

Chaddlewood Primary School Pupil Premium 3-year Strategy 2021-2024 Academic Year 2023-2024



All members of staff accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their emotional, social and academic needs within the school environment. We are committed to 'closing the attainment gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process. The governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Our chosen approaches are research based on the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies.

Pupil premium strategy statement

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	Chaddlewood Primary School
Number of pupils in school	378
Proportion (%) of pupil premium eligible pupils	12.7% (This includes FSM, ever6, military and LAC/PLAC)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2020-2021 2022-2023 2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sarah King
Pupil premium lead	Sarah King
Governor / Trustee lead	Ian Grafton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,204
Recovery premium funding allocation this academic year	£7,721
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	£105,925

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

At Chaddlewood Primary School, we believe that providing high-quality teaching is the most effective approach to drive progress and attainment for all children. This approach is underpinned using evidence based targeted support and the improvement of all teaching staff's subject knowledge and effectiveness in the classroom, specifically their impact on learning and outcomes.

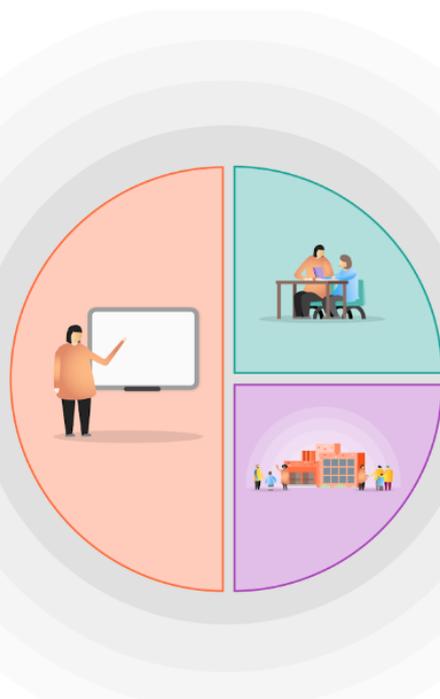
We will deliver this using a variety of approaches, as detailed in this plan, which are all underpinned by rigorous research-based evidence. We aim to create a culture where everyone is a learner, working continuously to improve, achieve and be better together. This is a long-term plan and so we expect the effects of the plan to be evidenced over 3 years and further.

The key principles of our strategy plan are:

1 Teaching

Quality teaching first:

- ★ Emphasis on all children working in class with CT as priority.
- ★ Subject planning which has a clear progression of skills and knowledge and is designed to embed these.
- ★ Planning which interests and motivates the pupils and builds from previous understanding, focusing on an overlapping learning.
- ★ Targeted CPD for Teachers and LSA's.
- ★ Phase team meetings and inset
- ★ Access to full curriculum for ALL
- ★ Focus on: Oracy skills, extended vocabulary, cognitive load theory, reading comprehension skills (RfM) Mastery maths approach.
- ★ Effective use of assessment: summative and formative.
- ★ Clear behaviour expectation and relationship policy.
- ★ Trauma Informed whole school approach.
- ★ RWI in Foundation, Year 1 and Year 2



2 Targeted academic support

- ★ Evidenced based targeted support as appropriate: Precision teaching, 1:1 RWI, School-led tutoring
- ★ ELSA, lego therapy, theraplay, counselling, socially speaking, gross and fine motor skills. Delivered by HLTA and PSA.
- ★ Pre and post teaching by CT.
- ★ Additional LSA support for RWI and KS2 writing and maths.
- ★ Use of formative assessment to identify outcomes. (challenge grids)

3 Wider strategies

- ★ Attendance issues actioned.
- ★ Membership of MAST and Speech and language services. Enhanced package due to need 23-24
- ★ Participation in all enrichment activities that help to support wellbeing including Nativity, Father Xmas.
- ★ Bespoke provision for additional needs such as lunchtime nurture.
- ★ 50% subsidy for residential trip in Yr6.

Challenges

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

Challenge number	Detail of challenge
1	Gaps mathematics key skills
2	Early reading and vocabulary knowledge.
3	Social and emotional interaction and understanding.
4	Speech and language issues
5	Self-regulation of emotions.

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 in reading	<ul style="list-style-type: none"> • Achieve national average attainment in reading.
Attainment in writing	<ul style="list-style-type: none"> • Achieve national average attainment in writing.
Attainment in maths	<ul style="list-style-type: none"> • Achieve national average in maths.
Combined attainment	<ul style="list-style-type: none"> • Achieve national average in combined outcomes.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to improve staff subject knowledge	Oliver Lovell Swellers: Cognitive load Theory in action Through our curriculum review CPD and discussions, planning and teaching and through an external QAR we	1,2

Focus on curriculum design and effectiveness	<p>have identified subject knowledge development as a key area which will have an impact on outcomes for our children.</p> <p>This will be supported by 'walkthru' style professional support.</p> <p>Our curriculum has also been designed to make use of low stakes retrieval practise, enquiry, progressive steps, knowledge organisation and cognitive load theory.</p> <p><i>Tom Sherrington 'Walkthrus'</i> <i>Mary Myatt- Curriculum course</i></p>	
Oracy and vocabulary focus	<p><i>Chris Quigley 'Infusing Rich Vocabulary throughout the Primary Curriculum'</i></p> <p>This course and the Plymouth Oracy project has provided the motivation and evidence for us to highlight the development of vocabulary and oracy skills at the centre of our curriculum, in order to impact on all, but specifically disadvantaged children's, outcomes.</p> <p>In addition the NELI approach will be used to support our early years children</p> <p><i>EEF: Oral Language Interventions</i> <i>DFE The Reading Framework document</i></p>	2, 4
'Mastering Number' scheme.	<p>Through learning reviews, lesson observations and data outcomes, we have identified that Key Stage 1 and Foundation children need to develop their mathematics key skills so that gaps within their mathematics knowledge and/or understanding do not restrict their future learning (or create challenging misconceptions)</p> <p><i>EEF Mastery Maths +5</i> <i>Rosenshine principles</i></p>	1

