

Pupil premium strategy statement 2023-2024

School overview

Metric	Data
School name	Chilham St. Mary's CE Primary School
Pupils in school	89
Proportion of disadvantaged pupils Pupil Premium. (July 2024)	26 pupils (29.2%)
Proportion of Free School Meals (July 2024)	24 pupils (26.97%)
Pupil premium allocation this academic year	£29,795.00
Academic year or years covered by statement	2021-24
Publish date	July 2024
Next Review date	November 2024
Statement authorised by	Delia Cooper Head Teacher
Pupil Premium lead	Vanessa Robinson SENCO
Governor lead	Dr Jennie Litten Brown Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,795.00
Recovery premium funding allocation this academic year ('COVID catch-up' funding)	£4652.19
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
Total budget for this academic year	£34,447.19

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.

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff have received training to deliver the phonics scheme effectively.
Review November 2022	
All staff have completed the Little Wandle Letters and Sounds Revised. All new staff will be asked to complete Little Wandle training.	
Review July 2024	
A new member of staff joined us at Easter 2024. She has completed the Little Wandle Training. Staff changes and subsequent long-term absences have impacted on our low Phonics Assessment results this year. Intensive interventions are planned to bridge the gaps in September 2024.	
Priority 2	Work with the maths hub to embed Teaching for Mastery across all year groups
Review November 2022	
The maths lead continues to support teaching staff with embedding maths mastery into the curriculum. The maths lead attends relevant CPD to support his role within school.	
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions.
Review November 2022	
White Rose Maths, DfE approved scheme, has been embedded into each year groups maths planning to ensure progression in maths mastery.	

Projected spending	£10,000
Review July 2024 White Rose Maths has continued to be embedded into all year groups maths planning. Maths meetings with CARE Trust leads have taken place during the year. Further assessment schemes are being considered.	

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	Sept 24
Review November 2022 All KS2 pupils, plus our confident and high attaining readers in KS1 access Accelerated Reader. STAR reading tests are completed at least 4 times a year to monitor progress. Little Wandle Phonics, a government validated phonics scheme has been embedded into our Year R, 1 and 2 classes. 2021- 2022 – 81% achieved expected standard or better. The national standard was 74%. Our reading progress score was 2.2 and our FSM pupil’s progress score was 2.7, the national average is 0. In 2019, our progress score was -2.6 and FSM pupils was -5.5.		
Review July 2024 2022-2023 – 86 % achieved expected or better. National Standard was 73% 2023-2024 - 71 % achieved expected or better and 43% achieved greater depth.. National Standard was 74%		
Progress in Writing	Achieve national average progress scores in KS2 Writing	Sept 24
Review November 2022 2021- 2022- 75% achieved expected standard or better. The national standard was 69%. Our writing progress score was 3.4 and our FSM pupil’s progress was 2.3, the national average is 0. In 2019, our progress score was -2.5 and FSM pupils was -5.8.		
Review July 2024 2022-2023 – 86 % achieved expected or better. National Standard was 71% 2023-2024 - 79 % achieved expected or better. National Standard was 72%		
Progress in Mathematics	Achieve national average progress scores in KS2 Maths	Sept 24
Review November 2022 2021- 2022 75% achieved expected standard or better. The national standard was 71%. Our maths progress score was 1.8 and our FSM pupil’s progress was 0.8, the national average is 0. In 2019, our progress score was -3.1 and FSM pupils was -2.9.		

<p>Review July 2024 2022-2023 – 86 % achieved expected or better. National Standard was 73% 2023-2024 - 64 % achieved expected or better. National Standard was 73%</p>		
Phonics	Achieve national average expected standard in PSC	Sept 24
<p>Review November 2022 2021-2022 – there were 13 pupils in the cohort and 46% passed the Phonics Screening Check (PSC), the national percentage was 75.5%. Little Wandle was introduced in January 2022 and we are now seeing a positive impact with phonics.</p>		
<p>Review July 2024 2022-2023- there were 13 pupils ((2 SEN pupils)) in the cohort and 54% passed the Phonics Screening Check (PSC), the national percentage was 79%. 2023-2024- there were 11 pupils (3 SEN pupils did not take the test) in the cohort and 27% passed the Phonics Screening Check (PSC), the national percentage is yet to be published.</p>		
Other	Improve attendance of disadvantaged pupils to LA average	Sept 24
<p>Review November 2022 In July 2022 our whole school attendance for the academic year was 91.37%, our disadvantage pupils' attendance remains lower than the LA's average at 89.3%. Our attendance from September to 30th November 2022 94.53%, FSM 90.98%</p>		
<p>Review July 2024 In July 2024 our whole school attendance for the academic year was 91.65 %, our disadvantage pupils' attendance remains lower than the LA's average at 86.98%.</p>		

