

Pupil premium strategy statement

This statement details our school's use of pupil premium funding 2024 -2025 to help improve the attainment of our pupils from disadvantaged groups.

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 Lane Primary School and Nursery
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Julie O Mara Head Teacher
Pupil Premium lead	Michelle Kneeshaw Deputy Head Teacher
Governor lead	Mrs Charlotte Pinner Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166, 686
Pupil premium funding carried forward from previous year	£23,133
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>	£189, 819

Part A: Pupil premium strategy plan

Statement of intent

At Chase Lane Primary School and Nursery, we encourage all children to 'be the best they can be'. Working in partnership with families, we strive to give our pupils the best opportunities throughout their educational journey. All of our pupils have the opportunity to make good progress and achieve high attainment across all subject areas, to develop their cultural capital and become lifelong learners.

The focus of our pupil premium strategy is to support pupils from disadvantaged groups to achieve this goal. This will be achieved by:

- Embedding a whole school commitment in which all staff take responsibility for disadvantaged pupils outcomes and raise expectations of what they can achieve
- Delivering inclusive teaching and good pastoral care
- Building and maintain relationships with parents and carers to support pupils' engagement with learning.

Challenges

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

Challenge	Detail of challenge
1	Some children joining our school in EYFS, are assessed as not being school confident. This may be due to parents lack of support or lack of understanding of pre-school development. Some children in Reception and Year 1 have not yet reached their developmental milestones. For some children, their attention skills, ability to focus and independence with learning is lower than age related expectations. This impacts on pupils' progress in phonics knowledge and skills. It is recognised that pupils' fine and gross motor skills are often underdeveloped which also impacts on writing development.
2	Chase Lane Primary School recognises that parents of children who are considered more disadvantaged may find school engagement more challenging. The school continues to work hard to develop positive relationships with families to improve pupils' aspirations, motivation and attainment.
3	There is a significant number of pupils from disadvantaged groups with speech, language and communication difficulties, particularly in EYFS. For some pupils, this means that their understanding of key vocabulary and spoken language can be limited which impacts on their understanding of spoken language, reading and writing.

4	The self-confidence, resilience and aspirations of some pupils from disadvantaged groups can be lower than those from non-disadvantaged groups. These can be barriers to educational achievement and social mobility in later life.
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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
Improve the learning and development of EYFS and Year 1 Pupils	By Key Stage 1 and Key Stage 2, there is a higher percentage of pupils working at age related expectations, narrowing the gap between pupils from disadvantaged groups and their peers.
Continue to build and maintain relationships with parents/carers of pupils from disadvantaged groups to support pupil engagement with learning and improve outcomes.	High percentage of parents of pupils from disadvantaged groups attending engagement sessions during which pupils share their proud folders. Increased pupil engagement in learning so that attainment of pupils from disadvantaged groups by the end of Key Stage 2 in 2024/2025 is in line with that of their peers.
Improve Speech, Language and Communication skills amongst all pupils	Assessments and observations indicate significantly improved oral language and subject specific vocabulary amongst pupils from disadvantaged groups. This is evident when triangulated with other sources of evidence including engagement in lessons, book surveys and observations.
Achieve and sustain improved pupil self-confidence, resilience and aspirations, particularly for our pupils from disadvantaged groups.	Noticeable improvement in pupils' well-being demonstrated by; qualitative data from social and pastoral intervention programmes, teacher observations and pupil and parent surveys. Increase in the participation of pupils from disadvantaged groups taking part in enrichment activities.

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: £60, 182

Activity	Evidence that supports this approach	Challenge number(s) addressed
Salary of Speech and Language Teaching Assistant to deliver speech and language programmes and support teachers with SLCN across the school	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3
Two additional Teaching Assistant to support SLCN in the classroom	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=effective%20use%20of%20teachi	3

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

Budgeted cost: £31, 067

Activity	Evidence that supports this approach	Challenge number(s) addressed
School funded group tuition led by teachers	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3, 4
School funded study skills support group led by a Teaching Assistant	https://www.globalmetacognition.com/post/why-is-a-focus-on-study-skills-in-schools-important	2, 3, 4
Salary of Pastoral Care Co-ordinator to support individual and small groups of pupils to improve confidence, self-esteem and resilience.	Addressing Educational Disadvantage In Schools and Colleges: The Essex Way Edited by Marc Rowland ISBN 978-1-913622-45-9 https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&utm_medium=search&utm_campaign=site_searchh&search_term https://www.elsa-support.co.uk/what-is-elsa-intervention/	1, 3, 4

