

# Chaddlewood Primary School Pupil Premium 3-year Strategy 2021-2024 Academic Year 2022-2023



All members of staff and governors 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	51
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2020-2021 2022-2023 2023-2024
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Sarah King
Pupil premium lead	Sarah King
Governor / Trustee lead	Neil Bloxham

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,188.00
Recovery premium funding allocation this academic year	£8410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£102,598 (£103278 actual spend)

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objectives are:

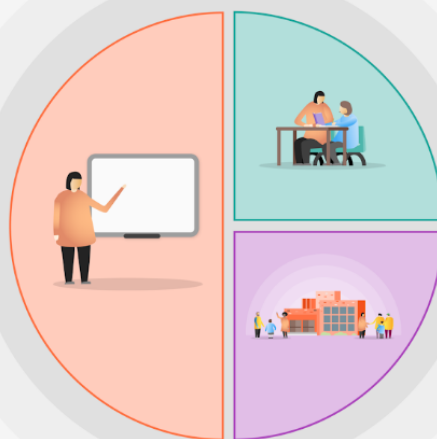
- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

At Chaddlewood Primary School, we believe that providing the highest 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. This is a long-term plan and so we expect the effects of the plan to be evidenced over 3 years and further.

### 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, ELKAN, 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 22-23
- ★ 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	Disruption to school life during the global pandemic and impact on academic attainment and progress
2	Early reading and vocabulary knowledge.
3	Parental involvement
4	Social and emotional interaction and understanding.
5	Speech and language issues

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

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>CPD to improve staff subject knowledge</p> <p>Focus on curriculum design and effectiveness</p>	<p>Oliver Lovell Swellers: Cognitive load Theory in action</p> <p>Through our curriculum review CPD and discussions, planning and teaching and through an external QAR we have identified subject knowledge development as a key area which will have an impact on outcomes for our children.</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>Mary Myatt- Curriculum course</i></p>	<p>1,2,5</p>
<p>Oracy and vocabulary focus</p>	<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></p> <p><i>DFE The Reading Framework document</i></p>	<p>2,5</p>

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

Staffing support (£68,621), Supply cover (£1000), RWI (£1000), School led tuition (£4185 costs. 40% school costs £1674) = £72,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pre and post teach and small group targeted support: By class teachers and LSA's</p>	<p><i>Oliver Lovell Swellers: Cognitive load Theory in action and Reach Felton Feedback and evidence.</i></p> <p>Research has shown that pre and post teaching aspects of lessons aids the reduction of cognitive</p>	<p>1,2</p>

	load and therefore enables children to remember and then retrieve knowledge effectively and efficiently.	
RWI 1:1 support: delivered by trained LSA's 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
School led tuition: Tuition delivered by teachers in before school sessions	<i>EEF Small group ( 3-4 children) has been evidenced to improve outcomes by 4+ months. (EEF)</i>	1

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

Staffing (£21,947) MAST including one day speech and language per week (£18,675)  
Residential trip contribution (£1456)

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

**Total budgeted cost:** (£103278 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 2021 to 2022 academic year.

Whole school	Reading		Writing		Maths		RWM	
Summer 2022	ARE	GD	ARE	GD	ARE	GD	ARE	GD
All	93	39	80	12	93	38	78	11
Girls	96	45	84	15	93	31	82	12
Boys	90	33	75	10	92	45	73	9
Disadvantaged	88	36	70	8	84	24	66	6
SEND	68	16	53	5	53	37	47	5
Service	90	37	78	7	95	29	76	7

The attainment of disadvantaged children was broadly in line with the school as a whole. 7 of our PP children also have SEND, 14% of this cohort, which affected overall attainment totals.

PP results compared with the whole school			
Reading	Writing	Maths	RWM
-5%	-10%	-9%	-12%
% PP children making expected progress ( good or very good progress %)			
94% (37%)	94% (21%)	92% (25%)	

**End of KS1 results**

	% meeting ARE (expected standard) or above		
Pupil Premium: 6	School	National % for all	Comparison
Reading	83%	67%	Exceeded national by 16%
Science	96%	77%	Exceeded national by 19%
Mathematics	83%	68%	Exceeded national by 15%
Writing	67%	58%	Exceeded national by 9%
Overall RMW	67%	54%	Exceeded national by 13%

**End of KS2 results**

	% meeting ARE (expected standard) or above		
Pupil Premium: 15	School	National % for all	Comparison
Reading	80%	74%	Exceeded national by 6%
SPAG	67%	72%	Below national by 5%

Mathematics	73%	71%	Exceeded national by 2%
Writing	53%	69%	Below national by 16%
Overall RMW	47%	59%	Below national by 12%

- 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 reading and maths but now need to focus on writing and SPAG. Writing forms a key element of our SDP 2022-23 as we continue to build on our writing focus from 20-21, 21-22.
- 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 LSA's, 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.
- A continued SDP focus on developing oracy skills and vocabulary has had an impact on reading outcomes
- The continued use of the RWI scheme with fidelity and the use of development days to improve practice have seen an increase in our 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
NELI	

## 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.