Targeted academic support for current academic year

Measure	Activity
Priority 1	Embed the use of Accelerated Reader across all year groups to increase reading for pleasure
<p>Review November 2022 Accelerated Reader is now embedded from Year 2 to Year 6, and for some pupils in Year 1.</p>	
<p>Review July 2024 Accelerated Reader is now embedded from Year 2 to Year 6, and for some pupils in Year 1.</p>	

Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations
<p>Review November 2022</p> <p>Our focus is on 'Targeted Same Day Intervention' to ensure that any misconceptions are dealt with either on the day or as soon as possible. We have also used some of our NTP funding to run after school maths tutoring for identified pupils.</p>	
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics
<p>Review July 2024</p> <p>Same day interventions have been taken place in small groups or on a 1:1 basis dependent on the level of misconceptions and consolidation required.</p>	
<p>Review November 2022</p> <p>Our English Lead has introduced Chilham Readers, this focuses on teaching the skills for reading through a range of text, both fiction and non-fiction. Each class has a weekly library slot where they are encouraged to choose their own books from our well-resourced library. We have also set up Reading Buddies between Year R and Year 6.</p> <p>All children have access to Times Tables Rock Stars and identified pupils have been chosen as part of the NTP funding to attend additional maths tutoring sessions, after school for 15 weeks.</p>	
Projected spending	£15,000
<p>Review July 2024</p> <p>Chilham Readers have been successful and is fully embedded. Children are familiar with the expectations of this process.</p> <p>Reading Buddies has morphed into The Early Morning Book Club. This has been successful providing targeted, PP and SEN children with additional reading opportunities.</p> <p>Times Table Rock Stars has been successful for many, however we would like to re-launch this in September to encourage more children to regularly use it. Celebrations and acknowledgements of achievements will be increased in September 2024.</p>	

Wider strategies for current academic year

Measure	Activity
Priority 1	Embed the Morning and After School club.
<p>Review November 2022</p> <p>Morning and After School club run 5 days a week. They are widely accessible and available for all pupils. Cost is kept low (£2.50 for morning club and £2 for After School Club) for parents and parents are able book on the day, if an emergency.</p>	

Review July 2024 Morning and After School club continue to run 5 days a week. They are widely accessible and available for all pupils. Cost is kept low (£3.00for morning club and £3.50 for After School Club) for parents and parents are able book on the day, if an emergency. Morning Club is run by one of our TAs and ASCs are run by our teachers.	
Priority 2	Support families with attendance and a high level need.
Review November 2022 Head Teacher has met with identified parents to discuss attendance concerns. Education Engagement Officer meetings with Head Teacher and School Business Manager to discuss strategies to support identified families. Informal Coffee Morning and targeted 1 to 1 meetings with SENCO and parents/carers. Referrals have been made to other agencies when appropriate.	
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Review November 2022 Attendance continues to be an area of concern for our disadvantaged pupils.	
Projected spending	£8625
Review July 2024 Attendance continues to be an area of concern for our disadvantaged pupils. We meet regularly with parents and liaise closely with our Local Authority School Liaison Officer linked to the PRU, Inclusion and Attendance Service (PIAS).	

