

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	Chagford Church of England Primary
Number of pupils in school	146
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	15/11/2021
Date on which it will be reviewed	15/11/2022
Statement authorised by	Lisa Paton
Pupil premium lead	E. Finch
Governor / Trustee lead	E. Neath

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 24,210
Recovery premium funding allocation this academic year	£ 2,610
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	£ 26,820

Part A: Pupil premium strategy plan

Statement of intent

- We intend that disadvantaged pupils should achieve at the same high levels as other pupils. We intend that, regardless of their background or of the challenges they face in life, they should leave Chagford Primary school with the knowledge, skills and resilience they will need to make a success at secondary school and beyond. We intend to ensure that children coming from a place of disadvantage are able to access the full breadth of life experiences that are available to other pupils.
- Our focus is on high quality teaching for all pupils with teachers accountable for the progress of all children in the class most especially those coming from a place of disadvantage or with a barrier to learning. We know that good quality teaching is the most effective way to close gaps and ensure all pupils achieve their potential. Implicit in this is an understanding that all children in the setting, irrespective of background or home context, have a similar right to good quality teaching. This aspect of our work fits in with our 'catch up policy.' We have used fully qualified teachers to tutor and coach pupils with gaps in learning for short, focussed sessions. This is ensuring that this work is targeted and effective and getting those pupils back to class as quickly as possible. Our Regular Pupil Progress Meetings ensure that this aspect of our work is regularly quality assured.
- Our work is responsive to the individual needs of pupils, robust diagnosis of gaps, rather than assumptions about the impact of disadvantage drive focussed interventions with specific outcomes.
- Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:
 - ensure disadvantaged pupils are challenged in the work that they are set

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- This strategy plan will be shared with all staff so there is a whole school understanding and approach to supporting our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Social and Emotional Needs have increased markedly since the start of the pandemic with children from disadvantaged backgrounds being amongst those affected. Social isolation, worry about vulnerable loved ones and anxiety for themselves have impacted on pupil wellbeing and this, amongst other factors, has knocked resilience and perseverance in learning.
2	Oracy has suffered in almost all pupil groups including the disadvantaged. Lack of social contact as well as lack of access to more formal speaking and listening contexts in school has resulted in children who are 'chatty' without being able to adhere to oracy structures.
3	Attendance of disadvantaged pupils is poorer than that of children without disadvantage – In the Year 16 th November 2020 to 16 th November 2021 Disadvantaged pupils had an average attendance of 93.3% on days eligible to attend while for those without disadvantage the figure was 95.7%. This includes periods when the virus was impacting attendance widely but does reveal a gap significant enough to be affecting academic progress.
4	Some disadvantaged families struggled to maintain online learning over the pandemic due to shared devices amongst families and lack of access to good quality broadband internet connections in their homes. While those who were classed as vulnerable were invited to attend school throughout the

	lockdown period, not all chose to take up that offer and, for those children, there was a marked issue. The school attempted to fill this gap by providing paper-based learning resources alongside the online provision, but this was not as effective as the provision for pupils who either took full advantage of the online offer or who attended school throughout lockdown.
5	Disadvantaged pupils typically have less access to wider opportunities such as cubs, beavers, dance and drama lessons and outdoor experiences. This is reflected at school where they may not have access to peripatetic music lessons or paid clubs.
6	The majority of children in the school have an active love of stories and reading. However, there are a significant minority who are unable to elaborate on this – for example being unable to identify a favourite author or style of preferred reading. While there is certainly no direct correlation between disadvantage and this atypically low engagement with reading it is a concern we are very eager to address.

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
All pupils initiate and respond to questions, talk clearly in full sentences with confidence expressing their ideas, questions and understanding	<ul style="list-style-type: none"> • Oracy techniques are utilized in classrooms throughout lessons/ sessions • Pupils eligible for PP are represented in pupil voice groups • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • A variety of clubs held after school and opportunities for visit and visitors to support extra-curricular learning opportunities • Finance available for PP children to attend all clubs, activities and trips • All PP families are encouraged to enrol children in extra-curricular activities • All PP children are encouraged to have roles and responsibilities in school (school council, monitors, play leaders etc) • Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations - a significant reduction in playground disputes - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To ensure pupils from disadvantaged backgrounds have full access to a rich reading offer and that all pupils develop a love of reading across a range of genres and types.</p>	<ul style="list-style-type: none"> • Reading assessments and work in humanities shows increased stamina in reading. • Pupil voice shows all children accessing a wide range of reading matter – fiction, non-fiction, graphic novels and more. • All children are able to identify preferred forms of reading (non-fiction, graphic novels, humorous books, poetry) and favourite authors. • Pupils in receipt of pupil premium are given copies of key texts used within the curriculum to keep. • Disadvantaged pupils achieve well in statutory reading and phonics checks.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<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

