

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	The Piggott School: Charvil Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	9% Pupil Premium 6% FSM
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mr D Gray
Pupil premium lead	Mrs C Waite
Governor / Trustee lead	Mrs M Newman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,370
Recovery premium funding allocation this academic year	£5,000
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	£43,370

## Part A: Pupil premium strategy plan

### Statement of intent

#### The Piggott School & The Pupil Premium

The Piggott School's Christian Vision of "Go and do likewise" (Luke 10: 25 – 37) underpins the work that we do with pupils who are in receipt of The Pupil Premium. We strive to create a level playing field removing the barriers to learning that can hinder progress and allow all pupils to "live life in all its fullness." These barriers are often complex, so we provide bespoke practical, emotional, aspirational, and academic support. Our focus is on the whole child prioritising equality of opportunity to participate in the wide range of enrichment and character-building activities that the school provides.

At Charvil Primary our curriculum offer provides a caring environment based on our Christian Vision and Values. Children are encouraged to help each other and receive help when they need it, as exemplified by our school's Christian Vision to live with love and compassion, seeking help in times of need.

Our school aims are:

- To provide a caring environment based on our Christian Vision and Values
- To develop enquiring minds capable of independent thought
- To promote the value of lifelong learning
- To be open to new ideas
- To encourage respect and tolerance

Under new leadership, a new 3 year plan has been developed to address existing gaps in progress for all students. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is 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.

### Challenges

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

Challenge number	Detail of challenge
<b>1</b> <b>Academic</b>	Currently the school is in a period of transition to new leadership with a focus to improve attainment and progress across all primary phases. Drive to improve outcomes at EYS/KS1/KS2
<b>2</b> <b>Emotional Wellbeing</b>	Disadvantaged pupils with SEMH/SEND are struggling to regulate and access learning, this can lead to escalations in behaviour. There is a need to develop strong emotional wellbeing and a readiness to learn for these learners.
<b>3</b> <b>Oracy</b>	Our children need to develop their oracy skills to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers, and to express views confidently and appropriately. <a href="https://oracy.inparliament.uk/news/oracy-appg-responds-cracks-our-foundations-report-attainment-gap-primary-schools">https://oracy.inparliament.uk/news/oracy-appg-responds-cracks-our-foundations-report-attainment-gap-primary-schools</a>

	Language – There has been a nationally identified gap in attainment following lockdowns between those eligible for PPG and all other pupils. This is also the case at Charvil.
<b>4 Reading</b>	To close the attainment gap in Reading. The gap between disadvantaged pupils and all others is evident even when children begin school at age 5 and grows bigger at every stage of education afterwards. Education Endowment Foundation Attainment Gap Report <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Reading_Fluency_Resource_1.0.pdf?v=1702657333">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Reading_Fluency_Resource_1.0.pdf?v=1702657333</a>
<b>5 Writing</b>	To close the attainment gap in Writing. <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1702264170">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1702264170</a> <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf">EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a> ( <a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a> )

## 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
<b>Academic</b> <ul style="list-style-type: none"> <li>To close the gap between disadvantaged and non-disadvantaged in KS2 in reading, writing and maths.</li> <li>To track disadvantaged pupil's progress more closely</li> </ul>	<ul style="list-style-type: none"> <li>The gap between disadvantaged pupils and non-disadvantaged pupils decreases</li> <li>Teachers systematically identify gaps in all students' knowledge, including disadvantaged students, using formative assessment.</li> <li>New assessment tool – 'Insight' enables teachers to have a good understanding of disadvantaged pupils' progress and attainment.</li> </ul>
<b>Emotional Wellbeing</b> <ul style="list-style-type: none"> <li>To build emotional well-being</li> <li>To support pupils with self-regulation in order to be ready to learn</li> <li>To improve resilience and readiness to learn in the disadvantaged cohort.</li> <li>To meet the SEND needs of pupils drawing on professional support</li> </ul>	<ul style="list-style-type: none"> <li>Breakout areas support emotional well-being and SEND needs; nurture room, sensory room and sensory circuits</li> <li>Approach to behaviour is relational and therapeutic following whole staff training</li> <li>Trauma training for staff will develop an understanding of the effects of trauma on brain development</li> <li>Zones of regulation in place across the school</li> <li>Priority access to Nurture groups and impact measured</li> <li>Two TA's trained to deliver Theraplay.</li> <li>Training and guidance from external behaviour support will develop skills in supporting pupils with SEND and SEMH</li> <li>More children take part in a range of enrichment activities, such as musical activities, sporting events and clubs</li> <li>Training in ESBA will lead to more engagement in class of targeted pupils</li> </ul>

