

Pupil Premium Strategy Statement

CHADSMOOR COMMUNITY INFANT & NURSERY SCHOOL

September 2022

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

2021 -2022	2022-2023	2023-2024
-------------------	------------------	------------------

Detail	Data
School name	Chadsmoor Community Infant & Nursery School
Number of pupils in school	209 198 203
Number of Pupils eligible for Pupils Premium	61 71 73 (PLUS 14 EYPP)
Proportion (%) of pupil premium eligible pupils	29% 36% 43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022 2022 – 2023 2023 – 2024
Date this statement was published	15 th October 2021 31 st October 2022 27 th October 2023
Date on which it will be reviewed	31 st July 2022 1 st September 2023 October 2024
Statement authorised by	J Westley Executive Head Teacher
Pupil premium lead	J Westley
Governor / Trustee lead	Chris Ambler

Funding overview 2022/23

Detail	Amount
Pupil premium funding allocation this academic year	£106,215

Recovery premium funding allocation this academic year <i>This will be continued to be used to top up 1:1 tutoring</i>	£8,560.00
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	£116,328.20
Total money budgeted to be spent this academic year	£ 124,888.20

Part A: Pupil premium strategy plan

Statement of intent:

Our vision is that at Chadsmoor Community Infant & Nursery School we ensure that all children are valued and feel valued as a unique child of God. All pupils at our school regardless of their background or challenges, that they have faced, will flourish within our caring Christian community to reach their full potential, both academically and socially.

In order to achieve this, we will ensure that all staff, governors and support staff consider the challenges, which children have faced, and will work together and in partnership with outside organisations, such as social workers or the early help team, to create a caring environment that meets their pastoral, social and academic needs.

High quality first teaching is a central point of our approach as research shows this has the greatest impact on disadvantaged pupils. Throughout the school year, all staff take part in CPD training to enhance the learning environment to allow disadvantaged children to succeed alongside their peers.

As part of our targeted academic support, we ensure that thorough assessment are used to diagnose the impact of the disadvantage that children face. In order to ensure this is successful, we tailor planning, use smaller teaching groups, run intervention groups for identified needs and use pastoral support staff to help maintain the emotional well-being of pupils.

For children to be able to flourish and reach their full potential, we adopt a whole school approach in which all staff are trained and promote the social and emotional development of children including supporting attendance, pursuing extra-curricular activities and increasing parental engagement.

Therefore, we aim to ensure, as with all children in our care, pupils, who are considered 'socially disadvantaged', are valued, respected and entitled to meet their full potential, irrespective of need.

Challenges 2023-2024

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

The EEF Guide to The Pupil Premium – a tiered approach.

Implementation Matters

The challenge of implementation means that less is more; selecting a small number of priorities, and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.

Challenge number	Detail of challenge
1	<p>On entry to school, basic skills data is very low: Improve basic skills in maths, reading, writing (and spelling). PSED appears to have been affected negatively by COVID and on entry data for this area is also very low.</p> <p>Impact of COVID-19 lockdowns continue to impact on academic achievements: Pupil Premium pupils are more likely to have been adversely affected by these lockdowns and school closures. They are less likely to have engaged with home learning. Internal data demonstrates this.</p>
2	Children enter school with very limited vocabulary
3	<p>Pupils' level of resilience and aspiration are very low. Social Emotional Barriers prevent pupils learning effectively.</p> <p>Impact of COVID-19 lockdowns on mental health and well-being: Pupil Premium pupils are more likely to have been adversely affected by these lockdowns and school closures – impacting on pupil resilience.</p>
4	Improve attendance so that it moves closer to that of Non PP students in order to ensure equal access to high quality teaching and support.

