



CHANDLERS FIELD SCHOOL - Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Chandlers Field Primary School
Number of pupils in school	336 (excl. Nursery) 373 incl nursery
Proportion (%) of pupil premium eligible pupils	49% (excl. Nursery)
Academic year/years that our current pupil premium strategy plan covers	September 2023 – July 2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2026
Statement authorised by	Governors
Pupil premium lead	Mrs Lynn Williams
Governor / Trustee lead	Mr Alex Munro

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 235,330.00
Recovery premium funding allocation this academic year Total	£ 15,000.00
<ul style="list-style-type: none">School-led tuition	£0
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	£250,330

Part A: Pupil premium strategy plan

Statement of intent

At Chandlers Field School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We know that our children will enter a world of work that is ever-changing and increasingly complex. Our aim is to ensure that throughout their time at Chandlers Field School, our children will become independent, resilient, curious and ambitious learners who have the experiences, knowledge, skills and confidence to succeed in the next stage of their learning and their future lives. We recognise that many of our children have barriers to their learning caused by deprivation and low levels of language on arrival at school. We know that the most effective way to raise attainment for all is to ensure all children receive quality first teaching. High-quality teaching is proven to have the greatest impact on closing the attainment gap and is at the heart of our approach. Non-disadvantaged pupils will also benefit from this approach.

Objectives:

- Narrow the attainment gaps between disadvantaged children and their non-disadvantaged peers.
- Ensure all pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and develop their resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

To ensure our strategy is effective, responding to common challenges and individual needs, we will:

- Ensure robust diagnostic assessment informs our approaches and activities
- Act early to intervene at the point need is identified, including through targeted intervention and support, to quickly address identified gaps in learning
- Ensure funding enables all children to access enrichment opportunities
- Provide social and emotional support to enable pupils to access learning within and beyond the curriculum
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations for what they can achieve.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will also consider the challenges faced by our most vulnerable pupils and the activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge Number	Challenge Detail
1	Attendance - Low Attendance to school for our most vulnerable disadvantaged students negatively affects pupils' progress.
2	Reading, Writing and Maths - Attainment and progress of Pupil premium to non-pupil premium is lower in comparison to the cohort and non-pupil premium students.
3	Pupil Wellbeing – There are many social and emotional issues for our students such as anxiety and low self-esteem. Some of these concerns are around catching up with missed learning, future and exam prospects. These issues particularly affect our Pupil premium students.
4	Wider Pupil Participation - Engagement in the extracurricular opportunities by pupil premium students is low due to financial constraints.

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.

Challenges	Challenge number	Intended outcome	Success criteria
Attendance	1	Disadvantaged pupils' attendance and punctuality to improve. <i>Attendance data to be reviewed half-termly to measure impact</i>	Targeted families' attendance will improve from an average of 90% attendance across the year to at least 96% across the year.
Reading, Writing and Maths	2	Improved reading, writing & maths attainment among disadvantaged pupils.	KS1 & KS2 reading, writing and maths assessments in 2024/25 show that disadvantaged pupils achieve the same expected standard as non-disadvantaged pupils.
Pupil Wellbeing	3	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Targeted children are in school on time and are physiologically and emotionally ready to learn. <i>Target Tracker data to be reviewed to observe changes in core subject levels per term.</i>	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent school improvement plan questionnaires and teacher observations Number of lates decreases due to pupils attending on time.
Wider Pupil Participation	4	To achieve greater access and participation by providing enriching experiences which enhances the curriculum offer for our disadvantaged pupils. Parents and carers work effectively in partnership with the school to support learning at home. <i>Parents involvement through regular meetings with teachers to be recorded. Tracker data to be reviewed to observe changes in core subject levels per term.</i>	Sustained high levels of attendance and engagement by 2024/25 demonstrated by: <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils Parents and carers feel supported to help their child at home, and pupils achieve (or exceed) age-related-expectations in their focus area.

