

Chattenden Primary School Pupil Premium Statement 2024-27

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	210
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024 -2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Vicky Diddams
Pupil premium lead	Vicky Diddams
Governor / Trustee lead	Andrew Lawrence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 105,080
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£105,080

Statement of intent

Our intention is that all pupils at Chattenden Primary School, make expected (or accelerated) progress and achieve to become the best they can be in all subject areas, regardless of background. The objective of our Pupil Premium Strategy is to support our disadvantaged pupils in achieving this goal, driven by our ethos – success, no matter what.

As recognised by the EEF, we acknowledge that ‘good teaching is the most important lever schools have to improve outcomes for disadvantaged students’ and we intend to focus on developing the quality of teaching through focused CPD of teachers.

The key principles of our strategy:

- Promote an ethos of attainment for all – Success, No Matter What !
- High quality teaching for all
- Focus on outcomes for individuals – rather than just providing strategies
- Decisions based on data and respond to evidence
- Clear, responsive leadership – setting high aspirations and responsibility for raising attainment to all staff.

We will consider the challenges faced by our vulnerable pupils and support in their needs, regardless of whether they are disadvantaged or not.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non - disadvantaged pupils in Maths, Reading and Writing.
- For all disadvantaged pupils to make or exceed nationally expected progress rates.
- For all disadvantaged pupils to have attendance of around national average of all students.
- To provide enriching opportunities to ensure that all disadvantaged students engage in the wider curriculum, raising cultural capital, setting high aspirations and ensuring a good sense of pupil wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of our pupil premium students as a group is lower than that of the non-pupil premium cohort. There is a higher percentage of disadvantaged pupils who are 'persistently absent' compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils progress.
2	Reading attainment of PP students compared to non-PP students. Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in reading than their peers. On entry to Reception class, there is a significant difference in reading abilities between disadvantaged pupils and their peers. The gap narrows but remains throughout KS1 and KS2.
3	Writing attainment of PP students compared to non-PP students. Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have underdeveloped language and vocabulary than their peers, which in turn affects their literacy skills. On entry to Reception class, there is a significant difference in writing abilities between disadvantaged pupils and their peers. The gap narrows but remains throughout KS1 and KS2.
4	Maths attainment of PP students compared to non-PP students. Internal and external assessment indicate the attainment in maths for disadvantaged pupils is below that of their peers. On entry to Reception class, there is a difference in mathematical abilities between disadvantaged pupils and their peers. The gap narrows but remains throughout KS1 and KS2.
5	Ensuring PP students engage with wider-curricular opportunities and experience cultural capital. Our observations and discussions with pupils and families have identified social and emotional issues, notably a lack of enrichment opportunities. These challenges affect disadvantaged pupils, including their attainment.
6	Lack of engagement from our PP parents. Our observations and data from whole school events identify that our parents and carers from disadvantaged backgrounds do not attend as many school events such as parent meetings, learning exhibitions and workshops.
7	Significant number of PP cohort have SEN. In addition to this a number of pupils are in receipt of pastoral interventions.

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
Attendance gap of PP students and non-PP students to reduce. PP attendance to be in line with the national average.	Attendance of our disadvantaged pupils to be in line or better than the national average.
PP students' attainment in reading improves in all year groups, so that is in-line with non – PP students.	Attainment and progress data for reading in YR to Y6 shows a narrower/narrowing gap. Attainment is in line with or better than national percentages.
PP students' attainment in writing improves in all year groups, so that is in-line with non – PP students.	Attainment and progress data for reading in YR to Y6 shows a narrower/narrowing gap. Attainment is in line with or better than national percentages.
PP students' attainment in Mathematics improves in all year groups, so that is in-line with non – PP students.	Attainment and progress data for reading in YR to Y6 shows a narrower/narrowing gap. Attainment is in line with or better than national percentages.
Pupil Premium students participate in a wide range of enrichment activities offered at Chattenden Primary School.	All PP students participate and engage with the wider curriculum. PP students – regardless of socio-economic background – to take part in trips, music opportunities (choir / young voices, peripatetic music teaching), extra-curricular opportunities (MYG) and experiences to raise cultural capital. Sense of well-being monitored through Pupil Voice and monitoring of children taking part.
Parental engagement from our PP students will be evident.	Increased engagement from parents of our disadvantaged children. Better attendance at parent consultations, school learning workshops, school events.
There will be improvement in the attainment and progress of our PP / SEND children from September baseline.	Evidence of attainment and progress in reading, writing and Maths for our PP/SEND children from September baseline.

