



Pupil premium strategy statement

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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Chambersbury Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	27% (55 children Jan 2022)
Academic year/years that our current pupil premium strategy plan covers	2021-22 2022-23 2023-24
Date this statement was published	October 2021
Date on which it will be reviewed	January 2022 With Governing Body May 2022
Statement authorised by	Mrs N Chapman-Cotter
Pupil premium leads	Mrs N Chapman-Cotter & Ms Cooper
Governor	Mr J Montgomery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 55,145.00
Recovery premium funding allocation this academic year	£ 6,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 58,825

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and who are young carers. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At Chamberbsury School we believe that the most important part of any child's education is quality first class teaching and as such this will always be the priority for all our learners. We believe that this will be achieved through the rigorous monitoring that is in place within our school and the high standards that all of our teaching and support staff set for the children in our school. Our support staff are used to primarily support class-based learning and are directed by the class teacher who has a thorough understanding of their classes learning profile. We strongly believe that each child has individual strengths and approaches to learning and as such we aim to provide the best possible for each child regardless of background, ethnicity, gender or learning profile. We view all provision on an individual basis and will place relevant support for each child aiming to bridge gaps at the point of them arising. The support that we provide to pupils is based on an equity model, where we accept that some children may need a highly personalised offer in order to fulfil their potential. For this reason, we have fluidity to many of the provisions in place. Children will access support for focus areas, as identified by the class teacher, for the shortest time possible in order to move learning on swiftly.

We also follow the principles of Maslow's Hierarchy of Need and as such the children's emotional wellbeing is key to all that we do. If children are experiencing difficulties or trauma, of any level, then this will be supported in order to maintain personal, social, emotional and academic progress. This information will link in heavily with the further provision listed below.

Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged children have limited access to wider opportunities that promote aspiration and therefore widen the cultural capital 'gap'.
2	Disadvantaged pupils have struggled with access to technology, internet, a calm and quiet learning environment and life experiences. to access online learning

	from home. These challenges particularly affect disadvantaged pupils, including their attainment and their how they will learn outside of school.
3	Some parents feel they are unable to engage and support. Therefore, support for parents knowing what is being taught in school and how they can help at home.
4	Many disadvantaged children also have challenges to their learning in the form of special educational needs. Of those pupils that are disadvantaged, 31% also have additional needs e.g. SEND, which impacts on their learning.
5	The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing. 20% of disadvantaged children also have significant mental health and wellbeing difficulties as a result of stressful living conditions, family circumstances and lockdown.

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
<p>To ensure that every member of staff has the highest expectation for all disadvantaged pupils.</p> <p>Staff to be relentless on improving their attainment through engagement in lessons and planning timely interventions.</p>	<p>Children's progress in inline or greater than their non-disadvantaged peers.</p> <p>Specific interventions planned, delivered and reviewed to meet the needs of pupils and enable greater levels of progress.</p> <p>Teaching and learning monitoring to show high expectations across the school for all pupils.</p>
<p>To ensure the cultural capital gap between disadvantaged children and non-disadvantaged children continues to close through offering experiences that would not normally be available to disadvantaged children.</p>	<p>An increase in disadvantaged pupil's attendance from 23% (before March 2020) on off site visits, opportunities and extracurricular clubs.</p> <p>Laptop loan scheme up and running with pupils able to access learning from home. Therefore, have the same opportunities as their peers. 90%+ using programme to support learning at home or access to homework.</p> <p>Children able to discuss and write about these increase opportunities as showed in termly assessed writing.</p>

<p>To ensure the attainment gap between disadvantaged and non-disadvantaged pupils to continues to close, specifically those with additional needs (SEND and EAL).</p>	<p>Progress continues to be good from pupils' starting points and attainment gaps will continue to close.</p> <p>The percentage of pupils making accelerated progress continues to improve as in 2020/2021.</p> <p>Children's additional needs have been researched, identified, addressed, reviewed through the appropriate strategy.</p>
<p>To improve the mental health and wellbeing of disadvantaged children supporting them to be 'ready and able to learn'.</p>	<p>Progress continues to be positive from pupil's mental health and wellbeing starting points assessed using the Leuven Scales and Wellbeing and Involvement.</p> <p>Percentage of children requiring targeted mental health and wellbeing input to decrease compared to 2019/2020 and 2020/2021.</p>

