

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	Chilham St. Mary's C of E Primary
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	26.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022-2024/2025
Date this statement was published	01 December 2021
Date on which it will be reviewed	01 November 2022
Statement authorised by	Delia Copper, Head Teacher
Pupil premium lead	Sarah Webb SENCO
Governor / Trustee lead	Dr Jennie Litten-Brown Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33625
Recovery premium funding allocation this academic year	£3625
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	£37250

Part A: Pupil premium strategy plan

Statement of intent

Our overall aim is to ensure that all pupils irrespective of their background, family circumstances or challenges make good progress and achieve well from their starting point. The whole school community is committed and focused to develop pupils into young people who feel encouraged and supported to explore and achieve their own potential.

At Chilham, our core Christian values of love, trust, respect, honesty, forgiveness and perseverance are at the heart of everything we do and it is embedded within our curriculum and the opportunities that we provide for our children. We are a dedicated team who strive to set high expectations for all pupils and celebrate their successes.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Teachers use the Mainstream Core Standards, as well as working alongside the SLT and external professionals to support these pupils. This has proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

The key principles to our strategy are that disadvantaged children have high quality teaching and early intervention to support any emerging learning needs and passionate teachers who champion them and the opportunity to experience wider curriculum opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
3	Assessments, observations and discussions with children suggest disadvantaged pupils generally have greater difficulties with phonics, which affects their progress in reading.

4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to lack of socialisation with their peers and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

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 phonics and reading attainment among disadvantaged pupils.	KS1 phonics and KS2 reading outcomes in 2024/25 show that our disadvantaged pupils' attainment is at least in line with the national average.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that our disadvantaged pupils' attainment is at least in line with the national average.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • improved attendance
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being significantly reduced.

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: £6,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Training for staff to ensure programmes are interpreted and administered correctly.</p> <p>Subject Lead release time</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Training for staff to ensure programmes are interpreted and administered correctly.</p> <p>Subject Lead release time</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: **£27,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,3,4
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

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

Budgeted cost: **£3,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2

implement new procedures and appointing attendance/support officers to improve attendance.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Whole staff training to support identified SEND (SEMH) needs which particularly supports our most disadvantaged children.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	All

Total budgeted cost: £37,250

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.

Aim	Outcome
Approaches to teaching and learning across the school will be strengthened to accelerate pupils' progress.	Progress has been impacted due this year due to the disruption caused by the pandemic.
Pupils are exposed to a range of social/cultural, outdoor and sporting experiences in order to raise aspirations and an enjoyment for education.	The lockdown and Covid restrictions have limited the opportunities for extracurricular activities this year. Forest School will continue for all year groups this academic year.
To raise the importance of social emotional well-being for the children across the school. For children to be able to deal with the challenge more confidently.	Due to the pandemic pupils have had to cope with a great deal of disruption and change this year. Social and emotional well-being has been focal to the curriculum and the pupils have been able to deal with the challenges confidently. Continue to embed the weekly HeartSmart PSHE lessons.
Attendance of PP-eligible children to be in-line with non-pp and at least national average.	Due to the pandemic, attendance for PP-eligible children has not been improved. Continued focus to address the issue.

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
N/A	

Service pupil premium funding (optional)

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

Measure	Details
N/A	