



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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. This is part of a 3 year strategy plan.

### School overview

Detail	Data
School name	Chambersbury Primary School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2022-23 2023-24
Date this statement was published	November 2022
Date on which it will be reviewed	January 2023 & May 2023
Statement authorised by	Mrs N Chapman-Cotter
Pupil premium lead	Mrs N Chapman-Cotter
Governor	Mr J Montgomery

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 70,635
Recovery premium funding allocation this academic year	£ 7685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 24, 711
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 103,031

# 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 young carers. The activity 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 pupils in receipt of PPG, 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 barriers to their learning in the form of special educational needs. Of those pupils that are disadvantaged, 31% also have SEND.
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 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</p>	<p>Progress continues to be good from pupils' starting points and attainment gaps will continue to close.</p>

<p>to continues to close, specifically those with SEND and EAL.</p>	<p>The percentage of pupils making accelerated progress continues to improve as in 2021-22.</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. Percentage of children requiring targeted mental health and wellbeing input to decrease compared 2021/2022.</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: £34,750

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. <a href="https://publications.parliament.uk/pa/cm/201617/cmselect/cmhealth/849/849.pdf">https://publications.parliament.uk/pa/cm/201617/cmselect/cmhealth/849/849.pdf</a>	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. <a href="https://assets.publishing.service.gov.uk/government/">https://assets.publishing.service.gov.uk/government/</a>	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  Mental Health Ambassadors to be in place January 2023	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

	<a href="https://tigerprints.clemson.edu/all_dissertations/2457">https://tigerprints.clemson.edu/all_dissertations/2457</a>	
Ongoing training and retention costs for in-house Art Therapist.	<p>The British Association of Art Therapists <a href="https://www.baat.org/">https://www.baat.org/</a> have a range of articles to discuss the benefits of art therapy in schools. McDonald &amp; 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 &amp; 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: £ 41, 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued use of online programmes to support children – Accelerated Reader, Mathletics, TT Rockstars</p> <p>In EYFS Espresso and ELS (phonics programme).</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) &amp; 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: <a href="https://educationendowmentfoundation.org.uk/uploads/pdf/TA_Guidance_Report_Interactive.pdf">https://educationendowmentfoundation.org.uk/uploads/pdf/TA_Guidance_Report_Interactive.pdf</a></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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></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?  <a href="https://blog.soton.ac.uk/edpsych/2016/10/07/cued-spelling-is-it-worth-the-wait/">https://blog.soton.ac.uk/edpsych/2016/10/07/cued-spelling-is-it-worth-the-wait/</a></p> <p>Education Endowment Foundation. (2018). Preparing for Literacy – seven recommendations to support improving early language and literacy.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p>Education Endowment Foundation. (2017) Improving Literacy at KS2  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>Education Endowment Foundation. (2016). The Education Endowment Foundation Toolkit: Peer Tutoring.  <a href="http://www.educationendowmentfoundation.org.uk/toolkit/toolkit/a-z/peer-tutoring/">http://www.educationendowmentfoundation.org.uk/toolkit/toolkit/a-z/peer-tutoring/</a></p>	<p>1, 2, 4, 5</p>
<p>Art Therapist on site once a week to support mental health needs of disadvantaged children &amp; Draw and Talk session provided by SENCo</p> <p>Mental Health Ambassadors to be in place January 2023</p>	<p>House of Commons Education &amp; Health Committees, Children and young people’s mental health – the role of education, April 2017.  <a href="https://publications.parliament.uk/pa/cm201617/cmselect/cmhealth/849/84902.htm">https://publications.parliament.uk/pa/cm201617/cmselect/cmhealth/849/84902.htm</a></p>	<p>1, 5</p>

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

Budgeted cost: £ 27,000

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 &amp; Article Just one day off can hamper children's life chances discusses how just missing one day of school can impact learning.  <a href="https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances">https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</a>.</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 barrier 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 barrier is overcome.</p>	<p>Cullinane, C &amp; Montacute, R (2020) The Sutton Trust – Research Brief. COVID-19 and Social Mobility Impact Brief #1: School Closures. <a href="https://www.suttontrust.com/School-Shutdown-Covid-19.pdf">School-Shutdown-Covid-19.pdf (suttontrust.com)</a></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 <a href="https://www.ifs.org.uk/publications/10028">https://www.ifs.org.uk/publications/10028</a></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</p>	<p>1, 5</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/</a>	
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**Total budgeted cost: £ 102, 950**

## 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 2021 to 2022 academic year.

Desired outcomes	Success criteria	Impact
<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>100% children made progress (In reading writing and Maths) between KS 1 and KS 2 (PPG). 3 children exceed this. For example, KS 1 result was 'working towards' and they gained age related at KS2.</p> <p>Interventions were targeted and internal data showed that progress was being made especially in Maths and reading. All PPG children were offered intervention lessons and 80+% attended regularly.</p> <p>Writing interventions were less successful as had limited impact on progress. Cass teaching and mentoring children through their writing through conferencing was a better strategy in all classes. This was reference in an external report when moderated for KS 2 writing.</p> <p>Attendance for last year was 85% for children in receipt of PPG (with 9.8% authorised due to illness). The school have been working closely with the Attendance team (and other services) to improve the unauthorised absences. This work will continue in 22-23.</p> <p>CPD commitments have continued throughout the year to improve</p>

		<p>outcomes for all learners and starting September 2023.</p> <ul style="list-style-type: none"> <li>• 3 members of staff have started an NPQ qualification.</li> <li>• 2 members of staff are completing higher education course.</li> </ul>
<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% 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>100% of pupils in receipt of PPG attended offsite visits that included years 5 and 6 residential (of those who wished to attended).</p> <p>Book and Biscuit Club was well attended and pupil voice about this after school club was very positive.</p> <p>Monitoring software on these slowed the scheme down. However, worked well for isolating and homework opportunities. Less students are using paper and have converted online. Wi-Fi in homes was a challenge and parents were directed to schemes to support them.</p> <p>However, online safety can now be monitored and the laptops will be redistributed when they are ready to reloan after updates in Autumn 1 2022.</p>
<p>To ensure the attainment gap between disadvantaged and non-disadvantaged pupils to continues to close, specifically those with 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>Please note that this section will be updated when data has been determined – account pending with Fisher Family Trust.</p> <p>However, the cohort of FSM at the end of KS 2 was small and the 'gap' was not identified in this cohort of children. It was difficult to monitor progress all other years due to disruptions to education. However, the school are noticing an increase in the disadvantage</p>

		<p>gap from previous years using internal data and monitoring.</p> <p>The impact of this was Year 5 started interventions early than planned after internal data was analysed. Maths and reading was focused on and will continue in Year 6. Year 5's interventions have already started in September 2022 with targeted children based on last year' findings.</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>	<p>All CPD completed by staff and updates planned for 2022-23.</p> <p>New Mental Health Ambassadors on staff to be trained this year and Art Therapist from November 2022.</p> <p>Less referrals to school nurse and specialist for mental health although more complex needs are emerging. The school have been working with outside professionals to support children with their emerging needs.</p> <p>The school's Family Worker service worked with 27% of children who are in receipt of PPG supporting a range of needs including mental health.</p>

## Externally provided programmes

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

## Further information (optional)

### 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 feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). 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 long term pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including 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 schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted 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](#) 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.