

Pupil premium strategy statement – Chinley Primary School 2022 – 2023

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Chinley Primary School
Proportion (%) of pupil premium eligible pupils	221 (and 20 on roll in nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	34 pupil premium 7 services premium 8 pupil premium plus 49 children = 20%
Date this statement was published	October 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Jan Glover
Pupil premium lead	Jan Glover
Governor / Trustee lead	Jeanette-Leston Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,660 + £324 EYPP
Recovery premium funding allocation this academic year	£5220.00
Pupil premium (and recovery premium*) funding carried forward from previous years	£0.00
Total budget for this academic year	£65,204.00

Part A: Pupil premium strategy plan

Statement of intent

All members of staff at Chinley Primary School have high expectations for all of the pupils in our school and believe that, with high quality teaching, pastoral support, effective engagement with parents and a personalised, bespoke approach to meeting children's needs, every child can fulfil their individual academic, social and emotional potential.

- The Senior Leadership Team and Governors at Chinley Primary School ensure that the Pupil Premium Grant and the recovery premium Grant are allocated effectively each year; that both of these grants are used to support the necessary interventions across school so that disadvantaged pupils achieve at least the same academic outcomes as non-disadvantaged pupils with similar starting points, also that they have equal access to the extended curriculum and enrichment opportunities, helping to eradicate any educational, social or early life inequality.
- Our current strategy supports these aims by ensuring pupils receive high-quality teaching in all subjects, with a specific focus on maths mastery, reading and phonics. Embedded into our practice is the importance of supporting the wider experiences of disadvantaged students, enhancing cultural capital and removing barriers to accessing and understanding the wider curriculum.
- Our bespoke curriculum provides children in receipt of the Pupil Premium Grant and/or the recovery Premium Grant with opportunities to develop into confident, independent and successful learners who will thrive in later life and make a positive contribution to society.
- Leaders and Governors also use the funding to create opportunities for children to develop resilience, perseverance, and self-esteem through quality, targeted and bespoke pastoral interventions for children and families and through the deployment of external agencies, for example, Take Part in the Arts, Autism Outreach, Forest Schools and the Behaviour Support Teacher.
- All strategies and interventions implemented at Chinley Primary School are evidence and/or experience-informed using recommendations outlined by Education Endowment Foundation and The Sutton Trust.

Challenges

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

Challenge number	Detail of challenge
1	<i>Some of our Pupil Premium and Pupil Premium Plus children have pre-existing medical, behavioural, attachment and educational issues which means they may arrive in school not ready to learn and which can inhibit their ability to maintain focus and pace within whole class teaching groups.</i>
2	<i>For some of our pupil premium children, especially the younger ones, pre-existing specific language difficulties and dyslexic tendencies have led to an inability to make at least ARE in reading, writing, EGAPS and maths.</i>
3	<i>Some of our Pupil Premium children show poor self-regulation and a lack of resilience and self-belief. Which means our vulnerable children often struggle with less structured activities/times of the day.</i>
4	<i>Some of our Pupil premium children have co-existing Special Educational Needs which can increase their absenteeism from class to attend interventions from outside agencies such as SSEN and Autism Outreach Teachers.</i>
5	<i>Some of our Pupil Premium children have transferred into our school mid-term or mid-key stage. They often arrive with limited data and from smaller infant schools and require a lengthier, more bespoke transition.</i>
6	<i>At least one of our Pupil Premium children is on a part-time timetable which includes education at home and off-site activities. These all need verification and assessment to ensure we are can rest assured that they are making progress towards their overall target of returning to school full-time as soon as is possible.</i>
7	<i>Some of our Pupil Premium children have limited access to books, libraries and technology (laptops and appropriate Wi-Fi etc) at home. The effects of which during Covid-19 school closures and shielding are still impacting on their ability to close the gap between them and their peers.</i>