Monitoring and Implementation

Area	Challenge	Mitigating action	Review November 2022	Review July 2024
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders	Little Wandle De-escalation training Ofsted Preparation Training Mainstream Core Standards Bespoke SEND training for Teachers and TA Maths EYFS The Nurture Curriculum	Little Wandle training for new staff ASC training for all staff Refresher de-escalation training for teachers
Targeted support	Ensuring enough time for school maths-lead to monitor and support small groups	Maths Lead to monitor maths curriculum – planning, lesson, books – one	Maths lead has supported KS1 and UKS2 teacher with maths planning. Maths lead has lead	STLS TAC supporting KS1

		afternoon per term (6 times a year).	staff meetings, they now need to monitor for impact.	
Wider strategies	Engaging the families facing the most challenges	Working closely with the LA and the CARE group on cross-school outreach programme	Identified pupils have accessed off site learning opportunities and social emotional and mental health support. Mid Kent Mind have delivered a bounce back programme for targeted age groups.	Off site learning (RDA) for identified pupil Nurture support for identified pupils/families Talking drawing intervention for identified pupils Therapy dog weekly visits for 2 identified pupils

Review: last year's aims and outcomes

Aim	Outcome	Review November 2022	July 2024
Approaches to teaching and learning across the school will be strengthened to accelerate pupils' progress.	Progress has been impacted this year due to the disruption caused by the pandemic.	KS2 results, July 2022, demonstrate accelerated progress in reading, writing and maths.	KS2 results, July 2024, were broadly in line with the National figures.
Pupils are exposed to a range of social/cultural, outdoor and sporting experiences in order to raise aspirations and an enjoyment for education.	The lockdowns and Covid restrictions have limited the opportunities for extracurricular activities this year. Forest School will continue for all year groups this academic year.	All classes have now been given the opportunity to participate in off-site learning. Children regularly attend sporting events and cross country competitions. The school choir are active at off site performances and events. We have a peripatetic music teacher in school weekly.	All classes continue to be given the opportunity to participate in off-site learning. Children regularly attend sporting events and cross country competitions. All children have been involved in musical performance during the year culminating in the Summer Serenade. We have a peripatetic music teacher in school weekly.
To raise the importance of social emotional well-being for the children across the school. For children to be	Due to the pandemic pupils have had to cope with a great deal of disruption and	All children participate in weekly Forest School sessions, throughout the year.	All children continue to participate in weekly Forest School sessions, throughout the year.

able to deal with challenge more confidently.	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.	HeartSmart – PSHE resource-is fully embedded throughout the school. Mid Kent Mind delivered SEMH workshops in school which identified children who required further 1 to 1 support.	HeartSmart – PSHE resource-is fully embedded throughout the school. All staff work collaboratively to ensure all children’s voices are heard. Regular check-ins are provided for many. Team Talbot for a select group, provides weekly SEMH, fun-based activities. Drawing and Talking Therapy is provided. The Cuddle Club provides an on-site dog once a week for the children to interact with.
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 improved. Continued focus to address this issue.	This remains as a priority area.	This continues to remain as a priority area.

Activity in this academic year 2023-24

This details how we spent our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Barriers
<ul style="list-style-type: none"> STAR reading tests to be completed by all children Y2-Y6 in terms 1, 2, 4 and 6 Assessment information is used to give an accurate picture of the attainment and progress of groups and individuals and identify gaps in learning – using 21 Steps, AR reports, phonics assessments and ongoing teacher assessment Establish Reading Buddies across the school 	<ul style="list-style-type: none"> Assessment information is shared with parents highlighting the step that each pupil is working at. This is a comprehensive way of highlighting gaps in learning. The Early Morning Book Club has enabled targeted pupils to have additional supported reading opportunities. 	n/a

<ul style="list-style-type: none"> • Maths Lead release time to review and share maths policy and calculation policy • CPD Budget release to enhance teachers and TAs subject knowledge • Implement same day interventions to correct any misconceptions 	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>It details high quality targeted support can provide effective extra support for children.</p> <p>Small-group support is more likely to be effective when children with the greatest needs are supported by the most experienced staff;</p> <p>Training, support and resources are provided for staff using targeted activities;</p> <p>Sessions are brief and regular;</p> <p>Explicit connections are made between targeted support and everyday activities or teaching.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Summary_of_Recommendations.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF_-_Maths_KS2_KS3_Guidance_A3_Recs_Poster.pdf</p>	<p>Release time for teaching staff has been challenging due to high level of staff absence.</p>
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