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

Staffing support (£63,320), Supply cover (£100), Abacus (£1,483), School led tuition (£3,668 costs. 40% school costs £1,467) and Read Write Inc (£1,518) = **£67,888**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre and post teach and small group targeted support: By class teachers and LSAs	<i>Oliver Lovell Swellers: Cognitive load Theory in action and Reach Felton Feedback and evidence.</i>	1,2,4

	Research has shown that pre and post teaching aspects of lessons aids the reduction of cognitive load and therefore enables children to remember and then retrieve knowledge effectively and efficiently.	
RWI 1:1 support: delivered by trained LSAs to aid 'keep up not catch up' approach to RWI scheme.	School and results and the evidence of national schools, supports the effectiveness of the RWI phonics programme. The 1:1 sessions enable children to keep up with their peers through daily support, when they might be slipping behind.	2
Early identification of Speech and Language needs, timely referral to therapy followed up by specialist school intervention	EEF: Early Years Communication and Language Approaches Intervention +6	4
School led tuition: Writing focus	Evidenced through DFE backed approach	2

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

Staffing (£17,764) MAST including one day speech and language per week (£18,074)
Residential trip contribution (£1,939) and music tuition (£260) = **£38,037**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and ELSA support for identified children and responding to instant need when necessary.	<i>EEF: Metacognition and self-regulation +7</i> <i>EEF: Socially and emotional learning +4</i>	3,5
MAST access and support.	<i>EEF: Metacognition and self-regulation +7</i>	3,5
Support for PP children for Year 6 residential	<i>EEF: Metacognition and self-regulation +7</i>	3,5

trip. (50% reduction for 9 children)	<i>EEF: Socially and emotional learning +4</i>	
Music tuition.	<i>EEF: Socially and emotional learning +4</i>	3
MKC Heroes activities across the year for service children.	<i>Socially and emotional learning +4</i>	3,5

Total budgeted cost: (£105,925 actual spend)

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 2022 to 2023 academic year.

Year 6	Reading		Writing		Maths		RWM	
Summer 2023	ARE+	GD	ARE+	GD	ARE+	GD	ARE+	GD
Whole school	90%	45%	78%	10%	90%	38%	73%	10%
All year 6 children	85%	36%	91%	19%	89%	28%	79%	8%
PP children	64%	9%	73%	0%	73%	18%	55%	0%
PP Girls	33%	0%	33%	0%	33%	0%	33%	0%
PP Boys	75%	13%	88%	0%	88%	25%	63%	0%
Disadvantaged	64%	9%	73%	0%	73%	18%	55%	0%
SEND	33%	0%	67%	0%	50%	0%	33%	0%
Service	80%	80%	100%	40%	100%	20%	80%	20%

PP results compared with the whole school			
Reading	Writing	Maths	RWM
-26%	-5%	-17%	-18%
% PP children making expected progress (good or very good progress %)			
89% (44%)	100% (37%)	100% (38%)	

End of KS1 results	% meeting ARE (expected standard) or above		
Pupil Premium:	School	National % for all	Comparison
Reading	75%	69%	6% above national
Science	88%		
Mathematics	75%	72%	3% above national
Writing	63%	61%	2% above national
Overall RMW	50%	56%	6% below national

End of KS2 results	% meeting ARE (expected standard) or above		
Pupil Premium:	School	National % for all	Comparison
Reading	64%	73%	9% below national
SPAG	82%	72%	11% above national
Mathematics	73%	73%	same as national
Writing	73%	71%	2% above national
Overall RMW	55%	59%	4% below national

- Our intended outcomes were to support our PP children to attain at least national ARE at the end of KS2. We have achieved this within SPAG, maths and writing but now need to focus on reading and overall RWM combined data. Reading forms a key element of our SDP 2023-24 as we continue to build on our reading focus from 21-22 and 22-23.
- The very positive behaviour of all our pupils including our PP pupils, and their ability to emotionally regulate themselves is a clear impact of our ELSA support, trauma informed school approach, high expectations shared by all staff, support by MAST and the specific work of our PSA.
- LSA support for all aspects of learning and a drive to ensure quality teaching first, supported by LSAs, has had a clear impact on outcomes, as has the approach of pre and post teaching in lessons.
- Staff subject knowledge support and the CPD timetable, which included training for the Trauma Informed Approach have impacted outcomes.
- The continued use of the RWI scheme with fidelity and the use of development days to improve practice have continued to see strong phonic screening outcomes and children's reading ages and assessments.
- School led tuition: Our school led tuition targeted PP below ARE writers in Year 5 and 6 and was delivered by the class teachers before school twice a week. This targeted support saw an increase in writing progress for those PP children and will be continued this year due to its success.

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
RWI	Ruth Miskin

Abacus	Pearson
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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?	<p>Full time PSA who works with families and children providing counselling, ELSA support, financial advice support and emotional support.</p> <p>Purchase of Chromebooks to provide the technology needed to access learning during the lockdowns.</p> <p>Provide resources for our Military Kids Club.</p>
What was the impact of that spending on service pupil premium eligible pupils?	As evidenced above, service children's attainment was better than whole school attainment in all core areas.