



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 reformulated in December 2023.

### School overview

Detail	Data
School name	Chambersbury Primary School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	25.4%
Academic year/years that our current pupil premium strategy plan covers	2023-24 2024-25 2025-26
Date this statement was published	December 2023
Date on which it will be reviewed	May 2024 & September 2024
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	£ 69, 840
Recovery premium funding allocation this academic year	£ 1, 849
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 16, 440
<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	£ 88, 129

# 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. Our approach will be responsive to the challenge and individual needs assessed through diagnostic assessment and not assumptions. 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
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1	<p>Many disadvantaged children also have barriers to their learning in the form of special educational needs. Discussions with pupils and families have identified social and emotional concerns impacting attendance therefore attainment.</p> <p>Of those pupils that are disadvantaged, 40% also have an SEND. Out of these 40% of pupils who are in receipt of PPG and are on the SEND register 50% of their needs is defined under the domain of SEMH.</p>
2	<p>Leading on from challenge 1 - School data shows that 25% of children within the school is recognised as disadvantage. It is recognised by parents and children that children within the school have limited access to wider opportunities that promote aspiration and therefore widen the cultural capital 'gap'.</p> <p>This is shown in uptake on wider opportunities for school offers for example clubs and extracurricular experiences. In 2022-23 only 10% of disadvantaged children attended 'clubs' or enrichment activities.</p>
3	<p>Assessments (end of year data), observations, levels of need and pupil voice suggest disadvantaged have greater difficulty in reading and writing than their peers.</p> <p>On entry to reception in the past 2 years between 90 to 100% of our disadvantaged pupils arrive below age related expectations compare to 20% to 30% of other pupils. The gap narrows as children progress through the school but remains significant.</p>
4	<p>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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. This is especially seen in language and vocabulary gaps subsequently impacting writing from EYFS to Ks 2.</p>
5	<p>Attendance data over the past 2 years indicates that attendance for disadvantaged pupils is between 85% to 87% compared to 90% to 95% attendance for non-disadvantaged. Unauthorised absence is also significantly higher for disadvantaged pupils (12%) when compared to their peers (2%).</p>

## 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>Improved language and vocabulary skills among disadvantaged children</p> <p>Staff to be relentless on improving their attainment through engagement in lessons and planning timely interventions.</p>	<p>Assessments and observations indicate improved language skills among disadvantaged pupils.</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 evidence improvements and high expectations across the school for all pupils.</p> <p>Improved writing outcomes 2024-2025 showing more disadvantaged children meeting the expected standard at KS2.</p>
<p>To improve the mental health and wellbeing for all children in our school particularly of disadvantaged children supporting them to be 'ready and able to learn'.</p>	<p>Sustained levels of wellbeing demonstrated by:</p> <p>Data from pupil voice, parents, teacher observation</p> <p>Feedback from professional partnerships</p> <p>And increase in participation in enrichment activities (particular among disadvantaged pupils).</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>To ensure the attainment gap between disadvantaged and non-disadvantaged pupils to continues to close, specifically those with SEND.</p>	<p>Specific interventions planned, delivered and reviewed to meet the needs of pupils and enable greater levels of progress.</p> <p>SEND tracking improvements ensure interventions are specific, SMART and making an impact on learning.</p>
<p>To achieved and sustain improved attendance for all pupils</p>	<p>Reduced numbers of children who are persistently absent from 22-23 data.</p> <p>An increase in overall attendance rate for all pupils from 22-23 data and reduced unauthorised absences especially from disadvantaged pupils.</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: £49,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of Subject Leaders to ensure that the curriculum contains resources, methodologies and substance that supports the development of disadvantaged pupils.</p> <p>For example, HfL –Training courses related to school development plan and CPD needs NPQH opportunities for all staff</p>	<p>“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.</p> <p><a href="https://assets.publishing.service.gov.uk/government/">https://assets.publishing.service.gov.uk/government/</a></p>	<p>1, 2, 3, 4, 5</p>
<p>Increased CPD for staff relating to issues impacting disadvantaged children.</p> <p>For example, Trauma Informed training for all staff Bereavement training for SENCo and mental Health First Aiders Precision monitoring and intervention training (cued spelling)</p>	<p>Cullen, S, Cullen, M, Dytham, S, Hayden, N. (2018). Research to understand successful approaches to supporting the most academically able disadvantaged pupils Research report.</p> <p>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.</p>	<p>1, 2, 4, 5</p>
<p>Continued Zones of Regulation CPD for all staff including resources for PSHCE curriculum</p> <p>Bereavement training and Draw &amp; Talk for SENCo and mental Health First Aiders</p> <p>Mental Health Ambassadors to be in place January 2023 supporting whole classes, staff, parents and pupils</p>	<p>There are many research papers and scholarly articles on the benefits of using The Zones of Regulation, written by L. Kuypers (2011).</p> <p>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. <a href="https://tigerprints.clemson.edu/all_dissertations/2457">https://tigerprints.clemson.edu/all_dissertations/2457</a></p>	<p>1, 2, 3, 4, 5</p>

