps they had in Reading, Writing, Maths and SPAG. This led to fantastic outcomes in Year 6 and was rolled into all years groups over the course of the year. The assessments and practices are now all well embedded in Year 5 and 6 and are developing well in Years 1-4.

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

Activity	Impact
<b>Welfare and Attendance Officer + days Engagement and Welfare</b> To work with vulnerable families improve parental engagement	We have seen huge success with this investment and the school has been identified as having outstanding practice by professionals, the Local Authority and our community. We have broadened the role of Welfare and Engagement throughout the year and now support a bespoke case load of families. We have joined the NHS and Local authority funded pilot to work with Early Help and have a raft of professional support on offer to us. We are much better placed to sign post families to the right organisations and now have capacity to do bespoke work ourselves in school. As a result of our approach and the work we have done we have been asked to lead the SWL, NHS funded, Mental Health Support Team (MHST) within Richmond. We will have a dedicated team based

To analyse attendance contact low attenders	at Chase Bridge and will support 17 schools and over 7000 children. Whole school attendance has risen compared with 2022 and we have reduced PAs from a high of 19.6% to 12% at the end of 2023 academic year. This includes Nursery and Reception children.
<i>ELSA TAs To support children who are having difficulty accessing learning through behavioural issues</i>	We have now streamlined our case management and formed partnerships with additional bespoke support counselling organisations like Purple Elephant and the MHST, allowing our ELSA caseload to be very targeted on early intervention. This has ensured the children our ELSA workers support are at a much earlier stage and get support much quicker. Our Welfare and Engagement lead is now managing the caseload of our ELSA counsellors, allowing us to connect all of the knowledge about our children and families to ensure the best possible support. Our ELSA councillors have benefitted from supervision and training throughout the year and now have supervision fortnightly in house and termly with the EP service.
<i>Social interactions Annual trip contribution Contribution to clubs/ Residentials Uniform contribution</i>	We have increased and standardised the offer for all families and this has allowed us to help many more families this year. All children entitled to PP (and other vulnerable families who don't meet the PPG criteria) have their trip contribution paid for and have received support for residential trips, discounts on clubs and music tuition, discounted uniform, first access to second hand uniform and subsidised access to all of our school events ie summer fair, Halloween and welcome discos. 73% of our PPG children attended at least one after school club in summer 2023. This has increased from 31% in Autumn 2021.
<i>PPG bids</i>	Following the autumn term pupil progress meetings year groups can bid for funding to support their most vulnerable learners (or focus children), including those with PP. This is targeted and bespoke to individual children, classes and whole years groups. The impact is to support progress of learners not reaching their targets.
<i>Inclusion Lead</i>	Provision has been managed well and we have seen a positive impact with both academic progress and progress with our communities mental health and wellbeing. The Inclusion lead monitors specific children throughout the year with regard to their targets, both academically and socially.