Intended outcomes 2022 - 2023

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 for each challenge	Success criteria
<p>1</p> <p>To improve the attainment and progress of Pupil Premium children in Reading, Writing and Maths – <u>with a greater focus on English skills.</u></p> <p><u>Introduce</u> smaller Maths and English classes across Y2.</p> <p><u>Continue with</u> the ‘Sounds Write’ phonics programme and the ‘StartBee Handwriting’ programme, to enable our children to become more accurate spellers, confident readers and willing and credible writers.</p> <p><u>Continue with</u> ‘Keep Up/ Consolidation’ small group interventions.</p> <p><u>Continue to</u> improve oral language skills, particularly for children in EYFS.</p>	<p>Improved attainment and progress in Reading, Writing (including spelling) and Maths so that the number of children achieving ‘Expected’ attainment has risen by the end of this academic year, and the gap between this group of children and their Non-Pupil Premium peers is narrowed and in line with National data.</p>
<p>2</p> <p><u>Continue to</u> provide a broad range of experiences – <u>through our Creative Curriculum/School Visits</u> which will enable pupils to develop greater vocabulary knowledge.</p> <p>Children becoming more confident & fluent readers and writers – <u>with a focus on developing early reading skills</u></p> <p>Teachers highly skilled at teaching phonics and developing vocabulary knowledge – <u>supported through Sounds Write Phonics continued training.</u></p> <p>Gaps are quickly identified and appropriate interventions put into place.</p> <p>Speech and Language targeted intervention (as advised externally) delivered by Teaching Support staff. Colourful Semantics.</p>	<p>Greater number of children reaching expected attainment for reading and writing at end of KS1.</p> <p>Children talk confidently about their reading preferences and show an increased love of reading. Class library boxes to be fully utilised for all children.</p> <p>A % of Pupil Premium children will achieve ‘Greater Depth’.</p> <p>Improved knowledge and understanding of vocabulary and articulation.</p>

3	<p>To <u>continue to</u> develop confident and resilient learners with the perseverance needed to drive improvement.</p> <p>Children able to recognise both positive & negative emotions and behave appropriately. Children and families work with Pastoral support worker to develop good social skills and behaviour for learning.</p> <p>Effective use of the 3 R's to promote positive behaviour.</p> <p>To develop social skills to enhance 'free play' time such as playtime and lunchtimes.</p>	<p>Children eager to improve their work and work independently. Children willing to try new things and challenges. <u>Children recognise their optimum learning zone (Challenge Zone – National College) and not be content to stay with their Comfort Zone.</u></p> <p>Less incidents of inappropriate behaviour. Improved social skills & willingness to accept both positive praise as well as consequences for unacceptable behaviour.</p> <p>Families feeling well supported by school (& other agencies.)</p>
4	<p>To <u>improve</u> the attendance of pupils eligible for Pupil Premium support.</p>	<p>Improve the attendance pupil premium group so that <u>it is closer to</u> and <u>more in line</u> with the attendance of Non-Pupil Premium children group.</p>

Activity in this academic year 2023 – 2024

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: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Continuation with the rolling out of the Sounds Write Training and updating training.</u></p>	<p><i>The EEF Guide to The Pupil Premium – a tiered approach.</i></p> <p>Quality teaching helps every child.</p> <p><i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive impact on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.</i></p>	<p>1 and 2</p>
<p><u>Continue to support Growth Mind-set by embedding Teaching and Learning Strategies</u></p> <p>Review, Renew, embed and introduce strategies to support good mental Health for all.</p>	<p>Support middle and higher attainers too</p> <p><i>The causes and consequences of disadvantage are varied. Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers. We need to remain mindful of the fact that disadvantaged students who achieve highly in primary school are still much less likely than their peers to receive top GCSE grades.</i></p> <p>Hence, the acknowledgment in our Challenge 1 that we must be providing our disadvantaged children with at least the same opportunities to reach 'Greater Depth' even if this outcome may need to be achieved 'over a longer period of time'.</p>	<p>3</p>
<p><u>Engage with CPD Opportunities</u></p> <p>National College 'Evidence Informed Practice' CPD to improve pedagogical knowledge and understanding and so improve pupil outcomes</p> <p>'Talk less Teaching' INSET October 2023</p>	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid orange; padding: 5px; width: 30%;"> <p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> </div> <div style="border: 1px solid orange; padding: 5px; width: 30%;"> <p>Professional development on evidence-based approaches</p> <p><i>for example feedback, metacognition, reading comprehension, phonics or mastery learning</i></p> </div> <div style="width: 30%;"> <p>EEF Pupil Premium Evidence Brief' High Quality Teaching'</p> </div> </div>	<p>1, 2 and 3</p>

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

Budgeted cost: £79,359.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y1 and Y2 small phonics groups.	<p><i>The EEF Guide to The Pupil Premium – a tiered approach.</i></p> <p><i>Targeted Academic Support</i></p> <p><i>Evidence consistently shows the positive impact that targeted academic support can have, including those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching is likely to be a key component of an effective Pupil Premium Strategy.</i></p>	1
Y2 small focus groups for basic skills lessons. Phonic program trial for a small group of children struggling with phonics.		1
Reception small phonics intervention groups.		1 3
'Keep up' daily Interventions by all TA's (and the addition of a Modern Apprentice)		1 2
Targeted Speech and Language support. EP Training		1
Makaton Training		1, 2