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: £ 150,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Each class teacher is clear on who their Pupil Premium children are and the nature of the gaps in their learning. Steps are taken to reduce gaps in learning with targeted children through adaptive learning.	Sutton Trust found: "The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.	1 2
HLTAs are addressing the needs of Pupil Premium children in intervention sessions	A clear and targeted focus on addressing gaps in learning allows children to rapidly catch up with their peers.	1 2
Staff training on specific areas of need of the curriculum to ensure high quality delivery and consistency in areas such as Phonics, Maths No Problem, Reading, and Talk 4 Writing. TA training as above tailored to the needs of staff	The DfE Guidance 'Supporting the attainment of Disadvantaged Pupils (2015)', identifies that a focus on 'quality teaching first' provides a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils, and sharing best practice.	1 2
Further development of reading comprehension strategies to improve the learners' understanding of the text.	According to EEF: Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. (+6 months)	2
Purchase additional, fully decodable home reading texts. Provide training for parents on phonics and home reading so they are able to support their child with reading at home. Purchase of core texts for PPG pupils	The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). Phonics Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £ 75 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Varied interventions (according to need) to be provided including 1:1, small group and class support by experienced school staff.	Gaps identified in formative assessment allow for targeted support for each pupil. Meta-Analysis of research by John Hattie breaks down quality teaching into: *Pupils having clear goals & objectives. *Teachers providing pupils with modelling, scaffolding, steps to achieve them.	2
After gap analysis of individual children, gaps will be closely targeted through small interventions tailored to individual needs. Progress will be monitored.	The DfE Guidance 'Supporting the attainment of Disadvantaged Pupils (2015)' identifies that treating children as individuals and providing targeted support for those pupils who are underperforming is more successful than applying generic intervention strategies.	2
The SENDCO arranges and monitors support for SEND pupils and teachers in mainstream classes to ensure access to the full curriculum.	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. (+7 months)	2
Curriculum and subject leader development to ensure adaptive learning, skills and progression are appropriate.	The DfE Guidance 'Supporting the attainment of Disadvantaged Pupils (2015)' identifies that treating children as individuals and providing targeted support for those pupils who are underperforming is more successful than applying generic intervention strategies.	

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

Budgeted cost: £ 25 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children in receipt of the Pupil Premium will be offered a free breakfast	A good breakfast enables the children to focus and engage in their learning throughout the morning.	1 4
Attend Sunshine Daily Breakfast Club	Research has demonstrated that persistent lateness/poor attendance has a significant and negative impact on academic levels. The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing & maths results by the equivalent of two months progress per year. To build relationships with pupils and families, liaise with relevant services.	1 4

<p>Pupils participate in a range of extra-curricular activities</p> <p>Premium Pupils are allocated an amount to be used on subsidised trips, visits extra-curricular activities, or events.</p> <p>Pupils are provided with opportunities to experience activities, events, trips, visits and clubs they might not normally have access to due to personal circumstances (a trip to the theatre / university etc)</p> <p>Premium Pupils are in receipt of music lessons.</p>	<p>Pupils benefit from working with others and being introduced to a variety of experiences.</p> <p>Developing cultural capital within a school setting can give exposure to children to experiences that they may otherwise not have had. (a trip to the theatre/university etc)</p>	<p>3 4</p>
<p>Parents of PP children will be invited to a 'uniform exchange' where they can select school uniform for their children.</p>	<p>According to a research by EEF, wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p>	<p>3</p>
<p>PP children will have access to outdoor clothing and footwear in order to participate in Forest School.</p>	<p>Access to Forest School promotes children's self-belief, resilience, social skills, development of language skills, motivation and concentration (O'Brien and Murray: 2006)</p>	<p>3</p>
<p>PP children in KS2 will have access to basic stationery pack to use in class.</p>	<p>The Child Poverty Action Group (CPAG) noted that uniforms, equipment for classes and school trips were particularly important and seen as essential for shared school life (CPAG, 2003).</p>	<p>3</p>
<p>Roar will run a nutrition cookery club and both school and Roar will offer places for targeted children on this club.</p>	<p>Healthy eating is a basic human right and educating children in good food choices is important</p> <p>(rights of the child, NHS, WHO etc)</p>	
<p>Attendance rewards to encourage less lates and higher attendance through citizenship wawards</p>	<p>Gov.uk – impact of attendance on academic achievement.</p>	