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Hertfordshire STEPS Behaviour Approach x2 Trainer training and whole school staff training.	House of Commons Education & Health Committees, Children and young people's mental health – the role of education, April 2017. https://publications.parliament.uk/pa/cm/201617/cmselect/cmhealth/849/849.pdf	1, 4, 5
Development of Subject Leaders to ensure that the curriculum contains resources, methodologies and substance that supports the development of disadvantaged pupils. For example, HfL -Sell you subject training course for all NPQH opportunities for all staff	"If curriculum lies at the heart of education, and subject lies at the heart of curriculum, then it follows that teachers need solid knowledge and understanding of the subject(s) they teach." Ofsted (2021) Education inspection framework Overview of research. https://assets.publishing.service.gov.uk/government/	1, 2, 3, 4, 5
Increased CPD for staff relating to issues impacting disadvantaged children. For example, Trauma Informed training for all staff Bereavement training for SENCo and mental Health First Aiders Precision monitoring and intervention training (cued spelling)	Cullen, S, Cullen, M, Dytham, S, Hayden, N. (2018). Research to understand successful approaches to supporting the most academically able disadvantaged pupils Research report. Hertfordshire's emotional wellbeing and behaviour strategy 2020 – 2023 (2020) Support and Provision January 2020 Holistic approach to understanding and supporting emotional wellbeing, engagement and behaviour.	1, 2, 4, 5
Continued Zones of Regulation CPD for all staff. Bereavement training and Draw & Talk for SENCo and mental Health First Aiders	There are many research papers and scholarly articles on the benefits of using The Zones of Regulation, written by L. Kuypers (2011). For example: Dunn, Michelle, "The Impact of a Social Emotional Learning Curriculum on the Social-Emotional Competence of Elementary-Age Students" (2019). All Dissertations. 2457.	1, 2, 3, 4, 5

	https://tigerprints.clemson.edu/all_dissertations/2457	
Ongoing training and retention costs for in-house Art Therapist.	<p>The British Association of Art Therapists https://www.baat.org/ have a range of articles to discuss the benefits of art therapy in schools. McDonald & Holttum, (2020) research concludes that children who engage with art therapy were perceived as happier, more settled, calmer, having fewer behavioural outbursts, more confident, and engaging better with schoolwork.</p> <p>McDonald, Alex & Holttum, Sue. (2020). Primary-school-based art therapy: A mixed methods comparison study on children's classroom learning. International Journal of Art Therapy. 25.</p>	1, 4, 5

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

Budgeted cost: £ 25,313

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued use of online programmes to support children – Mathletics, reading Eggs, TT Rockstars</p> <p>In EYFS Espresso and Reading Eggs (phonics programme include).</p>	<p>Children did not all have access to online learning due to lack in technology. Access to these online programmes can also engage parents in children's learning as documented in Review of best practice in parental engagement: Research Report DFE-RR156 (2010) & Lessons from Lockdown: Parent Perspectives on Home learning Mathematics During COVID-19 Lockdown. International Journal of Science and Mathematics Education.</p> <p>Allen, G (2012) Early Intervention: The Next Steps An Independent Report to Her Majesty's Government Graham Allen MP.</p>	1, 2, 3, 4, 5
<p>Increased hours for staff (including SENCo) to facilitate a greater number of structured interventions, small group and 1:1 support for disadvantaged pupils both in lesson times and outside school hours.</p>	<p>Using teaching assistant to support disadvantaged pupils through interventions, small group and 1:1 support.</p> <p>Sharples, J., Wester, R. and Blatchford, P. (2015). Making Best Use of Teaching Assistants: Guidance Report. London: Education Endowment Foundation [online]. Available: https://educationendowmentfoundation.org.uk/uploads/pdf/TA_Guidance_Report_Interactive.pdf</p>	1, 2, 3, 4, 5

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3, 5</p>
<p>Continued use of research-based interventions (from EYFS to Year 6) for example precision monitoring, cued spelling, WellComm and programmes designed by supporting professionals.</p>	<p>The school have chosen only a handful of research-based intervention programmes to follow unless specifically directed by a professional. This included improving CLL in EYFS.</p> <p>Cunningham, L (2016). Cued Spelling: Is it Worth the Wait? https://blog.soton.ac.uk/edpsych/2016/10/07/cued-spelling-is-it-worth-the-wait/</p> <p>Education Endowment Foundation. (2018). Preparing for Literacy – seven recommendations to support improving early language and literacy. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>Education Endowment Foundation. (2017) Improving Literacy at KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Education Endowment Foundation. (2016). The Education Endowment Foundation Toolkit: Peer Tutoring. http://www.educationendowmentfoundation.org.uk/toolkit/toolkit/a-z/peer-tutoring/</p>	<p>1, 2, 4, 5</p>
<p>Art Therapist on site once a week to support mental health needs of disadvantaged children & Draw and Talk session provided by SENCo</p>	<p>House of Commons Education & Health Committees, Children and young people’s mental health – the role of education, April 2017. https://publications.parliament.uk/pa/cm201617/cmselect/cmhealth/849/84902.htm</p>	<p>1, 5</p>