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

Budgeted cost: £83, 977

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantage Lead Practitioner in post to develop a whole school ethos and provision for disadvantaged pupils across the school through regular assertive mentoring and self-regulation sessions.	John Hattie <u>http://visible-learning.org/2013/01/visiblelearning-for-teachers-book-review/</u>	4
Invite parents to attend enrichment activities with their children in school. Pupils from disadvantaged groups encouraged to share and discuss their personal targets and progress with their parents.	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1671197429	2
Year 6 pupils trained to be peer tutors to support the reading development of children in Key Stage 1. Students as teachers:	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring?utm_source=/education-evidence/teaching-learning-toolkit/peer-tutoring&utm_medium=search&utm_campaign=site_search&search_term=peer%20mentors	4, 1
Pupils from disadvantaged groups to experience enrichment activities and events (trips, music tuition, photography, adventurous activities, sports clubs)	'Leaders adopt or construct a curriculum that is ambitious and designed to give learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.' OFSTED Education Inspection Framework Overview of research 2019	1, 3, 4
Appoint Midday Assistant five days per week to run lunchtime club to support the development of social skills and reduce emotional dysregulation on the playground.	https://inclusiveschoolcommunities.org.au/resources/toolkit/lunchtime-clubs-schools-initiative-increase-social-inclusion	3, 4

Support the well-being of pupils from disadvantaged groups by providing for their basic needs – Breakfast, Sunny club places before/after school, clothing – PE Kit, uniform	https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Documents/TPP%20Leaflet%205-Accessible%20Jan%202023.pdf	1,2,3,4
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Total budgeted cost: £ 172, 746

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 2023 to 2024 academic year.

1. Improve the attention, focus and independence of pupils in the Early Years Foundation Stage.

Historically, there has been a low entry level in communication and language and other prime areas of the EYFS curriculum, including writing. Many of these pupils are boys or have low attainment in communication and language. From observations during continuous provision, these children tend to avoid opportunities to mark make, colour and are generally disengaged when working during an adult led task for Literacy.

Activities:

- Carefully plan activities for all areas of the EYFS curriculum to match the interests and needs of disadvantaged pupils
- Phonological awareness activities as a targeted intervention
- Greater role-play opportunities to engage disadvantaged pupils in dialogue with their peers (include puppets, story-telling props etc.)
- Squiggle Whilst You Wiggle programme for targeted pupils to encourage and support mark making and gross motor skill development.
- Increase amount of adult interaction during continuous provision to model vocabulary
- Adult led writing task- small groups focusing on achievable, personalised next steps to help progress through the stages of the emergent writing scale

Impact: There has been some observed improvement in pupils' learning behaviours. However, this is yet to be reflected in pupils' attainment.

2. Build and maintain relationships with families of disadvantaged pupils to support pupil engagement in learning and secure progress.

Activities:

- Pupil Premium Lead to arrange further sessions for pupils to share their proud folders with parents
- Pupils to be involved in the preparation of the sharing sessions – sending invites, preparing refreshments/baking scones/ croissants
- Pupils create power points and narration for their slide show. Pupils prepare biscuits and welcome family members to the show

Impact: All parents attended the Year 5 Proud Folder session in July 2024. Pupils enjoyed sharing their progress with their parents. This activity gave pupils an opportunity to celebrate their work and see progress over time.
3. Improve speech, language and communication skills Activities: • Carry out WellComm to identify specific areas of development, personalised to pupils • Set up Talk Boost, BLANKs, phonological awareness interventions • Increase amount of staff interaction during continuous provision to model adventurous vocabulary, application of word of the week, model grammatically correct dialogue • Track progress through regular, ongoing assessment Impact: Interventions have been successful and most pupils have made good progress.
4. Achieve and sustain improved pupil self-confidence, resilience and aspirations, particularly for our disadvantaged pupils Impact: Pupils demonstrate that they are able to reflect upon their learning and progress overtime. Working on their proud folders has given pupils a sense of pride and achievement. Peer mentoring enables pupils to develop their leadership skills, a sense of responsibility and investment in their education and future. For some disadvantaged pupils the Photography Club has been their first experience of extra-curricular participation. The club has given pupils confidence to try new skills.