

Pupil premium case study: Chalkhill Primary School

The school's context

Chalkhill is a large primary school at the heart of a diverse local community. The percentage of pupils who speak English as an additional language is well above average and is increasing. There are many new arrivals during the school year, including children from families who have been rehoused from other parts of London. Over 50% of the school population are eligible for the pupil premium; this is significantly above the national and local average.

How does the school spend the pupil premium?

At Chalkhill, decisions made on how to spend the pupil premium are rooted in the school's ethos.

"Everything we do is based on our vision to provide high quality teaching and have high expectations for all children. We aim to develop children holistically - academically, socially and emotionally - so that they can be successful as lifelong learners."

Marie Campbell, deputy headteacher and pupil premium manager

Interventions that are funded or part-funded by the pupil premium are carefully targeted. The school tracks the progress of all pupils each half term and identifies those not making expected progress. Every intervention funded by the pupil premium has clear objectives and success criteria. All interventions are continuously reviewed. The school is not afraid to discontinue projects if they haven't worked well enough, but are also prepared to extend those that have proved to be highly effective.

The Education Endowment Foundation's Teaching and Learning Toolkit is also used to check the research on different types of interventions, and learn more about strategies that have a high impact on narrowing and closing gaps in achievement.

The school has put in place several effective interventions in literacy and numeracy, which are led by highly trained TAs supported by experienced leading teachers.

A key feature of how the pupil premium is used at Chalkhill is the school's commitment to think holistically about the needs of pupils, and stretch their interests and aspirations. As well as programmes to support emotional needs such as art and drama therapy, there are many opportunities for children to have enhanced social, artistic, cultural and sporting experiences.

A particularly successful intervention has been the use of the funding to employ an additional music teacher and the offer of subsidised tuition in a wide variety of instruments. Pupils also have opportunities to develop music composition skills.

What is the impact of the school's work?

The innovative approaches at Chalkhill to broaden pupils' social and cultural experiences have led to improvements in their confidence, behaviour and concentration in class.

"Our approaches are making children stronger and more confident learners. They are better able to make positive choices and manage their learning behaviours. It's all about developing transferable skills that pupils can then apply in different contexts."

The impact of pupil premium spending at Chalkhill is evident in how gaps in attainment have significantly narrowed between eligible pupils in their school and their peers. The proportion of pupils making expected progress in reading, writing and mathematics is also significantly higher than the national average.