

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

School overview

Detail	Data
School name	Chulmleigh Community Primary School
Number of pupils in school	179 pupils (4-11) 197 (2-11)
Proportion (%) of pupil premium eligible pupils	20% of 4-11 year-olds (No pp children in Nursery currently)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Sarah Healey
Pupil premium lead	Lully Newman
Governor / Trustee lead	TBA

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,910
Recovery premium funding allocation this academic year	£5,075
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	£56,985
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Part A: Pupil premium strategy plan

Statement of intent

Improving provision and outcomes for our pupil premium children is one of our school improvement priorities for 2022-2023

- *Data from 2022 indicates that the strategy used is having a positive impact especially at KS1*
- *The key principles of the strategy plan are to give individual targets based on prior attainment, improve the standard of teaching and learning and to improve the behaviour for learning.*

Challenges

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

Challenge number	Detail of challenge
1	High Level of PP children with SEND
2	Low levels of Oracy and vocabulary acquisition
3	Literacy and Numeracy – Reading and writing and arithmetic
4	Rurality and Social mobility – access to support
5	Mobility impacting on knowledge and acquisition of skills – eg problem solving and reasoning.
6	Behaviour for learning

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
Parental engagement to support children's needs.	Parents feel able to support their children through high attendance and home learning.
Improve and embed the speech and language and communication skills of our pupils	AR vocabulary and engaging and responding to texts scores improve.

<p>To improve the basic skills in phonics, reading, writing and arithmetic</p>	<p>Formative assessments show narrowing of gaps. Children make accelerated progress compared to their peers.</p>
<p>Raising aspirations of pupils, though quality first teaching, good attendance.</p>	<p>End of Key Stage attainment in line with National average. Reduced exclusions and behaviour events.</p>

Activity in this academic year 2022-2023

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: £28,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Decision making spelling project</i>	Data from pilot project, run by the NDTSA, shows accelerated progress for schools using this program compared to control schools. This links to oral language interventions and metacognition and self-regulation.	3
<i>Knowledge rich curriculum</i>	Access for all to the wider curriculum impacts on overall outcomes 'Research for Educational Inspection Framework 2017'.	4,5
<i>Teaching of reading comprehension strategies</i> The use of structured questioning to develop reading comprehension.	EEF tool kit – +6 months progress. This strategy develops fluency, confidence, and enjoyment, 'alongside phonics this is a crucial aspect of learning to read.'	2,3
<i>Mastery Maths</i> - Children are taught fluency and problem solving and reasoning skills to ensure a deep understanding and competency	A Jurassic Maths Hub Project based on the Singapore learning style. This has also been linked to mastery learning a combination of direct instruction and collaborative learning is used.	2,5
<i>Floppy's Phonics</i>	Literacy audit supported the implementation of a rigorously taught phonics program taught with fidelity.	3

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

Budgeted cost: £ 14830

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Interventions and support in class</i>	EEF toolkit – +5 Months	2,3,5
<i>Accelerated Reader program</i>	Reading 5x per week for 20 minutes is required to sustain age-appropriate progress in reading. Accelerated Reader (KS2) allows this to be monitored and to ensure that children are reading books that match their reading skills which promotes a love of reading.	2,3
<i>Power of 2</i>	1:1 support 3 x week- EEF Toolkit	3, 5
<i>Toe by Toe</i>	1:1 support 3 x week- EEF Toolkit	3, 5

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

Budgeted cost: £ 13,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Monitoring of attendance and engaging with families and EWO/Early help</i>	EEF -Improved tracking of attendance and improved engagement with external agencies leads to better outcomes.	1, 4
<i>Use of Curriculum Maestro to implement and monitor the impact of the curriculum.</i>	An ambitious curriculum promotes cultural capital across the school with particular focus on disadvantaged groups.	4
<i>Metacognition and self-regulation taught in</i>	EEF toolkit – (+7months plus) strategies are taught to give pupils a range of	2,3,4,5

<i>class and additional support through interventions supported</i>	skills to choose from. Marking and feedback are used to support children to use these strategies most effectively	
<i>SCARF program introduced to support PSHE, wellbeing and children's attitudes to learning</i>	Improved wellbeing and attitudes to learning for all, which promotes cultural capital.	1,2,5
<i>OPAL (outdoor play and learning)</i>	An independent evaluation was commissioned by Play England and academics in 2011. This demonstrated the effectiveness of OPAL.	6
<i>Adult support for individuals and groups of children</i>	EEF Toolkit plus professional judgement/experience	1,2,3,6

Total budgeted cost: £56,985

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 2021 to 2022 academic year.

Standardised teacher led tests were used for end of KS1 and end of KS2 assessments. At KS1 in 2022, the pupil premium pupils achieved a scaled score of 103.7 for reading and 101 for maths.

At KS2 in 2022, the pupil premium pupils achieved an average scaled score of 101.6 in reading, 97 in writing and 100.7 in maths.

In other years NTS (Rising Stars) assessments were carried out. These showed that The focus on maths has paid off and that FSM children's progress and attainment was higher for most children than had been estimated (FFT pupil tracker). Success was not so evident for this group of children in Writing and this has informed our plan for this year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Floppy's Phonics	Oxford University Press
AR	Renaissance Learning
Nessy	
Mathletics	
Times Tables Rock Stars	
Class Charts and Provision Map	
Ilsham Literacy Hub	
Vocabulary Initiative	
Mastery for Maths – Jurassic Maths Hub	
Mastery for Maths in Early Years – Jurassic Math Hub	

Year 1 maths	
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NELI	Nuffield Early intervention Language Programme
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