<p>Purchase of standardised diagnostic assessments and SEN tracking software.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Induction training and CPD for new to this setting SENCo</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p>	1, 2, 3, 4
<p>Enhancing our writing teaching and curriculum through CPD and support through school effectiveness advisor.</p> <p>Ongoing Phonics CPD through English Hub and ELS for all staff.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	2, 3, 4

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

Budgeted cost: £ 28 080

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">https://educationendowmentfoundation.org</a></p>	1, 2, 3, 4, 5

	<a href="#">.uk/uploads/pdf/TA_Guidance_Report_Interactive.pdf</a>	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind., And in small groups: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1, 2, 3, 4,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 3, 5
Continued use of research-based interventions (from EYFS to Year 6) for example precision monitoring, cued spelling, WellComm and programmes designed by supporting professionals to developing language and vocabulary skills.	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.  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>  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>  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>  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>	1, 2, 4, 5
Art Therapist on site once a week to support mental health	House of Commons Education & Health Committees, Children and young people's	1, 5

<p>needs of disadvantaged children</p> <p>Draw and Talk session provided by SENCo</p> <p>Mental Health Ambassadors to be in place and supporting parents to support children</p> <p>Use of Safe Space counselling.</p>	<p>mental health – the role of education, April 2017.</p> <p><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>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,349

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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. <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> .	1, 3
Disadvantages pupils to have access and priority to clubs – aim to support and increase reading opportunities of PPG.	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.	1, 3
School to budget funds to support disadvantaged pupils who are unable to contribute towards an activity/visit or opportunity.	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.	1, 4, 5
Embedding principles of good practice set out in the DfE’s guidance on <a href="#">working together to improve school attendance</a> . This will involve training and release time for staff to develop	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

and implement new procedures and appointing attendance/support officers to improve attendance.		
Hertfordshire STEPS Behaviour Approach x2 Trainer training and whole school staff training to support quality of social and emotional support and understanding.	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 outdoor curriculum and 'Wild Chambersbury' awards.	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.  Education Endowment Foundation. (2021). The Education Endowment Foundation Toolkit: Outdoor Learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/</a>	1, 2, 5

**Total budgeted cost: £ 88 129**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrated that disadvantaged pupils KS2 results in reading were broadly in line with their peers in reading and maths. In writing the 2-year trend as seen a narrowing of the gap in pupils working towards the expected standard at the end of KS2. EYFS demonstrates that the English skills assessed followed the same pattern as KS2. Although maths at the end of KS1 shows a significant gap when comparing pupils working at expected standard of writing, this is not a trend seen throughout the school. Maths continued to be the stronger subject across the school.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Our evaluation of the approaches delivered last academic year indicates that our phonics programmes, national tutoring and staff CPD were particularly effective during the previous academic year. KS2 was targeted for the tutoring and the [positive impact was seen in key assessment points throughout the year. Another impact was the social and emotional input, curriculum and resources developed with support from evidence identified need quicker and as a result children were supported in a timely manner. Evidence based interventions has been focused into ones that show clear impact on the children's learning. The school has identified social issues at lunchtime as an area to improve and have used other funding to introduce the Opal programme.

The data demonstrated that attendance for 22-23 is a concern with our disadvantaged pupils. A small group of pupils had below 50% attendance. Unauthorised absences were higher and attendance of disadvantaged pupils 5% to 10% lower than their peers.

During the year 22-23 the overlap between SEND and disadvantaged pupils increase by 10%.

Based on all the information above, the performance of our disadvantaged pupils did not fully meet expectations in learning progress, therefore the 3-year plan was re-

evaluated with support from external professionals to focus on the challenges now emerging.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

<b>Programme</b>	<b>Provider</b>
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.