



Chilvers Coton Community School and Nursery

Pupil Premium Strategy Statement

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	Chilvers Coton Community School
Number of pupils in school (excluding Nursery)	164
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Shirin Patel/Sian Mabberley
Pupil premium lead	Sian Mabberley
Governor / Trustee lead	Shirin Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,120
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£65,120

Part A: Pupil premium strategy plan

Statement of intent

Ensuring that our children who are eligible for pupil premium funding achieve their full potential in all areas of the curriculum and beyond is our ultimate objective. To achieve this, it is important to consider proven strategies to maximise the impact of the funding. We use the Education Endowment Foundation's (EEF) teaching and learning toolkit to underpin our approach to supporting our pupils who are disadvantaged.

Identifying children's individual barriers to learning enables us to plan, implement and review strategies to support progress and attainment. Our strategy plan works towards achieving our aims by supporting children holistically; targeting barriers such as attendance issues as well as academic barriers such as low literacy levels.

Our ultimate objectives for our disadvantaged pupils are;

- To continue to narrow the gap between pupils who are disadvantaged and their peers in reading, writing and maths
- To ensure that pupils who are eligible for pupil premium funding make excellent progress from their starting points, particularly in the Early Years Foundation Stage
- To support the self-esteem, positive mental health, independence and social skills of pupils who are disadvantaged

We aim to do this through;

- Continually improving teaching and pedagogy to support the needs of all learners
- Involving parents as partners in their children's learning
- Identifying individual and common barriers to learning and how to overcome these barriers
- Small group and 1:1 tuition to develop key basic skills such as phonics and early reading to ensure all children are readers by the time they are 7
- Developing the skills and knowledge of our support staff to ensure pupil needs are met
- Enabling all children to develop their cultural capital through experiences such as learning to play a musical instrument and participating in educational visits
- Ensuring that children's social and emotional health is developed so that they are ready to learn and able to self-regulate

Challenges

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

Challenge number	Detail of challenge
1	The development of and fluency in early literacy skills; phonics, letter formation, basic spelling, oracy and vocabulary development starting from Nursery to Year 2. Our baseline assessments show that children enter our school from a low starting point. Book looks and learning walks, as well as pupil progress meetings, identify fluency as a barrier to attainment for some pupils, particularly pupils who are eligible for pupil premium funding.
2	Wellbeing assessments and observations at different times of the school day show that children lack the confidence to try something new and can become distressed when challenged in their learning. Teacher surveys report a lack of resilience when facing a challenge.
3	Attendance has typically been below national average by the end of the year, with a large number of children missing school due to lengthy leave of absences (258 days missed due to leave of absences in 23-24). This is particularly the case for pupils eligible for pupil premium as their attendance has been well below national average and our target of 96% (July 2024, pupil premium pupils' attendance was 93.8%)
4	Parental engagement and knowledge of how to support children's learning to enable children to practise basic skills and gain fluency. Parent surveys show that parents would like more support to help their children learn to read, write and work on Maths activities at home to further support their learning in school.
5	A much larger than average number of children in our school are multilingual learners (52%). Some children are still at the early stages of language acquisition and a large number of children lack the confidence to speak in front of an audience or in full sentences. Pupil interviews demonstrate that some pupils have a limited vocabulary.
6	Surveys of children, teachers and parents show that a large number of children have limited access to wider opportunities and that access to wider opportunities such as learning to play a musical instrument would help develop children's confidence and resilience and make them excited to come to school.

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
Attainment and progress in phonics and early reading	<p>Attainment of pupils eligible for funding is at least in line with national average in the phonics screening at the end of Year 1 (national average in phonics 2024 80%, 68% disadvantaged)</p> <p>Achieving at least national average in reaching a Good Level of Development at the end of Reception (national average 2024 67.7% 49.1% disadvantaged)</p>
Attainment and progress in maths	Achieving at least national average in maths at the end of Year 2 (national average 2023 70%)
Attainment and progress in writing	Achieving at least national average in writing at the end of Year 2 (national average 2023 60%)
Improve attendance and punctuality	<p>Ensuring the attendance of pupils who are disadvantaged is consistently above 95%.</p> <p>The percentage of pupils who are persistently absent is no greater than 10% and the figure for pupils eligible for pupil premium is no more than 3% above their peers.</p>
Improved self-esteem and resilience	<p>Teacher assessments show an improvement in social skills, self-confidence and emotional regulation. Reduced number of first aid and social incidents recorded at lunchtimes. Pupil interviews show that an increased number of children enjoy lunchtime and feel confident about themselves.</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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD offer; national college, The Key, Gateway Alliance to focus on developing quality teaching, assessment and key pedagogical principles such as scaffolding and modelling	EEF guide to pupil premium tiered approach; teaching is the top priority including professional development (CPD). Teachers and support staff will use CPD to work together during directed time to improve the key areas of developing reading comprehension and using evidence informed practice such as retrieval practice	1
Cover teacher costs to enable release time for SLT/subject experts to model good teaching	Teacher development is the key priority for ensuring progress and attainment for all pupils, including disadvantaged pupils. Opportunities to work together to plan lesson studies and team teaching enables a dynamic learning community across the school. EEF guide to pupil premium funding identifies that developing the skills of teachers is the top tier priority 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium' (EEF guide to the pupil premium p.3)	1
Teacher performance management targets to focus on area identified by teacher	'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and	1