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Senior Leader to oversee PP strategy	Successful schools 'have clear, responsive leadership.' <i>DFE 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice'</i> EEF Implementation Guide states that 'school leaders play a central role in improving education practices through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation'.	All areas
CPD – Walkthrus – Tom Sherrington, Start with Why – Simon Sinek When the adults change, everything changes – Paul Dix	EEF Toolkit – Changing Mindsets Research +2 Months	2,3,4,7
Termly Pupil Progress meetings to identify student needs, concerns and signpost interventions	EEF Toolkit – Mentoring - +2 months impact	2,3,4,7
CPD on improving Curriculum Subject leadership	Vice Principal– Addressing Educational Disadvantage, Marc Rowland – share findings CPD – strengthening subject leadership within schools	All areas

	<p>CPD – Improving adapting teaching within school</p> <p>Recommendations from EEF</p>	
SEND CPD	<p>SENDCo HSSW</p> <p>EEF Toolkit - Teaching assistant Interventions +4 months impact.</p> <p>SEND CPD – SEND Connect</p>	7
<p>Phonics Programme throughout KS1 – Little Wandle – implemented (last academic year)– funding for additional resources and extra support for reading. Funding additional TA reading hours, replenishing stock.</p>	EEF Toolkit - +5 months impact.	2, 3
<p>Training and support for Early careers teacher and ITT.</p> <p>Mentor training and ECT training -Thames Gateway Teaching Hub</p>	EEF toolkit - +5 months impact	2,3,4,7
<p>Using assessment to review the gaps in the learning.</p> <p>Pupil progress Meeting, intervention setting</p>	<p>EEF Toolkit - +5 months impact</p> <p>Individualised learning and setting and streaming for the needs of the pupil.</p>	2,3,4,7

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

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Tutor to support in class, to deliver before and after school booster groups for all year groups for PP student.	EEF Toolkit – Small Group Tuition +4 months Impact EEF Toolkit – Extending the school day, +3 months impact	1,2,3,4,7
PP tutor to focus on specific target children / groups to raise attainment in Maths, reading and writing. Providing additional resources where necessary.	EEF Toolkit – Small Group Tuition +4 months Impact	1,2,3,4,7
Targeted In-School Tutoring – English and Maths. SLT	EEF Toolkit – Small group tuition, +4 months impact DFE – School Led Tutoring Guidance	2,3,4
Quality First Teaching to address focus areas identified in Pupil Progress Meetings	EEF Toolkit – Feedback, +6months Impact Homework +5 months impact Mastery Learning +5 months Impact	1,2,3,4

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD, T&L Briefings, Assemblies and systems to develop a school culture to	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement	1,2,3,4

<p>embed high expectations and standards for all.</p> <p>Team Tree assemblies to promote sense of 'belonging'</p>	<p>in learning and improved attendance.</p> <p>+4 months Impact</p>	
<p>CPD for subject leads –</p> <p>Walkthrus, Tom Sherrington</p>	<p>EEF – Putting Evidence to Work, A Guide for Implementation – states that schools should build leadership capacity through implementation teams as they build local capacity to facilitate and shepherd projects.</p>	1,2,3,4,5,6
<p>Increased parental engagement through regular contact and collaboration</p> <p>HSSW to facilitate DICE parent classes at school</p>	<p>EEF – Parental Engagement +4 months Impact</p>	6
<p>Raise the profile attendance and punctuality to aid engagement of parents and raise the awareness of rewards and attendance.</p> <p>Incentive for punctuality and attendance revised and promoted. Buy into Studybugs Attendance Package and Medway AAP.</p>	<p>EEF – Parental Engagement +4 months impact</p>	1
<p>Invitation to free Breakfast Club.</p>	<p>EEF Toolkit – Extending School Time +3 months</p>	1, 7
<p>Pastoral Interventions –</p> <p>Lego Therapy</p> <p>ELSA</p> <p>Hopscotch</p> <p>Sensory Circuits</p>	<p>EEF Toolkit – Social and emotional Learning - +4months impact</p>	7

