

Pupil Premium Strategy Statement Sept 2021-July 2023

This statement details our school's use of pupil premium (and recovery premium for the 2021- 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year. The impact of the 2021-22 spending of pupil premium had within our school is reported in Part B.

School overview

Detail	Data
School name	Chevening (St Botolph's) CE Primary School
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	2021 -2023
Date this statement was published	October 2021
Date on which it will be reviewed	December 2022; Summer 2023
Statement authorised by	Karen Minnis
Pupil premium lead	Karen Minnis
Governor lead	Prue Burrlock

Funding overview

Detail	Amount
Pupil premium funding allocation 2022-23	£15,625
Total budget for this academic year	£15,625

Part A: Pupil Premium strategy plan

Statement of intent

At Chevening (St Botolph's) School, our primary goal is to ensure that our children leave us as well-rounded citizens, fully prepared for the next stage in their education.

Looking at this in a little more detail we aim to ensure all our children:

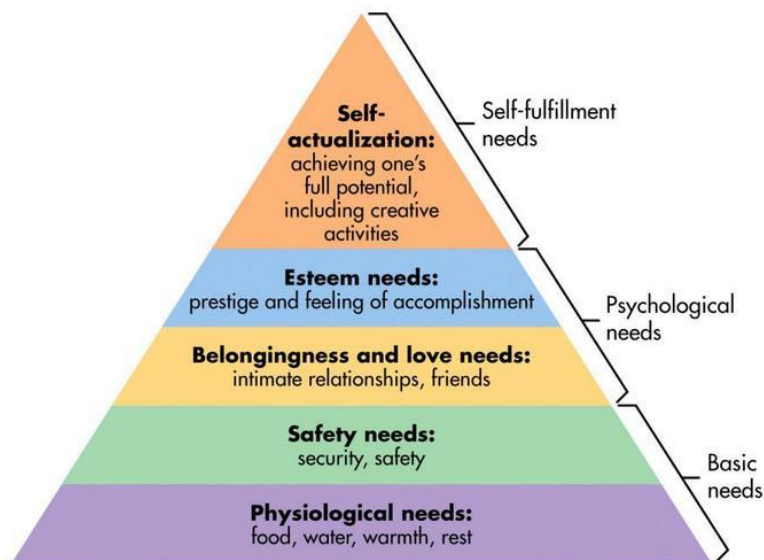
- achieve as highly as they are able
- are academically prepared to thrive at secondary school
- find joy in success, be it academic, sporting, musical, artistic or another area
- are confident at building and maintaining positive relationships
- demonstrate kindness and respect to all people however different or similar they may be
- understand our school's values and why they are important
- have the beginnings of their own set of personal values
- have the self-esteem and self-confidence to make the most of their innate gifts and talents

To achieve these aims with children entitled to Pupil Premium, we use the funding we receive in a variety of ways. Being a relatively small school some of the interventions we put in place are shared by children who are not in receipt of Pupil Premium in order to make them viable and promote good progress for all children as well as those entitled to Pupil Premium.

Many of our interventions are linked directly to the curriculum and, in particular, core subjects:

- We sometimes provide additional support through small group teaching, 1:1 teaching and in-class support to accelerate progress in all areas of English and maths, as it is widely recognised that attainment in these subjects underpins success across the curriculum at secondary school level.
- We provide technology and/or access to relevant computer programs which are proven to support learning in the above subjects and across the wider curriculum.
- We provide a range of strategies to support the development of a love of literature and reading.
- We provide regular and sustained forest school experiences for our youngest children with a key emphasis on developing speaking and listening skills, as well as social interaction and problem solving.

Alongside this academic input, we provide a range of interventions to address some of the issues children can experience in their early lives, which if ignored, may impact on their learning and success in the school environment. To understand the reasoning for these, it is helpful to look at Maslow's hierarchy of need.