	<ul style="list-style-type: none"> - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils - a reduction in incidents tagged as 'behaviour' on CPOMS
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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: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop quality first-teaching focussed on oracy and language development	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2, 4
Embed Read Write Inc through continued CPD including peer observations, videoing sessions and online training sessions	The Sutton Trust (2011) 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: Phonics Toolkit Strand Education Endowment Foundation EEF	4, 6
All staff to complete Boxhall training.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1

All staff other than ECTs to lead a club or activity after school over the year.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3, 4, 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language intervention (Speech link).	Implemented across KS1 to support language and communication – as per County guidance	2, 1, 6
Focussed reading groups through RWI programme and Guided Reading	EEF suggest oral reading interventions have a good impact on pupils' reading ability.	4, 6
Phonetically decodable books matched to children's reading ability	Books aligned with phonics teaching in RWI	6
1:1 reading with disadvantaged groups and lowest 20% at least weekly	The Sutton Trust (2011) 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: Phonics Toolkit Strand Education Endowment Foundation EEF	6

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

Budgeted cost: £ 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular enrichment for pupils who are eligible for the PPG.	Access to after school provision; opportunities such as music lesson provision – EEF research suggests these provide life skills that are important in determining life chances. Access to residential trips and visits including overnight trips to outdoor educational centres – positive impact on wellbeing / physical health.	1, 3, 4, 5
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.	1, 2, 3, 4, 5, 6

Total budgeted cost: £ 26,500

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 2020 to 2021 academic year.

Review of expenditure for 2020/21				
Previous Academic Year				
Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Review / Lessons learned (and whether you will continue with this approach)	Cost
Ensure that early intervention for pupils who are identified as having barriers to their progress is well planned and monitored. This includes preventative whole class strategies, intervention programmes for groups and individuals and tutoring by teachers and classroom assistants. Class sizes are monitored and analysed for SEN needs and PPG numbers. Any plans for 'mixed age' classes are monitored to ensure that numbers do not reduce opportunities for children to work with teacher and teaching	Ensure that early intervention for pupils who are identified as having barriers to their progress is well planned and monitored. This includes preventative whole class strategies, intervention programmes for groups and individuals and tutoring by teachers and classroom assistants. Class sizes are monitored and analysed for SEN needs and PPG numbers. Any plans for 'mixed age' classes are monitored to ensure that numbers do not reduce opportunities for children to work with teacher and teaching assistants to reduce	Progress across the school in the previous year was impacted by covid and it is hard to draw specific conclusions however the work to limit class size certainly did control a situation – especially in Year Five which could have been difficult and made the school calmer and more orderly – especially after the return from the third lockdown.	We are continuing to monitor class sizes and to make choices, with necessary cost implications to maintain that. We are continuing with this approach.	£11,500

assistants to reduce barriers. Children with identified SEND or who are included in a vulnerable group are monitored half termly and intervention planned that is a recognised programme to support progress and improve self-esteem	barriers. Children with identified SEND or who are included in a vulnerable group are monitored half termly and intervention planned that is a recognised programme to support progress and improve self-esteem			
EYFS staff identify early support needs and address them	Additional time for EYFS staff to plan together and review learning needs. Early identification of children's health, development and learning needs and strategies to support 'school readiness'	Due to circumstances beyond our control it was not possible to free up time for the EYFS team in the last year. Some needs were identified earlier than they would have and action taken e.g. AL early intervention resulted in speechlink intervention and quicker progress towards EHCP.	This year we have facilitated after school meetings for EYFS staff and have seen a rapid improvement in professional understanding and co-working. This has also given the staff in the unit time to consider their provision for individual children. It has been very effective.	£0
Introduction of RWI across EYFS and KS1 and KS2 where needed	Whole school training of basic approach of RWI Initial and ongoing training and support for staff implementing the programme	It was not possible to implement this until the return from lockdown three in April. We then saw very quick progress from most pupils.	We have continued to use RWI and as it becomes more embedded in the school and staff become more confident in enacting it the progress increases. We will be continuing this.	£0 (grant funded)
Any gaps in PP pupils' knowledge and understanding from the period of school closures are swiftly addressed and filled.	Pre and post teaching to ensure that can access and fully understand lesson content. Nussy, RWI, Spelling, TT Rockstars	We funded qualified teachers to run 'catch up' tuition from the return from lockdown three to the end of the school year with significant impact on all children involved – this was not limited to PP pupils but did include a significant number of disadvantaged pupils.	WE have continued to employ fully qualified teacher to run catch up tutoring and this has continued to be very effective.	£0
Support all learners in achieving greater depth through higher level	All learners to be supported with key questions on learning walls and with	This work on oracy was not implemented last year due to the pandemic.	We are looking to build in this work later this year.	£0

