



Pupil premium strategy statement

This statement details our school's use of pupil premium 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	194
Proportion (%) of pupil premium eligible pupils	23.7%
Academic year/years that our current pupil premium strategy plan covers	2023-24 2024-25
Date this statement was published	December 2023
Date on which it will be reviewed	May 2024 & September 2024, January 2025
Statement authorised by	Christopher Payne
Pupil premium lead	Christopher Payne
Governor	Mr J Montgomery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71040
Recovery premium funding allocation this academic year	£1849
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	£72889

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	25% of children within the school is recognised as disadvantage. It is recognised that children within the school 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	Parent engagement is key to success Therefore, support for parents is also key for example knowing what is being taught in school, how to access further support for their child 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.</p> <p>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 Therapeutic 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 T&L advisors 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 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

	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: £ 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) & 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>Mental Health Ambassadors to be in place.</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: £ 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 & 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 to clubs to increase opportunities.</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>School to provide ‘learning packs’ of pencils etc. where need is identified so this barrier 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) 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. Education Endowment Foundation. (2021). The Education Endowment Foundation Toolkit: Outdoor Learning</p>	<p>1, 5</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/	
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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 2023 to 2024 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>In Key Stage 2 Reading SATs the percentage of pupils in receipt of PPG achieving EXS increased by 28% to 85%. Those not in receipt of PPG decreased by 1% to 60%.</p> <p>The percentage of Year 1 pupils achieving the expected standard in the phonics check remained stable for pupils receiving PPG (50%) whereas non ppg pupils dipped by 14%.</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% 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>In 2024 the range of clubs on offer to pupils has increased and more PPG pupils are able to attend.</p> <p>Music lessons and opportunities to perform have been funded for some PPG pupils.</p> <p>Christmas presents were arranged for all pupils in receipt of PPG.</p> <p>Laptops have been built for use in targeted classes.</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 2023/2024.</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.</p>	<p>Pupils continue to access mental health support this includes art therapy sessions.</p> <p>The school has ensured the SENDco is out of class full time to support pupils with drawing and talking amongst other interventions.</p> <p>Mental health workshops have been run by Challenge.</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.