



## Pupil Premium Strategy Statement

This statement details our school's use of pupil 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.

### What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

### School overview

Detail	Data
School name	St Mary's C of E Primary School, Chiddingfold
Number of pupils in school	221 Pupils
Proportion (%) of pupil premium eligible pupils	10.4%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sheila Buckley, Headteacher
Pupil premium lead	Agnieszka Ryder SENDCo/Pupil Premium Lead
Governor / Trustee lead	Brett Freeman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,511
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Number pupils in school	200
Proportion (%) of pupil premium eligible pupils	9%

# Part A: Pupil Premium Strategy Plan

## Statement of intent

*At St Mary's C of E Primary School, we are committed to providing an education, which offers equality of opportunity and is free from discrimination on grounds of race, sex, class or disability.*

### **Rationale**

Our school is passionate about ensuring that all our pupils (regardless of their backgrounds and challenges) are provided with the best possible chance to achieve their full potential. We aim to achieve this through high standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. These methods are proven, time after time, to have the greatest impact on closing the disadvantage attainment gap, and will support children who are non-disadvantaged to continue to thrive. Each year, following data analysis reviews and conversations with each staff member, we focus on what each individual child needs (rather than making assumptions about the impact of disadvantage) to ensure they are supported in the best possible way across all subject areas and individual strands of our curriculum.

### **Ofsted – February 2019**

*Pupil premium funding and primary physical education (PE) and sport premium are effectively used. Disadvantaged pupils make good progress as a result of the school's pupil premium spending.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Some disadvantaged pupils have lower attendance and punctuality is not consistent, resulting in gaps in their learning.
2	Parental engagement and reasonable expectations can sometimes be challenging, particularly regarding academic concern and pastoral support.
3	Disadvantaged pupils arrive in Reception with a lower starting point in comparison with their peers – particularly with oracy and independence.
4	Limited life experiences in comparisons to peers and willingness to partake in with enrichment opportunities.

5	5 of our children on the Pupil Premium register are also on the SEND register, resulting in learning and engagement being difficult.
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## 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
1. Our PP children will have the same/better percentages of attendance/punctuality than non-PP children. Attendance figures will be close to national averages.	<ul style="list-style-type: none"> <li>• Admin staff will promptly call families who have an absent child without reason. Reasons will be logged on our school MIS system (Arbor).</li> <li>• Home School Link Worker will be in discussion with families who are regularly late, to discuss routines and strategies and offer pastoral support where possible.</li> <li>• School will be in regular contact with the EWO to discuss strategies in improving attendance.</li> <li>• Poor attendance (less than 90%) will be challenged by the Headteacher and consequences of poor attendance will be explained (via letter or verbally).</li> <li>• PP lead to feedback to governors on a termly basis with attendance statistics.</li> </ul>
2. Parents will feel comfortable approaching school and be in regular contact with members of staff regarding academic concerns.	<ul style="list-style-type: none"> <li>• Home School Link Worker will have a strong link with vulnerable families and engage with difficult conversations.</li> <li>• Teachers explain strategies for supporting learning at home to all parents.</li> </ul>
3. Shortly after Reception baseline and handover from nurseries, early interventions will take place in order to close the gap as early as possible for children with lower starting points.	<ul style="list-style-type: none"> <li>• Teachers and Teaching assistants deliver high impact interventions regularly.</li> <li>• Children will meet expected progress or more in all areas of the curriculum.</li> <li>• Extra staff member in reception classroom will provide high quality interventions to support disadvantaged children to reach Good Level of Development at the end of EYFS.</li> </ul>
4. Pupils will access a wide range of enrichment experiences both in and out of school.	<ul style="list-style-type: none"> <li>• School values such as perseverance and teamwork are embedded successfully.</li> <li>• Pupil surveys and case studies reflect enjoyment in school and positive attitudes.</li> <li>• Children use their wider experiences to enhance their learning in school.</li> </ul>