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
Improved Multi-Agency-Working and communication with and between those services working with our most vulnerable pupils and families.	Early help will be given to those families and children who come to light as needing it both from within school and via as many outside agencies as possible. HOW THIS WILL BE ACHIEVED • Family Support Worker and DT to work closely to identify those children and families in need. • Family Support Worker/DT to make contact with parents to offer face to face meeting to ascertain issue and possible solution. • Family Support Worker and DT to continue to develop collaborative and confidential links with local GP practices, local PCSO, CAMHS area adviser, SEND officer, NHS resources, local council, local food banks and clothing resources etc. • Family Support Worker and DT to Signpost families and children to local networks for individual issues and support. • Early Help Assessments to be completed by Family Support Worker and/or DT and shared with relevant education and other support agencies.
Improve the mental strength and resilience of our vulnerable children	100% of our vulnerable children will be taught to develop self-regulation strategies which they will use when faced with adverse conditions in school. There will be a drop in exclusions of our most vulnerable pupils. HOW THIS WILL BE ACHIEVED • Visual timetables to be present in every classroom • Individualised timetables to be given to those who need them with options to choose how to achieve the LO rather than be shoe-horned into doing the same as the rest of the class e.g. comprehension exercises on an I-pad rather than paper. • Emotionometers will be extended to be used in each class with the staff checking in with the children during the day to see which areas of the day are most stressful/anxiety causing. Training in the Incredible 5-point scale will be made available to staff. • Purchase of external support from 'Take Part in the Art' teachers who will deliver a series of mindfulness, relaxation and resilience training sessions to groups of up to 30 children. • Purchase of a Forest School trained practitioner to work with groups of up to 12 children each week to develop outdoor skills and resilience.

	Linking with local private day nursery to ensure prior knowledge of the staff, school, environment is given to the youngest members of our school community.
Children in receipt of the Pupil Premium Grant and Recovery Premium Grant funding will make at least expected progress from their individual starting points across all areas of the curriculum but especially in reading, writing and maths.	All Pupil Premium children will be tracked each term to ensure they are making at least expected progress towards their targets. Their interventions will be reviewed following a robust timetable of data collection and passed to subject leads to ensure progress is being made and interventions are having an impact. Any shortfall in progress will be discussed with the class teacher at Pupil Progress meetings with a view to referring that child for extra external support such as a referral to SALT, BSS, Autism Outreach, CAMHS etc. The %age of Pupil Premium children achieving GLD in Literacy and Number will be at least in line with other areas. The % of Pupil Premium children passing the phonic check will be equal to the percent of non-disadvantaged children passing the phonic check at the end of Year 1. By the end of Year 2 (KS1) the gap between disadvantaged and other pupils at Chinley Primary School will be narrowing in Reading, Writing and Maths. By the end of Year 6 (KS2) the gap in achievement between disadvantaged and other pupils at Chinley Primary School in Reading, Writing and Maths combined will be negligible. The progress of our vulnerable pupils will be equal to or better than their peers. HOW THIS WILL BE ACHIEVED - All staff will measure the impact of any intervention delivered to our most vulnerable pupils, the impact will be measured against the intent and discussed with SENCo and SLT to ensure that any intervention leads to accelerated progress. - Pupil progress meetings will be held with the SENCo and members of the SLT to ensure interventions are supporting individuals to meet their targets or altered and adapted if not having the impact desired. - Pupil Premium children will be given access to laptops, data cards and a resource set of reading and information books as soon as another lockdown is announced. - Data collection each term will inform best next steps to ensure disadvantaged children are on track to be making at least expected progress.
Ensure all new-to-school PLAC children are known to staff and accessing the appropriate support and funding available to them.	Parents will feel able to tell school of their child's early childhood experiences in a safe and non-judgemental way. HOW THIS WILL BE ACHIEVED 'Data collection form' will be altered to ensure parents have the opportunity to tell us if their child has previously been in care or adopted. - DT for looked after children will apply to 'Adoption Support East Midlands' for any/all extra support the children may need.

