

Pupil Premium Strategy Statement Sept 2021-July 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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. The impact that last year's spending of pupil premium had within our school is reported [separately](#).

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	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Karen Minnis
Pupil premium lead	Karen Minnis
Governor lead	Prue Burrlock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,866 est.
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years	£4,804 PP 2020-21
Total budget for this academic year	£20,670

Part A: Pupil premium strategy plan

Statement of intent

At Chevening (St Botolph's) CE Primary 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.

We aim to ensure all our children:

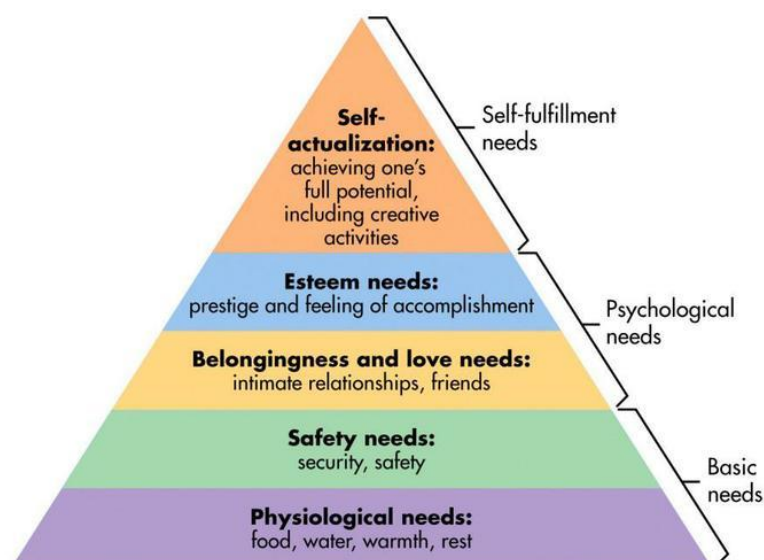
- achieve as highly as they are able
- are academically prepared to thrive at secondary school
- find joy in success, be it academic, sporting, musical, artistic or another area
- are confident at building and maintaining positive relationships
- demonstrate kindness and respect to all people however 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 our Pupil Premium children, 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 Pupil Premium children.

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

- We 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 – increasing numbers of children, including those entitled to Pupil Premium funding, have multiple and additional 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 Grant;
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 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: £ 2,710

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's approach to Maths and also Phonics (in readiness for Y2 Autumn 21 Phonic Check)	1 2 3
<i>Release for teachers to observe & coach peers and plan/review support for children's learning and progress</i>	In line with EEF COVID analysis & findings , some funds are used to: <ol style="list-style-type: none"> support staff in developing effective teaching strategies enable staff to regularly discuss individual assessment, plan and review effective and sustainable interventions with SENDCo 	1 3 5
<i>New schemes purchased to support curriculum development, adaptation and delivery.</i>	In line with reports on the impact of COVID, some recovery funds have been used to: <ol style="list-style-type: none"> buy a new KS2 Language Link assessment tool to help identify and reduce any vocabulary gaps enhance the Music curriculum, which was constrained by COVID. As a school, Music is a focus for gathering, celebrating and remembering; the new scheme supports good progression in skills and knowledge. renew subscription to spelling app introduced in 2020 via initial COVID fund. 	1 2 5

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

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Maths/Literacy interventions before/ during school; Additional feedback</i>	EEF recognises the benefits (+3months progress) of increasing learning time (extending school day for vulnerable children) and also for small group and individualised instruction/feedback (+4 months progress). Support staff encourage & engage children in digital individualised learning, providing additional feedback and encouragement in this extra learning time, offering an average of +6 months progress)	1 2 3
<i>Additional teacher support for individuals /small group tuition</i>	Catch-up (short term, regular sessions for individual or groups of 2-3 children) recognised by EEF as potentially benefitting children by an average of 4 months progress.	2 3 5
<i>Additional working time for SENDCo to support staff, families & children</i>	There is an increasing number of children with SEND and well-being needs, both generally and specifically those entitled to PPG, following the COVID disruptions. Additional time is needed for SENCo to carry out duties to support quality first teaching, individualised assessments, designing/ implementing and evaluating appropriate interventions. A number of children require high needs funding and applications for/reviews of EHC Plans, which all require SENCo time. SENCO is also researching other approaches to narrow attainment gaps via COVID catch-up funds.	1 2 3 5

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

Budgeted cost: £ 4, 960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Emotional support via 1:1 coaching (ELSA);</i>	ELSA training was completed by a staff member 2020-21, with initial caseload gradually increasing over the Summer Term. The feedback from families and children supported by ELSA is excellent, underpinning our decision to continue with	3 4 5

	<p>this approach, to support mental health and well-being.</p> <p>EEF analysis suggests that targeted support for individuals and small groups of children with particular social and emotional needs is beneficial for improved social interactions. Evidence shows that interventions may support Literacy progress/attainment (+4 months progress) more than Maths (+3 months progress).</p>	
<i>Play Therapy/ counselling</i>	<p>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.</p>	1 5
<i>Enrichment opportunities</i>	<p>Some disadvantaged children need financial support in order to access the full range of additional opportunities to support academic and well-being success, including residentials, day trips and intensive swimming sessions.</p>	4 5

Total budgeted cost: £ 20,670