This shows, starting at the base and working up towards the peak, the essential *basic*, *psychological* and *self-fulfillment* requirements for all humans. Where elements of this hierarchy are missing, the individual concerned will find it more difficult to fulfil their potential in life. As a school we work in close partnership with our families to ensure all our pupils have all the elements they need in order to achieve their potential. To this end, the school is sometimes able to use funding, following careful consideration of individual circumstances, to benefit children in the following ways:

- Help with sourcing uniform
- Transport
- Funding for trips and visits
- Well-being support (via our Emotional Literacy Support Assistant)
- Mentoring and counselling
- Secondary Transition work
- Effective Communication interventions
- Additional music or sports provision
- Extra clubs and activities
- Early Morning Club/ Activ8
- Social skills workshops and friendship circle work

There is no expectation that all children entitled to Pupil Premium funding will receive identical support; indeed the allocation of budget for each child feeds into the school's budget for pupil premium, rather being ring fenced for an individual child. Some children will need more than others and each child is an individual with individual circumstances. The school considers how to allocate pupil premium money to different interventions and projects on an annual basis, following rigorous data analysis and careful consideration of the needs of the pupils within this group. We use information from the Education Endowment Foundation, NFER and OFSTED to research approaches and interventions which provide the best results and value for money. In addition we are part of a local Partnership of Schools so we can collaborate with other schools to consider and research effective interventions within the context of the Sevenoaks area.

Challenges

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

Challenge number	Detail of challenge
1	Multiple needs of pupils – in some years, children entitled to Pupil Premium funding also have additional SEND or well-being needs;
2	Poor oral language skills, particularly inhibiting attainment in Reading comprehension and Writing;
3	Lower attainment in core subjects – partly due to lower levels of self-confidence and self-belief.
4	Lower attendance rates for some children entitled to PP funding;
5	COVID has impacted individuals and their family circumstances in various and sometimes unexpected ways, including health, well-being, opportunity, bereavement, self-confidence /stamina/ self-belief, which in turn have affected academic progress, attainment and success.

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
Where possible, improved learning leading to stronger progress and improved academic outcomes in Spoken Language, Reading, Writing and Maths.	On-going assessments correctly reflect children's learning and progress; Monitoring of teaching and outcomes shows that children with additional needs are identified and supported via quality first teaching and appropriate interventions so progress and attainment are in-line with expectations;
Increasing self-confidence and resilience in tackling learning and assessments in school	Increase in children's willingness to tackle new learning, new contexts and new opportunities, including transitions to new classes/schools.
Improved vocabulary and language skills, with increasing fluency and reasoning in comprehension and writing activities/tasks.	Monitoring shows good progress in spoken language, reading and writing, with narrowing of gaps in Reading and Writing.
Improved health, attendance and well-being underpin academic progress and success for individual children and targeted groups.	Monitoring confirms that attendance is good for individual children and target groups. Positive impact of well-being & health support is reported.

Activity in 2022-23

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,118

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for staff</i>	EEF COVID studies show that generally, pupils have made less academic progress than previously and that there is a growing attainment gap for disadvantaged children. To increase staff subject knowledge and skills, we have focused on CPD that aligns with our school development priority in widening and deepening our well-being approaches, with Sensory Circuits Training, Forest School training (Sept 2022) and a focus on writing (GD at KS2 and KS1), as well as assessment.	1 2 3
<i>Schemes purchased (Music, Spelling, touch-typing, speech & language etc)</i>	In line with reports on the impact of COVID, some funds have been used to: <ol style="list-style-type: none"> a. Enhance the Music curriculum, with a continuing subscription to Kapow. As a school, music is a focus for gathering, celebrating and remembering; the new scheme supports good progression in skills and knowledge. b. Renew subscriptions to support teaching, learning & progress in speech and language, spelling and touch-typing. 	1 2 5

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

Budgeted cost £9,000

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

<i>Literacy and other interventions before/ during school</i>	EEF Toolkit recognises the benefits of increasing learning time (extending school day for vulnerable children) and also for individualised instruction/feedback (+3 months). Support staff encourage & engage children in both physical activity (preparation for learning), digital individualised learning, providing additional feedback and encouragement in this extra learning time.	1 2 3
---------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------