	• Links with social workers will be developed through TAC meeting within the first 6 weeks of them arriving at Chinley School. • DT with support from Educational psychologist will set up a 'group support' for parents of LAC and PLAC children so that they may seek knowledge and advice from a DCC accredited Educational Psychologist and from each other as new parents.
Chinley staff to further develop their understanding of attachment and Early Childhood Trauma and its effect on our most vulnerable pupils throughout the staff.	All members of the school community will become part of our Attachment Aware School and will use moderated language both with and about our most vulnerable pupils. HOW THIS WILL BE ACHIEVED • Staff members to be invited to attend PEP and LCR meetings for children in their classes. • Staff able to speak about the ACES of children in their classes and partake in pupil progress meetings to ensure that over a short period of time the bespoke interventions delivered to those children are having a positive impact. • DT will share all power-points and slides given at training sessions from the VS throughout the year. • DT will be point of contact for questions about and advice sought by any staff member within school who works with a LAC or PLAC child. • Parents of LAC/PLAC children will be invited into school each year for face-to-face meetings with key persons working with their child/children. This will ensure their voice is heard and that they can relay to current staff the needs and wishes of them as parents as well as their child/children.
Develop staff awareness of the support network behind each of the LAC and their families.	All members of Chinley School Community will understand the experience of a child in care, pre-adoption placement, special guardianship and how each differs from the other. HOW THIS WILL BE ACHIEVED • Staff will attend one PEP for each of their vulnerable children and meet the other persons involved in ensuring the best outcome for the child, seeing their place in the team around the child. • Staff will support the DT by preparing reports about SEMH, as well as educational progress and a sensory audit to be shared at PEP and LAC reviews. • BSS will be engaged to observe and support staff in assessing the 'school readiness' and attachment response behaviours of our most challenging LAC and PLAC pupils. • BSS, psychotherapists, Adoption Support East Midlands, Educational Psychologists and parents will be contacted as appropriate to support staff in devising bespoke programmes of support for our LAC and PLAC pupils.
Families of children on part-time timetables to be offered home working support and termly	No child will remain on a part-time timetable unless agreed within their higher needs funding plan. HOW THIS WILL BE ACHIEVED

reviews to support their child's re-integration to full-time educational provision.	- Families of children who attend part-time at the start of the academic year will be met within the first 6 weeks to review their ability to increase their attendance. - Targets will be set and shared with parents to support the re-integration of each child into their class on a full-time basis. - EHCNA, medical consultations, psychologist assessments will be funded to ensure those children who cannot manage full-time in school education are able to apply for flexi-schooling if this is deemed to be in the child's best interest.
All parents of LAC and PLAC to be able to meet in a neutral place to discuss the highs and lows of parenting a child who has had adverse early childhood experiences.	Parents will feel part of a community of carers, they will realise that they are not alone and support is out there for them. HOW THIS WILL BE ACHIEVED DT in partnership with the Educational psychologist will host opportunities for parents of LAC and PLAC to meet in school and discuss their experiences in a positive, supported forum. The first of these to be scheduled for 20.01.2023 at 1:30pm.

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: £ 45,643.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retain our pastoral playtime support worker.	We trialled this last year and it had such a positive impact. The playtime support offers a safe person for our vulnerable children and has 'eyes-on-me' outdoors ready to step in if needed.	1 & 3
.00Give time to all subject leads to enable them to monitor the baseline and continued progress of all vulnerable children in their subject/cohort and pass this information to the SLT.	The more we share the responsibility for our most vulnerable pupils the higher their focus will be. All staff members are accountable for tracking the children in their subject and will be ready to hold pupil progress meetings with solid data.	1 & 2 & 4 & 5 & 7

Time for DT to access CPD delivered by DCC Virtual School on issues related to and updates on strategies for attachment and early childhood trauma.	DT has already completed the attachment awareness schools training and upskilled the staff team in their understanding of attachment and early childhood trauma, actions to support and resources to help. Dissemination of up-to-date information continues to support whole school staff CPD	1 & 2 & 3 & 4 & 5 & 6
1:1 key workers recruited to support some of the most vulnerable children..	Allowing the children access to a key worker who will discuss the timetable for the day/week and support children in making adjustments to the way in which they will achieve the LO. Children have shown they need this level of support to allow for a bespoke curriculum and approach to learning.	1 & 2 & 3 & 4 & 5
Time for teachers to engage with parents and pupils when accessing school based education part-time.	Parents/grandparents need encouragement to persevere with home learning if their child is absent for prolonged periods of time either due to illness or parents wanting their child to attend flexibly.	2 & 3 & 4 & 6
TAC meetings each year with parents and new classroom staff.	Transition to a new class is a troublesome time for some children and their parents. We have found it useful to offer a TAC meeting early in the new academic year to ensure all parents are able to have a 'voice' and tell the new class staff all about their child and their experiences.	1 & 2 & 3 & 4 & 5
All teachers of LAC children will attend at least 1 PEP/LRO whilst the child is in their class.	Teachers need to know the children in their classes. Our transition project this year highlighted the fact that the more we know the more we can support. Knowing the processes and agencies of support for these children will increase staff knowledge and expertise.	1 & 2 & 3 & 5
Behaviour Support, Autism Outreach and Educational Psychology packages will be purchased by school to ensure we can rely on their continued support, observations and reports	Behaviour support services are vital to supporting staff with children who present challenging behaviours. We work closely with BSS and Autism Outreach to ensure we have as full a picture of each child as possible. Our Educational Psychologist is going to be a key driver of the LAC and PLAC parent meetings as she is a SGO for children too.	1 & 2 & 3 & 4 & 5 & 6