<p>5. Pupils will be engaged with their learning and make the same/better steps of progress as their non-PP/SEND peers.</p>	<ul style="list-style-type: none"> <li>• Teachers and Teaching assistants deliver high impact interventions regularly.</li> <li>• Children will meet expected progress or more in all areas of the curriculum particularly in Reading, Maths and Writing.</li> </ul>
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### 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: £14,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All classes with higher numbers of disadvantaged pupils will have a teaching assistant to offer further support.</p> <p>Senior Leadership regularly review impact of teaching assistants and assign them to class based on their strengths and skillset.</p>	<p>In previous years, the outcomes directly linked to further teaching support have been met successfully.</p> <p>EEF – Research suggests teachers and teaching assistants who effectively work together leads to positive benefits such as increases in attainment.</p> <div data-bbox="571 1081 954 1375" data-label="Diagram"> <pre> graph TD     Review[Review] --&gt; Define[Define role, purpose &amp; contribution of TAs]     Define --&gt; Develop[Develop whole-school practices]     Develop --&gt; Training[Provide training &amp; preparation]     Training --&gt; Review   </pre> </div> <p><u>'Acting on evidence' cycle for monitoring effectiveness of TA support</u></p>	<p>5</p>

<p>Extra member of staff employed to work in Reception classroom to help with lower starting points.</p> <p>Embed dialogic activities across our school curriculum. This will help support pupils extend vocabulary and apply to various scenarios.</p>	<p>DfE - Early Years Statutory Framework <i>'For classes where the majority of children will reach the age of five or older within the school year, there must be at least one member of staff for every 30 children'</i></p> <p>The above is the minimum ratio needed. Where there is a higher level of need, the school will choose to adopt a ratio of 1:10 for a large percentage of the week, to ensure children have the best possible start to their school career.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</a></p>	<p>3</p>
<p>All members of staff have access to a wide</p>	<p>EEF – Guide to enhancing pupil premium.</p>	<p>3 and 5</p>
<p>range of CPD session for their particular subject strengths, offered by the Trust and partner schools.</p>	<p><i>Teaching and CPD are the top priority in schools to enhance levels of progress amongst the most disadvantages pupils.</i></p>	
<p>Out of 11 Tas 5 of them are HLTA</p>	<p>HLTAs have advanced skills and can provide greater support in classrooms, allowing teachers to focus more on individual students or differentiated instruction. They are leading small group interventions, supporting targeted learning needs and improving student progress in areas like reading, maths, and writing. HLTAs take on more responsibilities, such as covering lessons, which reduces the need for external supply staff and enhances continuity for students. This increases flexibility and capacity within the school to better meet student needs.</p>	

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language therapist works closely with HLTA and SENDco to deliver purposeful interventions.</p>	<p>Regular use in schools support all children to develop communication, language and literacy skills. It also supports integration, as children with and without language difficulties can communicate with each other, learn and play together more easily. Thus, enhancing the school experience.</p> <p><i>-TES database</i></p> <p>Speech and Language therapist (Surrey County Council) noticing a noticeable different in the children she works with regularly and the progress they are making as a result of the work school is carrying out.</p>	<p>3 and 5</p> <p>5</p>
<p>Pupil Progress meetings happen on a half-termly/termly basis. Children have been set SMART targets on Edukey Provision Mapping to track progress and plan appropriate interventions.</p>	<p>EEF and Classroom Monitor</p> <ul style="list-style-type: none"> <li>- Regular meetings regarding this group of pupils is the best way to get an overview as well as identifying any future interventions that need to be implemented.</li> </ul>	<p>3 and 5</p>
	<p>NASEN – Provision Mapping enables schools to map and manage provision effectively and efficiently.</p>	
<p>Web-based programmes bought which can be used at home.</p> <ul style="list-style-type: none"> <li>- TT Rockstars</li> <li>- Purple Mash</li> <li>- Number stacks</li> <li>- Nessy</li> <li>- Phonics-Based</li> </ul>	<p>Children are naturally engaged to devices. By enabling them to use the devices for game-based educational resources, they are more likely to complete homework and class assigned tasks.</p> <p>Edsys also believes that online activities can be easier for parents to help their children engage with, as technology is heavily involved in the world we live in.</p>	<p>2 and 5</p>

<p>Quality First teaching for all pupils in school.</p> <p>Trained TAs and HLTAs run over 30 structured interventions and intervention timetables are monitored and measured based on impact and effectiveness.</p> <p>(Project X, Reading Recovery, Number stacks, Phonics, handwriting, touch typing, lego therapy, social skills, fine motor skills, gross motor skills, sensory circuits, Nessy etc)</p>	<p>EEF: The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils.</p> <p>Over the last five years, interventions have proven to be successful with children taking part showing increased outcomes of progress in all areas of reading, writing and maths.</p>	<p>3 and 5</p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £7,956

