

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Chilton Academy
Number of pupils in school	295
Proportion (%) of pupil premium eligible pupils	35.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	16.12.2021
Date on which it will be reviewed	01.07.22
Statement authorised by	C. Dodsworth
Pupil premium lead	C. Dodsworth and V. Cornwell
Governor / Trustee lead	K Brennan CEO

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127775
Recovery premium funding allocation this academic year	£14355
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	£142130

Part A: Pupil premium strategy plan

Statement of intent

At Chilton Academy we believe every child C.A.N regardless of their starting points. Every child is valued for who they are and deserve the best possible education – they only get one start in life. Our curriculum is designed to enable all children to take part in no matter their level of ability of background.

We see the raising of attainment for disadvantaged pupils as part of our commitment to help all achieve their full potential by:

- having high expectations and aspirations of all pupils.*
- high quality teaching for all pupils based on their next steps to ensure rapid progress.*
- ensuring staff receive the highest quality CPD in order to meet the needs of all children – all children deserve QFT.*
- ensure all staff are able to deliver high quality, targeted interventions to ensure that gaps are closed and individual targets met.*
- using School Led Tutoring to target children whose needs are most prominent following COVID*
- ensuring all children have the aspirations to achieve their goals and reach their potential*

Challenges

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

Challenge number	Detail of challenge
1	Achievement of our children in receipt of PP funding in the core subjects is not as strong.
2	Emotional/Mental Wellbeing/Resilience is key for many disadvantaged children who struggle to concentrate which can be due to issues at home. Teacher/parent referrals for support have increased during the Autumn term. Some of the families (parents) are struggling too.
3	A number of our children who are in receipt of PP funding have multiple disadvantages, e.g. SEND, PLAC which often requires a high level of intervention and support to ensure continued progress.

4	Many children/families have become disengaged with a love of reading for enjoyment leading to increased struggle with reading. Observations have shown this is particularly true in KS2.
5	Low attendance rates/being late for some disadvantage children impacts on learning. Persistent absent rates are higher for disadvantaged children.
6	Life experiences can be limited for some disadvantaged children.
7	Low aspirations for many disadvantaged children.
8	Parent/carer engagement is key in supporting the children throughout their education. Lack of confidence and key skills can contribute to lack of engagement.

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>1. Improved Oracy for all children Children's skills in Oracy will be developed from EYs and through school. This will include exposure to a wide range of higher order vocabulary through being exposed to wide range of carefully chosen texts regularly. The confidence of children will increase shown through better outcomes.</p>	<p>Increased % of children leaving Nursery and Reception will score more highly Communication and Language. The % of disadvantaged children reaching ARE in all subjects will increase by the end of KS2 due to increased confidence in being able to articulate ideas and thoughts</p>
<p>2. Improved outcomes in Reading, Writing and Maths. Disadvantaged children will make greater progress in reading, leading to better outcomes across school and at the end of KS2. Staff follow the McKie Mastery approach teaching cycle across the week within all subject areas. Pupil Progress Meetings and staff Performance Management both have a focus linked to McKie Mastery and pupil outcomes.</p>	<p>Basic skills will increase and improve outcomes in Reading, Writing and Maths across school for the disadvantaged children. Outcomes in 2024/25 will show that the % of disadvantaged children meeting ARE will increase on 2021.</p>
<p>3. To achieve improved wellbeing for children in school. Children who are experiencing difficulties at home, issues with health or mental well-being will be supported in school in order to increase their progress and outcomes.</p>	<p>Gaps will close in areas of need as children are given support and strategies to cope with issues in school and at home.</p>
<p>4. Children will begin to love reading again through strategies in place across school, including the HART reading, reading</p>	<p>Increased love of books, stories and reading will lead to improved outcomes in reading at</p>

<p>sheds, reading areas in place around school, whole school book projects, writing to or visiting authors and regular story sharing.</p>	<p>the end of KS2 and will bring boys at least in line with the girls.</p>
<p>5. To achieve and sustain improved attendance for all children The number of disadvantaged children on the PA list will decrease over time. There will be regular monitoring of PA children.</p>	<p>The children will attend school more regularly to increase their % attendance figure and be less anxious about coming to school.</p>
<p>6. To expose the children to a wide range of experiences through educational visits and visitors that reflect the world we live in. This will include visits to the theatre, religious buildings, factories and community organisations in the local area.</p>	<p>The children's knowledge of the world we live in will be increased through their experiences, visits and visitors in school and in the wider world.</p>
<p>7. To show all children that no matter where you start in life you can achieve anything. Well-chosen texts and teaching to encourage resilience and a "keep going" ethos Curriculum links to work places, Y5/6 careers fair</p>	<p>Children believe in themselves and have confidence in what they can achieve, which will lead to better outcomes. The children are aware of all opportunities available to them.</p>
<p>8. Parents will be more involved and engaged in their children's learning and their confidence increased through working closely with staff in school. Parent/carer confidence will be enhanced through the use of iPods and short clips for teaching of new skills the children have been learning in school, parent workshops The % of parents/ carers attending meetings and events will be measured.</p>	<p>Children will perform better in school when parents/carers are engaged and interested in what they are doing.</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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure QFT across school and ensure this includes staff CPD on improving teacher feedback and marking of work- 2x senior leaders time to train and monitor Staff time High quality staff employed</p>	<p>EEF research Spending on improving teaching should ensure that an effective teacher is at the front of every class- TAs are able to give highly effective support to children by leading effective groups. Shown to have additional 6+ months progress EEF Toolkit - low cost</p>	<p>2, 6, 7, 8</p>
<p>Continuing to implement McKie Mastery Training for all staff by the end of 2022 to ensure consistency in the approach to Literacy, Maths and Phonics across school In 2023/24 implement McKie Mastery approach across foundation subjects</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words). EEF toolkit: Phonics - additional 4-month progress</p>	<p>2, 7, 8</p>