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

Budgeted cost: £ 13,041.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
FSW/DT to hold face to face meetings to	Our positive Play programme and other interventions which can be accessed by	1 & 2 & 3 & 4 & 7

ascertain issue and solutions for vulnerable children.	our vulnerable children quickly and easily following an incident at home/school are invaluable. Face to face meeting with parents allow us to pin point the correct intervention at the correct time for any child.	
Take Part intervention teacher and programmes to be purchased.	Up to 30 vulnerable children can attend any of the 3 hour long sessions run by this group. The interventions are... 'relax kids', 'friendship warriors' and 'resilience skills'. We trialled these with a few children and have found from parent and child testimonials that they have a positive impact from the first session – 'My child came home and didn't have a meltdown for the first time in a year after going to the Wednesday session'.	1 & 3 & 4 & 5
Forest Schools programme and teacher to be purchased and delivered weekly.	Last year our most volatile and vulnerable children attended this intervention and it supported their regulation by allowing them to learn to co-regulate with the Forest School leader first and then self-regulate in many different and exciting scenarios.	1 & 3
Positive Play Leader training delivered by DCC to our Positive Play leaders.	Our positive play programme has run for a few years now and has been adapted and altered to suit the needs of our children. It is time it was reviewed by trained providers and so we are going to employ the positive play lead to deliver training and ensure we are as up-to-date as possible.	1 & 3 & 5
Extra teacher in KS2 0.4 of the week to reduce class sizes and deliver intervention programmes.	Class sizes of 33 reduced to 23 for some sessions will allow children to access the teaching far better. Parallel or bespoke teaching being delivered will ensure access to curriculum.	1 & 2 & 3 & 4 & 5

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

Budgeted cost: £ 6,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Collaborative links to be made between DT/FSW	Many of our most vulnerable families have learned to ask school for support	2 & 3 & 4 & 5 & 6 & 7

and local agencies and support groups. Time needed for DT/FSW to visit these groups and see what they can offer provide for our vulnerable families.	in the first instance. This means we need to know 'what's out there' in order to be in a position to signpost families to support or support to families as quickly and effectively as possible.	
Positive play sessions delivered weekly on a 1:1 basis to support the children by giving them Time to Talk.	An on-going approach to our most vulnerable pupils has a proven track record. We have used this approach for a few years and it works to allow them a key person in school to speak to when worried/anxious.	1 & 3 & 4 & 5
Time for Early Help Assessments to be completed and shared with relevant external agencies to garner as much support as is possible.	FSW to offer to see parents in school and/or visit parents at home to complete an EHA. This is then shared with relevant local agencies with whom the DT/FSW ha made connections and a plan created to support the family. Knowing the local agencies and what they offer will benefit our vulnerable families.	3 & 4 & 5 & 6 & 7
CPD for all staff on the use of and impactfulness of the Incredible 5-point scale within class as a means of co-regulating pupil's emotions.	The use of 'emotionometers' in some classes has proved a very successful vehicle for children to show how they are feeling in a point of time assessment. These will be rolled out in all classes in early September after sufficient training and allocated CPD slots in staff meetings to ensure we have an agreed approach.	1 & 3
Educational Psychologist and DT to hold parents sessions for parents of LAC/PLAC/SGO children within school	As our numbers of LAC/PLAC/SGO children increase there are common themes which parents often ask for advice on. In light of this our Educational Psychologist will support our DT in holding a meeting for these parents and hopefully setting up a mutual support group from then on.	1 & 2 & 3 & 4 & 5 & 6 & 7