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Whole staff training in ADHD PDA and ASD management, helps build a more inclusive school ethos where all students feel supported. It fosters a culture of empathy, patience, and understanding, which is particularly important for students with additional needs. An inclusive ethos promotes respect, reduces</p>	<p>Research indicates that teachers often lack knowledge about ADHD and feel ill-equipped to manage ADHD-related behaviours. Training improves their confidence and competence in supporting these students effectively and can lead to better classroom management, reduced incidents of disruptive behaviour, and improved teacherstudent relationships.</p>	<p>5</p>
<p>bullying, and creates a stronger sense of community.</p>		

<p>Breakfast Club</p> <p>Children have a range of breakfast items to choose from and play a range of games to get them 'ready' for the start of the day.</p> <p>Sometimes, our HLTA's who run breakfast club are able to provide extra reading opportunities with students who may not have had the opportunities at home.</p>	<p>The DFE's guidance about implementation and success of breakfast clubs prove that children having breakfast can lead to increased levels of motivation, behaviour, health, punctuality (see attendance statistics) and social development.</p> <p>Class teachers have reported that these children arrive in class much more ready to learn.</p>	<p>2 and 4</p>
<p>ELSA (Emotional Literacy Support Assistant) increased to one day and a half (rather than previous full day)</p>	<p>There is an emerging field of research which confirms the positive impact of the ELSA project (Murray, 2010; Hill, O'Hare and Weidberg; 2013, and Dodds &amp; Blake, 2015). Some of the reported benefits include: increased feelings of selfefficacy and confidence in Teaching Assistants undertaking the ELSA role; improvements in self-esteem and self-awareness for pupils; a perception amongst school staff of an improvement in the overall behaviour and emotional well-being of children specifically supported by ELSAs.</p> <p>Pupil interviews have confirmed that the children who have regular ELSA intervention benefit from the sessions. They feel they can regulate their emotions and talk about their feelings much more.</p>	<p>1 and 5</p>
<p>Appointing a Mental Health Leader who will lead Thrive programme to meet the emotional and social needs of children and improve their attendance, behaviour and learning outcomes.</p>	<p>Establishing a whole school approach for promoting mental health and overall well-being, along with fostering a transparent environment where both staff, students and their parents/ carers feel comfortable openly discussing their mental health and well-being.</p> <p>Thrive offers a trauma-informed, whole school or setting approach to improving the mental health and wellbeing of children and will help us understand the needs of our pupils,</p>	<p>1 and 2</p> <p>1, 4 and 5</p>



	provide targeted support, and measure our impact.	
<p>HSLW (Home School Link Worker) increased hours.</p> <p>Contacts any families where there are concerns over wellbeing/academic concerns/attendance. Offers access to Early Help Assessments.</p> <p>HSLW attends meetings regarding most disadvantaged children and builds relationships with families.</p> <p>HSLW/Headteacher/SENDCo have regular meetings with Primary Mental Health worker and Child Wellbeing Practitioners regarding vulnerable children.</p>	<p>Research has shown that work by HSLWs helps to raise children's educational achievements and attendance levels, and is influential in increasing parents' knowledge of school life. This contributes to the school ethos that values parental involvement.</p> <p>Parents have reported that they felt it helps them bridge the gap between personal issues and school issues, feeling confident throughout.</p> <p>EEF reports that social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	1 and 2
<p>Visiting Imbhams Farm, Haslemere, hosted by Surrey Hills and Rivers</p>	<p>This activity offers Young Carers and Pupil Premium children a well-being experience by spending an afternoon on a farm. They will participate in a sheep workshop at Imbhams Farm, which includes a guided walk around the sheep facilities and a talk about the lambing process. The workshop will also give the children a chance to relax and connect with nature while being around their supportive peers and adults.</p> <p>Being outdoors and immersed in nature has been shown to reduce stress, anxiety, and symptoms of depression. It provides a calm, relaxing environment, which can be especially valuable for children who face stress or hardship at home or school.</p>	4