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

Budgeted cost: £5,563

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Emotional support via 1:1 coaching (ELSA);</i>	<p>ELSA training was completed by a staff member 2020-21, with initial caseload gradually increasing over the Summer Term.</p> <p>The feedback from families and children supported by ELSA is excellent, underpinning our decision to continue with this approach.</p> <p>EEF Toolkit analysis suggests that targeted support for individuals and small groups of children with particular social and emotional needs is beneficial for improved social interactions.</p> <p>Evidence shows that interventions may support Literacy progress/attainment (+4 months progress) more than Maths (+3 months progress).</p>	3 4 5
<i>Play Therapy/ counselling</i>	A few of our children require specialist approaches to help them navigate complex life issues and experiences that may hinder their learning, progress and attainment. Developing strategies for self-regulation and developing social/emotional skills in individualised and targeted support is recognised as more beneficial by EEF, especially if they incorporate role-play and rehearsal techniques. Such interventions are carefully managed not to reduce learning time.	1 5
<i>Enrichment opportunities</i>	Some disadvantaged children need financial support in order to access the full range of additional opportunities to	4 5

	support academic and well-being success, including residentials, day trips and intensive swimming sessions.	
--	-------------------------------------------------------------------------------------------------------------	--

Total budgeted cost (2022-23): £16,681

Part B: Review of 2021-22 activity

Outcomes for disadvantaged pupils

We have monitored the well-being, attainment and progress needs of all our children during the academic year; the impact of the pandemic was particularly significant between terms 2 and 5, with the changes in requirements for covid isolation, absence for other illness and ongoing well-being needs for children and staff.

This report focuses on the situation for pupils entitled to Pupil Premium during the 2021/22 academic year. As in pre-Pandemic years, we have used both internal and external assessments and measures to review some aspects of educational attainment/ performance, including key stage 1 and 2 performance data, phonics check results and our own internal termly assessments.

DfE have confirmed that they will not publish 2022 key stage results and likewise are not requiring schools to do so, nor to make comparisons with data prior to 2020. This is because statutory assessments returned in 2022 for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only; DfE plans to publish key stage 2 school performance data for 2023.

Our analysis of internal and external pupil data supports school leaders in understanding the impact of the pandemic on pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on education as a whole; the disruption has affected schools and pupils differently, and because of this, it is more difficult to understand the significance of results if just using data in isolation; knowledge of individual/family circumstance is important when considering data.

Assessment data shows that generally, for all pupils, 2021-22 saw a move towards Chevening norms for results at 'expected' for all stages (EYFs, Phonics, KS1 and KS2). Strong EYFS results, exceeding both Kent and National proportions, are a pleasing reflection on a disrupted year for our youngest children. No disadvantaged children were in EYFS 2021-22.

In Phonics, our school results again exceeded both Kent and National proportions, reflecting the intensive work by children and staff. We were also pleased that all pupils entitled to PP funding passed the Phonic check in both Y1 and Y2, as this will support their wider learning and attainment in both Y2 and KS2.

KS1 results were strong for both Reading and Maths, at both expected and greater depth; again, the school's proportions were greater than both Kent and National results. Writing is the focus of whole-school attention for 2022-23; the skills required to be a confident and successful writer have been more significantly impacted by the

disruption to teaching since spring 2020. At Key Stage 1, children entitled to PP funding achieved well in Reading; a smaller proportion reached 'expected' in both Writing and Maths. These children will be monitored and supported as they transition into Y3.

KS2 results reflect a similar trend, with school results exceeding both Kent and National for proportions of children meeting 'expected' standards in combined Reading, Writing and Maths. A small proportion of children entitled to PP funding achieved expected in all three subjects; individual success is pleasing and we would like to see this expand. The proportion of all children achieving the higher standard in all subjects also exceeded the Kent and National proportions; none of the small cohort of PP funded children managed to achieve this combined standard.

In the separate subjects, Reading is once again a great strength; the proportion of children achieving 'expected' exceeded both Kent and National proportions; all children entitled to PP funding achieved the expected standard and a small proportion achieved the higher standard in Reading. In Writing and Maths, the school's results at expected exceeded both Kent and National comparisons, with a small proportion of children entitled to PP funding also meeting the expected standard. We aspire to increasing the proportions of PP and all children achieving the higher standards in all subjects.

With very small numbers of children entitled to PP funding, we report in ways that protects their individual identity; we are aware that it is harder to make comparisons with schools with larger proportions of children supported by PP funding.

2021-22 Absence from school was difficult to monitor for trends beyond COVID and illness. Attendance is monitored on a daily basis to enable immediate action and response; termly reports support Governors in reviewing the impact of well-being, support and other interventions for individual and groups of children, as needed. Current 2022-23 attendance data (Term 1) suggests that attendance for the small cohort of children entitled to PP funding is strong.