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

Budgeted cost: £ 14,832

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Where need identified, pupils invited to breakfast club provision for targeted pupils to enable greater levels of learning and to ensure that they arrive early to reduce the chance of lateness.</p>	<p>DfE report (2016): link between attendance and attainment at KS2 and KS4 & Article Just one day off can hamper children's life chances discusses how just missing one day of school can impact learning. https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances.</p>	<p>1, 3</p>
<p>Disadvantages pupils to have access and priority to clubs – Book and Biscuits Club aim to support and increase reading opportunities of PPG.</p>	<p>Cultural capital now forms part of the new Ofsted framework, (2019) The requirement for educational settings to provide learners with “the knowledge and cultural capital they need to succeed in life”. Therefore, by trying to provide opportunities pupil may not normally have.</p>	<p>1, 3</p>
<p>School to budget funds to support disadvantaged pupils who are unable to contribute towards an activity/visit or opportunity.</p>	<p>Hubbard, M., and Spink, V., (2021). 'Home and away: building cultural capital to encourage progression to higher education'. In Broadhead, S., Butcher, J., Davison, E., Fowle, W., Hill, M., Martin, L., Mckendry, S., Norton, F., Raven, N., Sanderson, B., and Williams, S.W. (Eds.). 'Delivering the Public Good of Higher Education: Widening Participation, Place and Lifelong Learning'. Peterborough: FACE, pp. 185-202.</p>	<p>1, 4, 5</p>
<p>To provide a loan laptop to ensure lack of access to technology is not a challenge and learning at home can occur. (this will include the monitoring of online safety software).</p> <p>School to provide ‘earning packs’ of pencils etc where need is identified so this challenge is overcome.</p>	<p>Cullinane, C & Montacute, R (2020) The Sutton Trust – Research Brief. COVID-19 and Social Mobility Impact Brief #1: School Closures. School-Shutdown-Covid-19.pdf (suttontrust.com)</p> <p>Projections by the Institute for Fiscal Studies in Living standards, poverty and inequality in the UK: 2017-18 to 2021-22, available at https://www.ifs.org.uk/publications/10028</p>	<p>1, 2, 3, 4, 5</p>
<p>Development of outdoor curriculum and ‘Wild Chambersbury’ awards.</p>	<p>Enrichment in the form of; sports, arts, outdoor adventure learning are shown to have mental health benefits but also provide opportunities for learning perhaps not experienced by all pupils.</p> <p>Education Endowment Foundation. (2021). The Education Endowment Foundation Toolkit: Outdoor Learning https://educationendowmentfoundation.org.</p>	<p>1, 5</p>

	uk/education-evidence/teaching-learning-toolkit/	
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Total budgeted cost: £ 55,145

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 2020 to 2021 academic year.

Desired outcomes	Success criteria	Impact
Increased writing progress for children eligible for PP.	Pupils eligible for PP will make increased progress by the end of the year so the gap between them and their peers is reduced.	<p>Writing data not available however through monitoring and use of Herts Improvement Partner Visits writing progress is evident despite challenging year. A range of genres were still covered, and our online remote learning improvements meant children continued (although at a slower pace_ from home.</p> <p>EEF Teaching & Learning Toolkit and Back on Tack resources shows this to be effective. It has proved very effective in increasing pupils' rate of progress. The Back of Track scheme is showing more engagement from the children and is supporting staff to identifying gaps in learning and teach to these.</p> <p>However, most children are still working below ARE.</p> <p>Funding for laptops for use at home (where children are not classed at vulnerable or critical workers) for PP children Year 3 to Year 6 needs to be included on plan for 2021-22.</p>
Attendance, for the group of children eligible for PP, will improve and be in line for the target of 96%	Attendance data will highlight that the children concerned will have an increased attendance rate.	<p>Due to attendance figures and Coid-19, this is difficult to review.</p> <p>However, 65% of disadvantaged children engaged in assemblies online and 98% engaged in some form of remoted learning.</p> <p>From March 2021 to 30th May 21 attendance was at 94.9% for PP. Case studies of success were shared with our HIP and the school followed external advice to improve this figure.</p> <ul style="list-style-type: none"> • Letters and text sent