Play Therapy		
Providing PE Kit and Uniform	EEF Guidance states, <i>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.</i> Therefore, enforcing high aspirations and the school ethos.	5 , 7
<p>Opportunities for collaborative learning and teamwork.</p> <p>Kent Police Mini-Cadets</p> <p>Careers Fair</p> <p>STEAM Week</p> <p>Book Week</p> <p>STEM competitions</p>	EEF Toolkit – Behaviour Interventions + 4 months impact Collaborative learning approaches +5 months impact Aspiration interventions.	5,7
<p>Opportunities for greater participation in the arts.</p> <p>Music Lessons, art club, school STEAM week, dance classes, dance competitions</p>	EEF Toolkit – Arts Participation - +3 month EEF Guidance states, <i>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</i> Collaborative learning approaches +5 months impact Aspiration interventions.	1,2,3,4,5,7
<p>Opportunities for STEM Opportunities</p> <p>School STEAM week Working with outside agencies – STEM competitions – Royal Engineers Museum Science Club</p>	EEF Toolkit - Collaborative learning approaches +5 months impact Aspiration interventions.	1,2,3,4,5,7

Eco Cart KM charity		
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Total budgeted cost: £ 105,080

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged Pupils KS2 Results

	Combined R W M	Maths	Reading	Writing
% of PP at EXS or better	62%	58%	67%	17%

Clear responsive leadership – member of SLT overseeing strategy, sharing PP report each term at curriculum meetings with governors.

Pupil Premium Tutor worked with disadvantaged children throughout the whole year, taking morning and after school booster sessions and supporting within class.

CPD given to staff throughout year with a focus on:

Little Wandle Phonics

Adaptive teaching strategies

Curriculum focus

SEN Focus

Pupil progress meetings took place after each assessment point – direct pupil premium tutor for in-class support, interventions and our booster groups.

SEND CPD with staff to raise progress and attainment.

Pastoral Interventions took place including Lego Therapy, Sensory Circuits,

Play Therapy and ELSA.

SLT and HSSW ran Attendance Clinics to support some disadvantaged pupils with lower attendance.

LEA Attendance Officer assigned to the school.

Whole school attendance and punctuality is celebrated weekly in celebration assembly.

Invitation to free breakfast club – NBC Programme.

All disadvantaged students engage in the wider curriculum, raising cultural capital, setting high aspirations and ensuring a good sense of pupil wellbeing.

Enhancing outdoor learning – Implementation of Chattenden’s Forest School.

Lunch time Gardening Club available for pupils.

Funded music lessons – brass and guitar.

Funded trips and workshops which enhance the curriculum.

Funded opportunities to take part in ‘The Arts’ – Young voices at O2. ‘The Big Dance Off’ national competition.

Part -funded Y6 residential for some, providing opportunity for all.

Pupil leadership implemented.

Workshops offered to parents – MTC, Phonics, SEND.

All parents invited in for class assemblies, performances and Parent Read sessions.

Sense of belonging enhanced through school events. Team- Tree Competitions, sports day, STEAM week.

Funded PE kit / Uniform for some providing equity for all.

STEAM week – STEM competitions, Maths team-tree competition, REM bridge building, Chartwells food workshop, Arts – Don Rae music and dance from other cultures, Science Fizz Pop workshop, Computing (coding Club).

Sports Enrichment – A sport for all.

STEM competitions – Taking part in the Eco- kart competition and the KM Big STEM competition – Design and make cable Cars.

Raising aspirations – ‘Chattenden Careers Fair’.

STEM – What would an engineer do?

STEM – The vehicle project.

Opportunity for all pupils to Visit - Hampton Court Palace.

Playtime intuitive launched - Chattenden Discovery Play.

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
Little Wandle - Letters and Sounds revised	Wandle Learning Trust
Times Table Rockstars	Maths Circle Ltd
Purple Mash	2Simple
Spag.com	www.spag.com
White Rose Maths	White Rose Education
Language Angels	Language Angels
Pearson History and Geography	Pearson

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

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