<p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>• To embed Oracy in teaching and learning across the school.</li> <li>• To raise the profile of Oracy</li> </ul>	<ul style="list-style-type: none"> <li>• Oracy unpins the curriculum and is seen as a way to deepen and enhance pupils' knowledge and understanding.</li> <li>• Oracy techniques are used in every lesson</li> <li>• Pupils can articulate their thoughts because they have been explicitly taught how to talk</li> <li>• Teacher talk in lessons is reduced</li> </ul>
<p><b>English - Reading</b></p> <ul style="list-style-type: none"> <li>• To improve the reading curriculum using the DfE Reading framework recommendations</li> <li>• To ensure pupils leave KS1 with strong phonological understanding, support those in KS2 who need additional phonic teaching.</li> <li>• To close the attainment gap at KS2</li> <li>• To develop pupil's love of reading</li> </ul>	<ul style="list-style-type: none"> <li>• Rocket Phonics scheme is delivered successfully to EYFS and KS1, phonic interventions support KS2 pupils</li> <li>• Teachers confidently teach and deliver all elements of the Reading curriculum</li> <li>• Reading curriculum resourced</li> <li>• Reading mentors support KS1 readers</li> <li>• Participation in author visits and trips promote the love of reading</li> <li>• Library is revamped and regularly used</li> <li>• Improved access to speech and language provision for disadvantaged pupils</li> <li>• Speech and Language therapy</li> </ul>
<p><b>English - Writing</b></p> <ul style="list-style-type: none"> <li>• To close the attainment gap in Writing</li> <li>• Review the Writing curriculum</li> <li>• To embed recommendations from the EEF (Improving literacy in Key Stage 1 and ks2)</li> </ul>	<ul style="list-style-type: none"> <li>• Writing overview reviewed, recommendations from EEF included.</li> <li>• Targeted feedback, review marking and feedback policy</li> <li>• Staff training on how to teach writing will improve teaching of writing and therefore raise the attainment of all children, particularly those who are disadvantaged</li> <li>• Moderation opportunities in school and across the SLA</li> </ul>

## 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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD package purchased and to be delivered in-house using resources, in order to improve quality first teach across the school; this includes: training on behaviour management; training on explaining and modelling; questioning and feedback and practice and retrieval	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Reading_Fluency_Resource_1.0.pdf?v=1702657333">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Reading_Fluency_Resource_1.0.pdf?v=1702657333</a>	1,3,4,5
Staff training on behaviour management approaches (in particular for children with additional needs) with the aim of developing our school ethos and improving behaviour across the school.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1,2,3,4,5
Embed Voice 21 Oracy project	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1,5

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

Budgeted cost: £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy – weekly SALT Therapist in school	<a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1,2,3,5
Screening with Lexiplore tool will enable teachers to understand the development of pupils, supporting early intervention and better adapted teaching.	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a>	3,4
Pupils who are at risk of underachieving benefit from a combination of small group/1:1 TA support in class.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,2,3,4,5
Social and emotional learning – Nurture Groups with trained TA	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2, 3

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a programme of subsidised trips and visits to support the curriculum and to offer pupils opportunities they would otherwise not participate in.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	2

Development of Nurture room to support regulation and well-Being	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2
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Total budgeted cost: £51,000

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### 2022 – 2023 EYFS Cohort

		% achieved GLD
All Pupils	30	71%
Disadvantaged	4	50%
Non-Disadvantaged	25	76%
Gap		-26%

The gap was lower than Local Authority - Wokingham (31%) but higher than national (18%)

#### KS1

		R	W	M
All Pupils	30	67%	63%	83%
Disadvantaged	3	33%	67%	67%
Non-Disadvantaged	27	70%	63%	85%
Gap		-37%	+4%	-18%

The gap was lower than Local Authority - Wokingham in writing (-35%) and Maths (-34%) but slightly higher in reading (-32%)

#### KS2

		R	W	M
All Pupils	30	63%	84%	60%
Disadvantaged	2	100%	100%	0%
Non-Disadvantaged	28	61%	82%	64%
Gap		+39%	+18%	-64%

The gap was lower than Local Authority - Wokingham in reading (-26%) and writing (-25%), but higher in Maths (-26%)