Reduction in cost of trips for children on PP register. Residential trips are significantly reduced for PP children.	Previous parent surveys have concluded that parents find the contributions towards school trips and uniform the most beneficial as they desperately want their children to have the same experiences.	4 and 5
Young Voices, class trips and residential trips are partially funded by PP, PTA and Chiddingfold Community Fund.  Children are invited to sports events and after school clubs without cost to encourage extended hobbies and interests.	Children on PP register have equal chances to engage in activities and events just like their fellow peers.  EEF – Sports participation increases educational engagement and attainment.  Noticeable benefits to self-esteem and resilience.	
All staff to complete Positive Handling training. This will support children who struggle getting through the school gates in the morning and give staff the confidence in dealing with the tricky behaviour which we are seeing (especially since the pandemic/home learning experience).	Both targeted interventions and universal approaches can have positive overall effects on behaviour, attendance, self-regulation – which in turn, effects the overall progress made in school.  EEF: Behaviour Interventions	5

**Total budgeted cost: £34,511**

## **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 2022 to 2023 academic year. A full impact statement of spending in 2022/23 can be found below this document on the school website.

1. Attendance - Similarly to our school ELSA, our Senior Leadership Team recognised the demand for our HSLW's time and her hours were increased upon return from lockdown. When class teachers have expressed concerns, our HSLW has been able to recommend support for families and create good relationships. This in turn has helped improve attendance figures.

Attendance of Pupil Premium children in 2019/2020	94.22%
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Attendance of Pupil Premium children in 2020/2021	96.84%
Attendance of Pupil Premium children in 2021/2022	97.08%
Attendance of Pupil Premium children in 2022/2023	93.91%
Attendance of Pupil Premium children in 2023/2024	91.09%

## 2. Impact of targeted interventions

### Spring Data 2020

	Maths	Reading	Writing
Below	20%	33%	27%
WTS	33%	27%	47%
EXP	47%	33%	20%
GDS	0%	7%	7%

### Spring Data 2023

	Maths	Reading	Writing
Below	10.5%	10.5%	26.3%
WTS	52.6%	47.4%	42.1%
EXP	26.3%	26.3%	21.1%
GDS	10.5%	15.8%	10.5%

### Spring Data 2024

	Maths	Reading	Writing
Below	4.3%	4.3%	4.3%
WTS	34.8%	39.2%	47.8%
EXP	56.6%	43.5%	47.9%
GDS	4.3%	13%	0%

### **Spring 2020**

Despite there still being a percentage of children working below their year group standard, this percentage has decreased in the last year – particularly in Reading. We are on the correct path to ensure these children close the gap and make progress. To do this, we are using Government-approved reading programmes on a daily basis.

As children develop their skills in Reading, this will in turn, influence their ability to structure sentences in writing as they will have a sound vocabulary bank. This will in turn also help children decode word problems in Maths and access the full curriculum.

### **Spring 2023**

Over the last three years, the children on the Pupil Premium register has changed quite significantly. Some of our children have relocated to different areas, some have joined the local community.

There has been good progress in writing – staff are fully embedding the ‘Write Stuff’ units, enabling children of all abilities to access writing tasks and apply to their own independent learning.

We are seeing an increase in children who are ‘greater depth’ and ‘pupil premium’. There has been a focus on offering challenge to these children and staff are monitoring effectiveness of interventions using Edukey Provision Mapping software.

Robust teaching assistant appraisals have been taken place to ensure different members of staff are suited to classes where they can most apply their strengths. For example, literacy specialist supporting targeted interventions in UKS2.

### **Spring 2024**

Fewer students are now falling below the expected standard across all subjects, with many progressing into the "working towards" or "meeting expectations" categories.

Maths is the strongest subject in terms of students reaching expectations, though fewer are performing at an advanced level (GDS).

Reading shows a mixed performance, with more students excelling than in maths, but also a larger number who are struggling.

Writing requires the most improvement, as it has the lowest achievement in both meeting and exceeding standards.

To address these areas, we plan to incorporate stretch-and-challenge tasks into daily lessons to push students meeting expectations towards Greater Depth and offer enrichment activities to promote higher-order thinking. For reading, we will provide tailored support to struggling readers and cultivate a culture of reading for pleasure, aided by the launch of a new library to increase access to diverse reading materials.

In writing, the focus will be on improving basic skills, especially for students still working towards the standard, by offering targeted support, including access to laptops/scribes for those with

sensory or physical needs. We will also implement peer and self-assessment to help students critique their own writing and become more aware of writing standards.

By concentrating on targeted interventions for students struggling in reading and maths, providing enrichment opportunities for high achievers, and addressing the challenges in writing through a mix of interventions and teacher development, we aim to foster progress across all subjects.

**Targets for next year for pupil premium are noted on our school improvement plan and all staff are aware of the common goals for this group of children.**