to bridge gap in current class	should rightly be the top priority for Pupil Premium spending.' (EEF guide to the pupil premium p.5). Teachers to set their own performance management target to master over the year, based on their in-depth knowledge of their class and the barriers to achievement faced by their current class. Teachers to produce action plan and CPD plan to outline how they will develop these areas in their own practice	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one interventions during the school day on a 1:1 basis for phonics and early literacy skills to build on teaching which has happened during the day and offer a pre-teach for the following day	EEF teaching and learning toolkit identifies that one to one tuition has an impact of +5 months on pupil progress. Tuition is found to be effective if it is additional to and explicitly linked with normal lessons.	1, 2
Resources to support high quality learning in phonics and early reading	'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds' (EEF teaching and learning toolkit). We use Read Write Inc phonics which is one of the DfE's accredited schemes for delivering synthetic phonics. Ensuring resources are kept up to date, sharing resources with families and providing access to high quality training, monitoring and assessment to have the maximum impact on pupil outcomes are all included in this allocation.	1, 2, 4
Additional support staff to deliver high quality interventions to complement what	EEF teaching and learning toolkit identifies that teaching assistant interventions have an impact of +4 months. Time for teachers and teaching assistants to work together to ensure	1, 2

is being taught in the classroom	interventions support daily teaching will be key to ensuring success.	
Resources for parents to support learning at home to enable pupils to retain and retrieve what they have learned	The EEF identifies that parental engagement has a positive impact on pupil progress for disadvantaged pupils. Practical strategies such as video tuition on our website and personalised videos via Class Dojo will ensure parents have specific ideas for how to support learning.	1, 4
Using oral language interventions to develop receptive and expressive language in the early years such as Wellcomm	Oral language interventions have a very high impact (+6 months) as evidenced by the EEF. Some studies also show an improvement in classroom behaviour and climate as a result of improved language and oracy.	2, 5

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

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team member to support families with improving attendance ½ day per week; time allocated to meet with parents, telephone parents and to prioritise pupils eligible for pupil premium for attendance support. Training for all staff to be able to support and improve attendance to be provided.	The DfE document 'Supporting the attainment of disadvantaged pupils: articulating success' outlines that 'Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics.' Some of our disadvantaged pupils have been persistent absentees which has been a barrier for their progress.	2, 3, 4
Family support team to provide ongoing support for families and support for social and emotional	The EEF guidance document 'Improving social and emotional learning in schools' states that 'There is extensive evidence associating childhood social and emotional skills with improved	2, 5

learning. A resource base for small group and individual pupils provided to enable identified pupils to benefit from work around wishes and feelings and developing emotional literacy.	outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income'. Developing social and emotional learning as a part of school life will enable all children to be ready for learning as well as developing their self-esteem and confidence.	
Funded breakfast club to enable pupils to be on time for school and ready to learn	The EEF evidences that phonics has an impact of +5 months. In our school, phonics is timetabled as the first lesson of the day. Funding breakfast club places for our disadvantaged pupils enables pupils to be at school and ready to learn to access high quality phonics teaching.	2, 3, 6
Funded extra curricular activities; after school clubs, football, multi-sports, performance arts, learning to play a musical instrument and performing for an audience	John Dunford specifies how narrowed experiences lead to a narrowed vocabulary which impacts on reading comprehension as well as other areas. Our pupils also gain self-esteem and confidence from taking part in these activities	2, 6
Developing resilience, independence and social skills through the OPAL (Outdoor Play and Learning) programme for lunchtime, including training, resources and parental engagement	Lunchtime accounts for 20% of the school day. This is the part of the school day where the staff with the least amount of training supervise large numbers of pupils. The EEF teaching and learning toolkit states that social and emotional learning approaches add 4 months progress to children's learning.	6, 5, 3

Total budgeted cost: £75,500

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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 phonics and EYFS performance data, and our own internal assessments.

Warwickshire LA has shared our school's 2023-24 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2023/24 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the challenges we had identified have been difficult to overcome (attendance in particular).

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Our 2023-2024 strategy focused on developing high quality teaching through planned professional development as high-quality teaching is the one thing that has an impact on outcomes for pupils. Releasing teachers for at least one day per half term has enabled teachers to visit other classes and other schools,

as well as undertaking research and professional development opportunities. This has impacted on outcomes for pupils by enabling children to achieve in line with national average at the end of Year 2 from very low baseline data.

Persistent absence among disadvantaged pupils was 5% higher than their peers in 2023/24. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. Disadvantaged pupils as a group attendance was slightly lower than their peers (93.3% compared to 93.6%) however we recognise that this is significantly below our whole school target of 96% and that this is a constant issue for our school to work on.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. Support from our Pastoral team and Thrive has helped with this, meaning that there have been 0 exclusions this year.

The gap at the end of Year 1 phonics screening check between eligible pupils and their peers needs to be narrowed further to ensure we are on track to achieve the outcomes that we set out to achieve by 2026/27, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further Information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Supporting attendance through offering wider opportunities such as sports competitions, performances to parents and others from the community

and having the opportunity to go on visits and meet visitors to develop our children's cultural capital

- Purchasing updated technology such as new iPads and computers to enable children to access the latest technology as part of their curriculum

Planning, implementation, and evaluation

To be able to evaluate the effectiveness of our strategy we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.