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

Budgeted cost: £32,468.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Worker	<i>The EEF Guide to The Pupil Premium – a tiered approach.</i>	3
EY Personal Welfare assistant	Wider Strategies	1 & 3
Nurture Group provision and staff. Appointment of HLTA to lead.	<i>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour, personal care & social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect the judgement on spending in this category. Our focus will include behaviour approaches and increasing attendance through supporting families where needed.</i>	3
Review, Renew, embed and introduce strategies to support good mental Health for all. (Well being award)		3
Half-Termly monitoring of attendance – engagement with families where appropriate through Pastoral Support Worker.		4

Part B: Review of outcomes in the previous academic year. Pupil premium strategy outcomes

Pupil Premium Strategy 2022/23 **OUTCOMES** REVIEW OF CYCLE ONE OF A THREE YEAR PLAN

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Challenge	Intended outcomes	Success criteria	Reviewed September 2023
1	<p>To improve the attainment and progress of Pupil Premium children in Reading, Writing (inc Spelling & Handwriting) and Maths.</p> <p>Through the 'Sounds Write' training and the 'StartBee Handwriting' programme, enable our children to become more accurate spellers, confident readers and willing and credible writers.</p> <p>Improve oral language skills, particularly for children in EYFS.</p>	<p>Improved attainment and progress in Reading, Writing (including spelling) and Maths so that the number of children achieving 'Expected' attainment has risen by the end of this academic year, and the gap between this group of children and their Non-Pupil Premium peers is narrowed and in line with National data.</p>	<p>End of KS1 Data: Reading National 69% Chadsmoor 62% School improvement of 7% Writing National 61% Chadsmoor 53% School improvement of 6% Maths National 72% Chadsmoor 70%</p> <p>Phonics Check: Y1: National 81% Chadsmoor 72.4% School improvement of 7% Y2: National ?% Chadsmoor 85% School improvement of 7%.</p>
2	<p>Provide a broad range of experiences which will enable pupils to develop greater vocabulary knowledge.</p> <p>Children becoming more confident & fluent readers and writers.</p> <p>Teachers highly skilled at teaching phonics and developing vocabulary.</p> <p>Gaps are quickly identified and appropriate interventions put into place.</p> <p>Speech and Language targeted intervention (as advised externally) delivered by Teaching Support staff.</p>	<p>Greater number of children meeting expected standard in the Phonics check.</p> <p>Greater number of children reaching expected attainment for reading and writing at end of KS1.</p> <p>Improved receptive vocabulary and articulation.</p>	<p>Phonics Check: Y1: National 81% Chadsmoor 72.4% School improvement of 7% Y2: National ?% Chadsmoor 85% School improvement of 7%.</p> <p>End of KS1 Data: Reading National 69% Chadsmoor 62% School improvement of 7% Writing National 61% Chadsmoor 53% School improvement of 6%</p>

<p>3</p>	<p>To develop confident and resilient learners with the perseverance needed to drive improvement. Children able to recognise both positive & negative emotions and behave appropriately. Children and families work with Pastoral support worker to develop good social skills and behaviour for learning.</p> <p>Effective use of the 3 R's to promote positive behaviour. (Respectful, Responsible & Ready to learn)</p>	<p>Children eager to improve their work and work independently. Children willing to try new things and challenges.</p> <p>Less incidents of inappropriate behaviour. Improved social skills & willingness to accept both positive praise as well as consequences for unacceptable behaviour. Families feeling well supported by school (& other agencies.)</p>	<p><i>Whilst there has been a definite improvement in teachers' understanding when children learn best – working within The Challenge Zone – this is still very embryonic with the children and for this reason, the target needs to be on going.</i></p>
<p>4</p>	<p>Ensure the attendance of Pupil Premium attendance so that it is close to 96% and is in line with the attendance of the Non-Pupil Premium children.</p>	<p>Attendance is improving, closer to and is in line with the attendance of their Non-Pupil Premium peers.</p>	<p>Pupil Premium Attendance for the academic year 2022-2023 was 91.64%</p> <p>Non-Pupil Premium Attendance for the academic year 2022-2023 was 90.53%</p> <p>Attendance for PP children was better than Non-PP children.</p>

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

Service pupil premium funding (optional)

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

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.