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure there is adequate staffing in Nursery so that children begin their education in small groups – TA employed in EYs	<p>Children starting Nursery as near as possible to their 3rd birthday. Having more staff in Nursery will allow for more direct targeted group teaching which will impact on their communication and language skills</p> <p>Effective Provision of Pre-school Education (EPPE) project findings</p>	1
An extra HLTA employed in Y5/6- to reduce class teaching sizes in Literacy and Maths	<p>In the UK, four recent evaluations of one to one tuition interventions found average impacts of between three- and six-months' additional progress, suggesting that positive impacts can be successfully replicated in English schools.</p> <p>EEF Teaching and Learning Toolkit: One to one tuition - additional 5 months progress</p>	2, 5, 6, 7
<p>A teacher in our school will be tasked to provide 1-1 tuition for 2 afternoons per week after school - focus on Y4 and Y5</p> <p>(School Led Tutoring Grant to pay 75% of costs)</p>	<p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</p>	2, 5, 6, 7
High quality 1:1 daily reading intervention across school in place following Pupil Progress Meetings	<p>These will take place daily in reading - giving comprehension strategies – high impact- EEF additional +6 months</p> <p>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</p>	2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ a SEMH Practitioner to support the school in mental wellbeing of both children and parents.	Children can continue to be supported well in school with any day-to-day needs or issues. Parents/carers also have a point of contact in school who they can share issues with and know that they will be pointed in the direction of outside agencies that can help them	3
Provision of free Breakfast for all children including disadvantaged	Children always perform better when they have had a good breakfast. This is also taken as an opportunity to hear children read daily during registration/bagel bar.	5
Allowing all children equal opportunities of taking part in all visits across school as part of our curriculum	Visits will be subsidised so that all children will be given the same opportunities across the curriculum. This includes all termly curriculum visits and extra opportunities to visit theatres and museums.	6

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

1. Desired Outcome – EYFS

To swiftly identify gaps in learning which have been created due to lockdown. To ensure children make gains in their phonics and early maths that have been lost or stagnated due to lockdown. Re-establish the high levels of engagement that children have with reading.

Chosen Approach – Introduction of McKie Mastery into EYFS and Launchpad for Literacy

Estimated Impact- Children have transitioned from Nursery into Reception school ready, they are able to listen and sit on the carpet and have developed some early Literacy and Maths skills in preparation

Lessons Learned- excellent strategies in place embedded ready for Reception, Launchpad for Literacy is still in its early stages and will continue to be trialled. All strategies that are in place will continue to be used.

2. Desired Outcome - Year 1 Phonics

To ensure children make gains in their phonics and reading that have been lost or stagnated due to lockdown. Re-establish the high levels of engagement that children have with reading. To ensure gaps in mathematical knowledge are identified and addressed.

Chosen Approach- Introduction of McKie Mastery into KS1 high level of staffing to support pupils in making accelerated progress following extended school absence

Estimated Impact- in house data shows slight gaps still remain and therefore this will remain a priority

Lessons Learned-

3. Desired Outcome- KS1

To ensure children make gains in their reading that have been lost or stagnated due to lockdown. Re-establish the high levels of engagement that children have with reading. To

address gaps in phonics knowledge due to lost teaching in Year 1 and ensure children are fully secure before leaving KS1.

Chosen Approach- Introduction of McKie Mastery into KS1 and high level of staffing to support pupils in making accelerated progress following extended school absence Well planned staffing to support pupils in making accelerated progress following extended school absence

Estimated impact- in house data shows gaps still remain and therefore this will remain a priority.

4. Desired Outcome- KS2

To ensure children make gains in their reading that have been lost or stagnated due to lockdown. Re-establish the high levels of engagement that children have with reading. To ensure gaps in mathematical learning are identified and addressed swiftly. To ensure children's basic skills in writing (GAPS) are identified and addressed.

Chosen Approach- Introduce McKie Mastery into KS2 and well-planned staffing to support pupils in making accelerated progress following extended school absence

Estimated Impact- in house data shows slight gaps still remain and therefore this will remain a priority.

5. Desired Outcome- Social Emotional Wellbeing

Children to be supported well in school with any day-to-day needs or issues. Parents/carers have a point of contact in school who they can share issues with and know that they will be pointed in the direction of outside agencies that can help them.

Chosen Approach- To ensure the social, emotional well-being of pupils and staff is monitored and support provided as appropriate for pupils, their families and staff.

Estimated Impact- Children and families benefitted from the in-house support

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
McKie Mastery	Claire McKie and Associates

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.