Total budgeted cost: £ 65,204.00

Part B: Review of the previous academic year

Desired outcome	Impact
Improve the mental strength and resilience of our vulnerable children	The Emotionometers are being used in 75% of classes and have been instrumental in supporting the children to settle each day and name their feelings. The feedback, so far, from the Take Part group's parents is that their children are calmer at home, love coming on Wednesdays and are sharing the skills and strategies learned with parents at home. We await the end of a full term to assess the full impact of the intervention. Forest Schools intervention meant that the child who was on a managed move was able to develop some co and self-regulation techniques and, although needed fixed term exclusions he was able to remain here until the end of Y6 and not be permanently excluded again. There was not, unfortunately, a decrease in fixed-term exclusions but there was a decrease in the number of pupils receiving fixed term exclusions. Those repeat exclusions were to support us in supporting them to remain at our school, where they felt safe, and not be permanently excluded. We feel this is a positive.
Children in receipt of Pupil Premium and Recovery Premium funding will make at least expected progress from their individual starting points, across all areas of the curriculum but especially in reading, writing and maths.	Despite the small numbers of vulnerable children in each year group at the end of KS2 July 2022 the children in this group achieved great results across all subjects. The Y6 class as a whole achieved a 97% pass rate in maths, the vulnerable children achieved a pass rate of 88%. The Y6 class as a whole achieved a 91% pass rate in reading, the vulnerable children achieved a pass rate of 88%. The Y6 class as a whole achieved a 97% pass rate in writing, the vulnerable children achieved a pass rate of 75%. All of which, except writing, are above national levels for all Y6 children. We feel this has been a success.

Ensure all new-to-school PLAC children are known to staff and accessing the appropriate support and funding available to them.	DSL/DT are always 'front of house' and meet all new and prospective parents before their child starts at Chinley. They use this contact and the pupil data form to ascertain as to whether the child is LAC/PLAC/SGO. The class teacher is made aware of the child's status and a vulnerable pupil one-page profile is completed by the class teacher and parents/staff in the class. DT has included all teachers of LAC/SGO children to their PEP meetings and they are included in the request for and administration of the PP+ monies which these children attract. PEP paperwork is never graded below green by the varying authorities due to the high standard of thought, data and co-operation which goes into the paperwork. Class Teachers know how what data to collect in order that they can request the SENCo/DT to refer them for further support from outside agencies.
Chinley staff to further develop their understanding of attachment and Early Childhood Trauma and its effect on our most vulnerable pupils throughout the staff.	Throughout the life-time of this strategy Chinley School staff have had regular updates from the DT to support their understanding, knowledge and appreciation of the long-lasting effect early childhood trauma can have on the children in their care. They appreciate that this refers to any child in their care, not just those eligible for the Pupil Premium Grant. Parents of those children with early developmental trauma have been invited into school at the start of their child's academic year to discuss, with the new class team, their child, their trauma and how best to support them. Parents of children who are PLAC and have outside agencies, therapists, and workers involved are encouraged to allow staff to join in meetings about the progress their child is making, the formulation of plans and the strategies which are best fit for that child.
Develop staff awareness of the support network behind each of the LAC and their families.	See above. Staff met the children prior to them transitioning into their class, they met the parents early in the new academic year and completed a one-page profile which allowed them to ascertain the level of outside support the child and the family are currently accessing. Staff have been present at each PEP meeting and met all those concerned with the child's journey thus far. They contribute to the PEP and seek referrals to other agencies as they see fit. DT and staff regularly chat about the current situation and extra support for the children who are LAC/PLAC and SGO.

All parents of LAC and PLAC to be able to meet in a neutral place to discuss the highs and lows of parenting a child who has had adverse early childhood experiences.	This was trialled between two sets of parents who were experiencing similar difficulties with their child/ren. The meeting went well, both parties said it was interesting to hear of the other's experiences and on-going events when their children are at home. It will be developed into a self-help group with the support of the educational psychologist next year.
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We had 5 children who were eligible for service premium funding last academic year and chose to include their funding in the overall pupil premium funding budget. This is because three of the children had parents in active duty and only two of these presented as needing extra support. The support available to all pupil premium children is also available to our services premium children and the two who accessed extra support both wanted time to talk. One wanted time to talk with staff whereas the other needed a staff member to be available to facilitate them speaking via video link to their parent who was away and on a different time zone. Due to the change in time zone it was tricky for the parent and child to chat outside of school hours.
The impact of that spending on service pupil premium eligible pupils
The impact of spending the services premium money in this way was that all children who have family member in the services were able to make their voice heard at school. One child had weekly check-ins with a member of staff to ensure they were as settled when their parent was at home as they were when their parent was away on duty. Another was able to keep in touch with their parent even though the only time-slot for Zoom/Teams calls was during school hours.

All children who have service personnel as parents are treated in the same way all our vulnerable children are. They can access all the support we have in school and, with the close communication we have with their parents, we keep a very special eye on them a time of transition for the family.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.