		<ul style="list-style-type: none"> • Meetings with parents • Home visits • Referrals to other agencies for support (Family workers, School Nurse etc.) <p>HT has completed staff CPD on this and attendance figures were shared with teachers. They have a better understanding of this and more of an awareness to put initial in house support into place.</p>
<p>Families are supported both in school and via external agencies and signposting so that challenges to learning are reduced. Complex needs are address and early identification of need prioritised.</p>	<p>School Family worker (FW) supporting all families with need – families are engaging with the service thus enabling families to access support independently.</p> <p>School and FW have accessed targeted support including the Early Help Module to address areas of need where appropriate.</p> <p>School have made DSPL resources and local character information available and accessible to parents through emailing, website, social media and the school's newsletter.</p>	<p>Services continued throughout the year, although in reduced capacity. SENCo continued to make referrals, support parents online or over the phone and engage with services to support families.</p> <p>The school's website has all DSPL information, courses and workshops are regularly being advertised in the school's newsletters and even use Facebook Page.</p> <p>More referrals have been made this year compared to last as more issues have arisen from lockdown and more services remained contactable compared to last year.</p>
<p>Children will have access to quality teaching, resources, support and enrichment activities which support learning, language development, pastoral needs, social and emotional needs</p>	<p>Children will have equal access to quality curriculum and enrichment activities within school environment resulting in enriched language and school engagement. This will also impact children's progress.</p>	<p>All children were able to access remote learning during the 3rd lockdown from January 2021- March 2021 although not all online.</p> <p>Due to the Covid-19 pandemic and a large portion of the year spent remote learning, the focus was to limit a further increase in the gap between PP and Non-PP by encouraging and visiting (where needed) disadvantaged children to access remote learning.</p> <p>All children were able to be in regular contact with their class teacher and get verbal and</p>

<p>and foster a sense of belonging and community. This may include personalised provision for the 11% of children on the SEN register and 27% EAL children who are eligible for PP.</p>	<p>More detailed monitoring of pastoral provision highlights positive impact on children's social, emotional and mental health wellbeing.</p>	<p>written feedback on a daily basis. This was online or in person. SLT ensure those who did not access were visited twice a week with learning packs, reading books, resources or doorstep support from the SLT.</p> <p>Engagement with remote learning was improved across all disadvantaged children compared to March 2020. The biggest improvement in engagement seen in Years 5 and 6.</p> <p>Higher level of support staff enabled interventions to continue, despite lockdown.</p> <p>Enrichment activities continued (where possible) for example Year 1 had a virtual talk from the London Zoo, the whole school completed a Story Telling Week online, the introduce of 'Wild Chambersbury' Badges for outdoor learning, EYFS and Year 1 had a visitor in to learn about learning in the outdoors environment, Year 3 visited St Albans to enrich their Romans topic and Year 6 completed an overnight stay at school. These provided opportunities for writing and a positive way to engage children back into classroom learning after remote learning.</p>
<p>High and low achieving vulnerable children at KS2 need to make increased progress and attainment across all subjects.</p>	<p>Children will make continued progress so that attainment is consistent year on year; by the end of the key stage pupils will make the expected progress steps and attainment linked to entry data. More HA children to reach greater depth at end of KS2.</p>	<p>Pupils' needs were identified after each 'data drop' able to occur. As a result, gaps were focussed on to support 'catch-up' and progress. Booster sessions were interrupted but did continue where possible – these had some impact on identifying gaps and teaching to the needs of the children. As data was inconsistent, due to lockdown, school relied on pupil conversations, books and assessment within lessons to identify where recovery was needed.</p> <p>SENCo streamlined interventions we were delivering to researched based/led ones– staff will need refresher training in these moving onto 2021-22.</p>
<p>Increased language enrichment opportunities will impact on children's</p>	<p>Children will have a greater understanding of language being read and pupils eligible will make increase progress by the end of</p>	<p>New systems and resources have been utilised to support children at their reading attainment.</p>

<p>understanding of texts read and will impact on vocabulary in writing.</p>	<p>the year. More children at EYFS achieving ELG in Literacy.</p>	<p>All reading books have been rebranded (to support reading progress) to provide the correct pitch for each child.</p> <p>Next will be the phonics programme and the matching of decodable books for this early reading process.</p> <p>Whole class guided reading sessions were introduced across the school and resources have been purchased and now need to be embedded into daily routines.</p> <p>Internal monitoring and views of Herts Improvement Partner (HIP) have noted dramatic changes in teaching and engagement for the better. HIP visits have focused on reading and writing. The Subject Leader (SL) has demonstrated good knowledge of the subject and has a strong vision for the future. All teachers demonstrated good subject knowledge and understanding of their class's needs.</p> <p>Progression maps showing language, grammar and other skills throughout the school are being developed by the SL ready for September 2021. This will ensure the school has full coverage of this area of the curriculum and nothing is left to chance.</p>
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Externally provided programmes

Programme	Provider
Google Classroom	Google G Suite
Reading Eggs	3P Learning
Back on Track – English resources	HfL

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around assessment in core subjects. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a local grants to develop role of senior mental health lead and deputy mental health first aider. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also sought external advice through a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including post lockdown assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of school's database to view the performance of disadvantaged pupils in schools similar to ours and attended CPD with other schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance and external training to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have outlined our three-year approach and will adjust our plan over time to secure better outcomes for pupils.