questioning and dialogue, understanding of success criteria and extension activities.	dialogue prompts to support effective discussions/collaboration and higher-level thinking. All learners to be supported with visible success criteria and modelling of 'what makes 'good' work. Extension/challenge activities to be visible in books – part of effective feedback to support children to achieve greater depth and reflect on their learning.			
Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Review / Lessons learned (and whether you will continue with this approach)	Cost
No financial barriers to PPG pupils to have the same opportunities as others	Subsidised trip costs for those in receipt of PPG School dinner costs subsidised for those in need but not entitled to FSM Financial support for parents to buy new school uniform	Due to the pandemic we did not run any costed school trips. We did however subsidise school uniform/.One disadvantaged family refused support with school meals.	We continue to offer subsidised school trips, uniform and music lessons though with little take up. We need to find how we can offer in such a way that take up is improved.	£500
Disadvantaged children, also with SEND make at least expected progress.	Tutors, HLTA and learning support staff support in areas	Tara Penny (principal), Lisa Rowe (teacher) and James Dray (HLTA) were highly effective in targeting tutoring	We are using a qualified teacher (Liz Robertson) to run catch up interventions with individual children and small groups. This has been	£0

	where children have been identified as underperforming by delivering specific interventions: precision teaching, additional phonics, handwriting booster; additional guided reading sessions Resources to support interventions at home and at school: Nesy learning, Word shark, Touchtyping	to pupils with gaps, especially pupils who had not accessed the school's full offer through lock down. Additionally large numbers of pupils accessed Nesy, Wordshark and Touchtyping interventions using the chromebooks.	particularly effective in helping children to make progress in reading. We continue to use Nesy and Wordshark.	
Developing confidence and self-esteem for individuals and small groups led by THRIVE practitioner and Mentoring support	Individual and Group sessions (THRIVE based) Learning support/teacher THRIVE training and resources (continuing professional development) Thrive resources Individual Mentoring sessions with trained Mentoring Practitioner	This has been very effective indeed with numerous children accessing the Thrive programme with one of our two qualified practitioners. For some the work has been sufficiently effective that it has been possible to phase it out, other children are reliant on it and will seek out the practitioners when they are overwhelmed or Dysregulated. This has given huge positive impact.	We are continuing to use the thrive approach. Additionally we will, this year, ensure all staff are trained in Boxall.	£0
Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Review / Lessons learned (and whether you will continue with this approach)	Cost
To enable all pupils to participate fully in extracurricular opportunities, day visits and residential visits	After school clubs to develop learning beyond the curriculum where possible. Extended experiences away from school in KS2 – Y5 and Y6.			£0

	Programme of visits and visitors to raise aspirations. Residential in KS2 – Covid dependant			
PP pupils are able to access remote learning effectively to ensure that any period out of school has limited detrimental impact on their learning.	Provision of Chrome books to PP children working at home. Use of the google classroom platform to enable better access to distance learning and teacher feedback			Funded through DfE technology grant.
			Total budget cost	£12,000

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Read Write Inc	Oxford University Press

Saints Sports Coaching	Saints
Thrive Social and Emotional Support	The Thrive Approach

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have two service children. They are not suffering from disadvantage and have had very stable home lives without the disruption of moving from place to place that frequently comes with service life. The sum of money received last year was put towards ensuring staffing levels were maintained benefitting all the pupils in their year groups.
What was the impact of that spending on service pupil premium eligible pupils?	The two service children are achieving well and are assessed as being at the 'expected' level for their Year Groups in Reading, Writing and Maths.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.