Total budgeted cost: £ 250 330

Part B: Review of outcomes in the previous academic year

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation / Rag Rating
Each class teacher is clear on who their Pupil Premium children are and the nature of the gaps in their learning. Steps are taken to reduce gaps in learning with targeted children.	Sutton Trust found: "The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.	1	All class teachers identified their PP children and were able to identify gaps early on in the year which supported in planning targeted interventions. Work started on upskilling subject leaders to ensure progression in the curriculum across the school from Eys to KS2
HLTAs are addressing the needs of Pupil Premium children in intervention sessions	A clear and targeted focus on addressing gaps in learning allows children to rapidly catch up with their peers.	2	Regular targeted interventions took place for PP children which showed a significance progress in children's learning and attitude.
Staff training including for Tas on specific areas of need of the curriculum to ensure high quality delivery and consistency in areas such as Maths No Problem, Reading, and Talk 4 Writing.	The DfE Guidance 'Supporting the attainment of Disadvantaged Pupils (2015)', identifies that a focus on 'quality teaching first' provides a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils, and sharing best practice.	1	Training in Maths No Problem, Talk 4 Writing and Reading took place through out the year. New staff members were also given training in all areas of the curriculum. Tas have regular Friday training on best ways to support children and improve achievement.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation / Rag Rating
Varied interventions (according to need) to be provided including 1:1, small group and class support.	Gaps identified in formative assessment allow for targeted support for each pupil. Meta-Analysis of research by John Hattie breaks down quality teaching into: *Pupils having clear goals & objectives. *Teachers providing pupils with modelling, scaffolding, steps to achieve them.	2	PP children were provided with small group and 1:1 interventions after needs were identified by class teachers. Children have made progress in the specific areas targeted.
After gap analysis of individual children, gaps will be closely targeted through small interventions tailored to individual needs.	The DfE Guidance 'Supporting the attainment of Disadvantaged Pupils (2015)' identifies that treating children as individuals and providing targeted support for those pupils who are underperforming is more successful	2	PP children were provided with small group and 1:1 interventions after needs were identified by class teachers. Children have made progress in the specific areas targeted.

Progress will be monitored.	than applying generic intervention strategies.		
Small group tutoring sessions (National Tutoring programme)	Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil. Policy paper National tutoring programme (NTP) - Updated 8 September 2021	2	All PP children were provided with small group and 1:1 interventions after needs were identified by class teachers. Children have made progress in the specific areas targeted.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation / Rag Rating
Children in receipt of the Pupil Premium will be offered a free breakfast and exposure to reading through an early morning story time before school ('Morning Story').	Research by the Literacy Trust has identified that by the age of 3 years, there is already a significant gap in vocabulary of almost one and a half years between the wealthiest and poorest children. A good breakfast enables the children to focus and engage in their learning throughout the morning.	1 4	Uptake was variable and inconsistent. It was opened out to siblings but this did not make any great improvement
Attend Sunshine Daily Breakfast Club	Research has demonstrated that persistent lateness/poor attendance has a significant and negative impact on academic levels. The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing & maths results by the equivalent of two months progress per year. To build relationships with pupils and families, liaise with relevant services.	1 4	This has had mixed results. Many PPG parents do not wish to take this up. When places were offered they attended for a limited time. The offer will remain open
Pupils participate in a range of extra-curricular activities Premium Pupils are allocated an amount to be used on subsidised trips, visits extra-curricular activities, or events.	Pupils benefit from working with others and being introduced to a variety of experiences. Developing cultural capital within a school setting can give exposure to children to experiences that they may otherwise not have had. (a trip to the theatre/university etc)	4	All trips and events were subsidised or free for PP children.

<p>Pupils are provided with opportunities to experience activities, events, trips, visits and clubs they might not normally have access to due to personal circumstances (a trip to the theatre / university etc)</p>			
<p>Parents of PP children will be invited to a 'uniform exchange' where they can select school uniform for their children.</p>	<p>According to a research by EEF, wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p>	<p>1 3</p>	<p>Uniform exchange sessions were held regularly in school where 20 – 30 families were able to access all types of uniform clothing. Shoes vouchers were handed out to 26 families. FOCF took over the running of this.</p>
<p>PP children will have access to outdoor clothing and footwear in order to participate in Forest School.</p>	<p>Access to Forest School promotes children's self-belief, resilience, social skills, development of language skills, motivation and concentration (O'Brien and Murray: 2006)</p>	<p>1 3</p>	<p>Children have access to footwear and clothing for forest school which enabled them to enjoy the forest school activities.</p>
<p>PP children in KS2 will have access to basic stationery pack to use in class.</p>	<p>The Child Poverty Action Group (CPAG) noted that uniforms, equipment for classes and school trips were particularly important and seen as essential for shared school life (CPAG, 2003).</p>	<p>1 3</p>	<p>As needed, children were given out stationery packs that helped them be prepared and organised in class and concentrate on their learning.</p>
<p>PP children will be provided with home-learning <u>packs if needed</u> to make home-learning easily accessible (paper, pens, pencils, colours)</p>	<p>The conclusion of a survey conducted by Child Poverty Action was: "Our research shows that worrying about money makes it increasingly difficult for parents and carers to enjoy teaching their children at home."</p>		<p>Although these packs were available, they were not used as home-learning did not take place. We will adapt this going forward to try to improve uptake</p>