# Pupil Premium Strategy Statement Chadlington CE Primary School, April 2023

This statement details our school’s use of pupil premium and recovery premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 104 |
| Proportion (%) of pupil premium eligible pupils | 29 |
| Academic year/years that our current pupil premium strategy plan covers | 2023 - 2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Governing Body |
| Pupil premium lead | Headteacher |
| Governor lead |  |

## Funding overview

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £45,420 |
| Recovery premium funding allocation this academic year  *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £1051 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year** | £46,471 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas so that they are well prepared for the next stage in their education. We aim to develop children’s aspirations, imagination and self-belief so that they flourish both academically and socially and can reach their full potential as active citizens and life-long learners. Our strategy is underpinned by our values: *‘Let your light shine: imagine, believe, achieve’*. Developing readiness to learn and ensuring 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.

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Attendance**  Attendance data shows that the attendance rate for disadvantaged pupils is 88.88%, with 11 pupils categorised as persistent absentees. This profoundly impacts academic outcomes for disadvantaged pupils |
| 2 | **Achievement**  Disruption to the children’s education due to Covid-19 has had a particularly negative impact on outcomes for disadvantaged pupils. High quality teaching and carefully selected interventions are crucial to narrowing the gaps between these pupils and their peers. Internal and external assessments indicate that basic numeracy and literacy skills among disadvantaged pupils are significantly below those of their peers. Based on June 2023 internal data, 57% of disadvantaged pupils across the school are attaining the expected standard in Reading, 23% in Writing and 43% in Maths. This is well below the attainment of their non-disadvantaged peers. |
| 3 | **Health and wellbeing**  Poor health and wellbeing have a negative effect on the attendance of disadvantaged pupils, so that good progress made when pupils are in school is frequently interrupted, preventing children from catching up with non-disadvantaged peers. In some cases, unhealthy lifestyles affect pupils readiness to learn. |
| 4 | **Speech and Language**  Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among a group of disadvantaged pupils. These are particularly evident in Reception where pupils perform less well in Communication and Language (particularly speech and language) than their non-disadvantaged peers. This has been an ongoing trend. Covid lockdowns limited children's early experience with communicating with peers. Higher up the school vocabulary gaps are evident in KS2, which affects wider learning outcomes. |

## 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.

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| Intended outcome | Success criteria |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2023/24 demonstrated by:  • the overall attendance of all pupils being at least 96% by July 2024.  • the attendance of disadvantaged pupils being above 95% by July 2025/26.  • Proportion of disadvantaged pupils who are persistently absent (less than 90% attendance) is below 5% by July 2024. |
| Improved reading, writing, maths and SPAG attainment among disadvantaged pupils (at age related expectations and at greater depth). | KS2 reading, writing, maths and SPAG outcomes show that more than 70% of disadvantaged pupils meet the expected standard or above by July 20025/26. |
| Improved knowledge of phonics among disadvantaged pupils Improved language skills and vocabulary. | The percentages of disadvantaged pupils passing their phonics screening check in Y1 and Y2 2025/2026 are comparable to their non-disadvantaged peers. |
| Improved health and fitness for disadvantaged pupils. | Sustained high levels of wellbeing by July 2025 demonstrated by:  • qualitative data from student voice, surveys and teacher observations  • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils  • improved attendance (see above) |
| Improved oral language skills and vocabulary. | Assessments and observations will indicate significantly improved oral language among disadvantaged peers. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |

## 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)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Quality First Teaching | The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.  Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.  [High-quality teaching | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=/support-for-schools/school-planning-support/1-high-quality-teaching&utm_medium=search&utm_campaign=site_search&search_term=high-qua)  Studies in England have shown that disadvantaged pupils typically receive similar or slightly greater benefit from phonics approaches.  [Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=Phonics)  Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, with a +4 months of progress.  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small%20group%20tuition) | 2 and 4 |

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

Budgeted cost: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Establish a Bright Start Club to support families in approving attendance and continue to employ a Families Worker | Good behaviour and attendance are essential to children’s educational prospects.  The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  [Working together to improve school attendance - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance)  Oral language interventions can lead to approximately an additional six months’ progress over the course of a year.  Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.  There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.  Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.  [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=oral%20la) | 1, 3 and 4 |

**Total budgeted cost: £46,471**