

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	623 (+36 in Nursery)
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)	(2022-2025) Current Year 3
Date this statement was published	December 24
Date on which it will be reviewed	December 25
Statement authorised by	Governing Body
Pupil premium lead	Daniel Bishop
Governor / Trustee lead	Rebecca Seawood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,820
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>	£102,820 (+264 supplemented)

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 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 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 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 focused 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	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 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 KSI 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
Targeted rapid catch up within phonics and early reading for children across the school	Evidence from previous years outcomes suggested that the most impactful intervention was face-to-face and regular led by experienced and qualified in house adults. We are also working with the English Hub for 2024-2025 to support	1,2,3,4

	continued development of our SSP and Rapid Catch Up to validate and support development of our approach.	
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: £ 48,000

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 (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.	1
<i>Social interactions</i> <i>Annual trip contribution</i>	EEF Evidence	1,3

<i>Contribution to clubs/ Residentials Uniform contribution Summer camps</i>	Arts participation EEF +4 Physical activity +1 Summer Schools +3 Outdoor Adventurous Learning (positive impact on self efficiency, motivation teamwork)	
<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

Total budgeted cost: £ 103,084

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Number of PP children in the cohort	% achieved expected standard PPG Chase Bridge	% All Pupils Chase Bridge	% achieved expected standard All Pupils National
Rec (ELGs GLD)	4	GLD 75%	75%	GLD 68%
Yr1	11	PCS 89% R 83% W 100 M 67%	PCS 89% R 85% W 88% M 79%	PCS 81%
Yr2	9	R 63% W 50% M 50%	R 75% W 76% M 88%	
Yr3	15	R 69% W 54% M 62%	R 72% W 68% M 71%	
Yr4	14	R 77% W 62% M 85%	R73% W 76% M 78%	
Yr5	16	R 83% W 75% M 75%	R 85% W 82% M 77%	
Yr6 SATs (inc 2 EAL new arrivals)	12 (10 without new arrivals)	R 58% (70%) W 67% (80%) M 67% (80%) RWM 58% (70%)	R 83% W 90% M 90% RWM 80%	

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>	TA support has led to teachers and TA being able to deliver timely interventions. Intensive tuition in small groups and some one 2 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 support have enabled children to feel more comfortable and make and close gaps in learning.
<i>Attachment Aware training and project</i>	2024-2025 we are redeveloping our Behaviour Policy to continue its development to be increasingly trauma informed.. As a school we are developing our understanding of trauma informed behaviour management and the importance of a nurturing and

	<p>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. 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 during 2023-2023, Silver Award during 2023-2024 and will be pursuing the Gold Award during 2024-2025.</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Impact
<p><i>School-led tutoring funded 60% by Schol-led finding 15 hours x £18 per hour.</i></p>	<p>Face to face catch up teacher employed this year moving completely away from the virtual offer. This has again led to 0.4 teacher for 2023-2024. The focus this year was phonics/reading based but bespoke for each group working with an experienced teacher. The largest impact was seen within Year 1, Year 2 and Year 3. Phonics Data below. Accelerated progress despite low starting points.</p>
<p>IDL programme for dyslexic learners</p>	<p>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.</p>
<p>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.</p>	<p>The assessment and resources support staff workload and also allow staff to have forensic knowledge of their children. Intervention and gap closing resources have been utilised this year to support the development of high quality resources. Link partner meetings have focused on Year 3,4,5 and 6 this year and have led to the acceleration in our roll out to Key Stage 1 and 2. The 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.</p>

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

Activity	Impact									
<p>Welfare and Attendance Officer + days Engagement and Welfare</p> <p>To work with vulnerable families improve parental engagement</p> <p>To analyse attendance contact low attenders</p>	<p>We have seen huge success with this investment and the school has been identified as having outstanding practice by professionals including; the Local Authority, our School Improvement Partner (SIP) 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 are much better placed to sign post families to the right organisations and now have capacity to do bespoke work ourselves in school. We are now holding Bi-Annual Community events where professionals come in to meet not only our community but other local professionals. As a result of our approach we continue to work with NHS SWL to lead the Mental Health Support Team (MHST) within Richmond. We will have a dedicated team based at Chase Bridge and will support 17 schools and over 7000 children. Whole school attendance has risen compared with 2022 and 2023 and we have reduced PAs from a high of 19.6% in 2022 to 8.6% in July 2024.</p>									
<p><i>ELSA TAs</i></p> <p><i>To support children who are having difficulty accessing learning through behavioural issues</i></p>	<p>We have appointed a Pastoral Support Manager who now leads on Mental Health and Wellbeing. 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 counsellors have benefitted from supervision and training throughout the year and now have supervision fortnightly in house and termly with the EP service.</p>									
<p><i>Social interactions</i></p> <p><i>Annual trip contribution</i></p> <p><i>Contribution to clubs/Residentials</i></p> <p><i>Uniform contribution</i></p>	<p>Participation in clubs and extracurricular provision has massively improved since 2021.</p> <table border="1" data-bbox="443 1308 1513 1641"> <thead> <tr> <th></th> <th>2021-2022</th> <th>2023-2024</th> </tr> </thead> <tbody> <tr> <td>PPG Children attending 1 or more clubs</td> <td>31%</td> <td>68%</td> </tr> <tr> <td>Non PPG children attending one or more clubs</td> <td>71%</td> <td>73%</td> </tr> </tbody> </table> <p>We have increased and standardised the offer for all families and this has allowed us to help many more families this year.</p> <p>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..</p>		2021-2022	2023-2024	PPG Children attending 1 or more clubs	31%	68%	Non PPG children attending one or more clubs	71%	73%
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<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.