

Pupil Premium Strategy Statement

CHADSMOOR COMMUNITY INFANT & NURSERY SCHOOL

September 2024

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

2022-2023

2023-2024

2024 - 2025

Detail	Data
School name	Chadsmoor Community Infant & Nursery School
Number of pupils in school	198 203 156
Number of Pupils eligible for Pupils Premium	71 73 (inc. 14 EYPP) 79 (inc. 12 EYPP)
Proportion (%) of pupil premium eligible pupils	36% 43% 43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023 2023 – 2024 2024 - 2025
Date this statement was published	31 st October 2022 27 th October 2023 25 th October 2024
Date on which it will be reviewed	September 2023 September 2024 September 2025
Statement authorised by	Jennie Westley Executive Head Teacher
Pupil premium lead	J Westley
Chair of Governors	Chris Ambler

Funding overview 2023/24

Detail	Amount
Pupil premium funding allocation this academic year	£116, 920
Pupil premium funding carried forward from previous years	£0.00

Total budget for this academic year	£116, 920
Total money budgeted to be spent this academic year	£119,187.85

Part A: Pupil premium strategy plan

Statement of intent:

At Chadsmoor Infant & Nursery Community School (part of Chadsmoor Federation), we are wellbeing focused and committed to supporting the positive wellbeing and mental health of our children and staff. We strongly believe that in order for children to flourish and reach their potential within our caring Christian community, they must have good emotional wellbeing. It is therefore our aim to create a culture of resilience, a positive 'can do' attitude and good mental health for all children and staff in order to help build a happy environment in which children can thrive. Through our curriculum and pastoral support, we strive to enable all children to understand, recognise and regulate their emotions so we can all enjoy achieving together.

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 experience of the children, 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 2024-2025

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

Challenge number	Detail of challenge
1	Many of our children enter school with very low levels of basic skills and well below nationally expected level. In order for children to improve their basic skills in maths, reading, writing (and spelling), we need to ensure all children make accelerated progress.
2	Many children enter school with significantly under developed speech and language skills including very limited vocabulary.
3	<p>Many children enter nursery and reception with very low skills in Personal, Social and Emotional Development. Behaviour for learning is a priority to ensure children can make progress across all areas.</p> <p><i>The 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, particularly the lack of social interaction opportunities (playgroups etc). Internal data demonstrates this.</i></p> <p>This has also created Social Emotional Barriers preventing pupils from learning effectively for pupils in KS1. The impact of austerity to early support services as well as COVID-19 lockdowns, has had a long lasting impact.</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 - 2025

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. For children entering school below the expected level to make accelerated progress throughout the school.</p> <p>To improve attainment and progress of pupils eligible for support through pupil premium, in reading, writing and maths. – Greater focus on reading and writing.</p> <p>Highly skilled teachers, knowledgeable of programs being used to teach basic skills. (E.g. Start-Bee Handwriting, Sounds Write phonics, PVPG in English and Power Maths)</p>	<p>Pupils eligible for PP funding to receive extra support/tutoring as needed. Most able children need to make at least expected progress across the school.</p> <p>Evidence will be seen in school data including CAP meetings, book looks, learning walks and discussion with children.</p>
<p>2. Improved speech and language skills and vocabulary.</p> <p>Staff trained to deliver speech and language programmes to identified children.</p>	<p>A greater number of children achieving GLD for speaking and Listening.</p> <p>Children able to communicate their needs both personal and academic.</p> <p>Children to be screened in Early Years for speech and language proficiency. Children to experience direct teaching of vocabulary across the school. This to be evidenced through discussions with children and observations of classrooms and written work.</p>
<p>3. To develop confident and resilient learners. Improve the children's skills to recognise both positive and negative emotions and demonstrate behaviour for learning as well as appropriate social behaviour. For all children to feel safe and secure at school enabling them to focus on learning – support looks different depending upon the children's level and type of need.</p>	<p>Children able to develop friendships and engage in appropriate play.</p> <p>Children eager to participate in lessons and improve in their work independently.</p> <p>Children able to recognise a range of their emotions and begin to deal with these appropriately.</p> <p>Children and families to feel supported - evidenced through parent/child questionnaires and discussions. The level of engagement and attainment/progress made by identified children is directly linked to their wellbeing.</p>

4.	To improve the attendance of pupils eligible for pupil premium support.	Improve attendance of pupil premium group so that it is closer to and more in line with the attendance of Non-pupil premium children group.
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Activity in this academic year 2024 – 2025

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: £5,123.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue the development of sounds write phonic program. Early Reading Lead to coach and mentor staff. Enrol new staff onto the sounds write training course. Introduction of drawing club to Early Years. (Staff training and visits to other schools)	<p><i>The EEF Guide to The Pupil Premium – a tiered approach.</i></p> <p><i>Quality teaching helps every child.</i></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>	1 & 2
Review current curriculum (especially foundation curriculum) to ensure children are motivated and engaged with learning. Also ensure subject specific vocabulary New curriculum lead to work with consultant, particularly following government review.	<p><i>Support middle and higher attainers too</i></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>	2 & 3
<p><u>Engage with CPD Opportunities</u></p> National College 'Evidence Informed Practice' CPD to improve pedagogical knowledge	<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>	1, 2, 3 & 4

<p>and understanding and so improve pupil outcomes</p> <p>Pedagogy project – Each year group to identify an area of need (particularly related to behaviour for learning) and find strategies to support the development of these skills in the classroom.</p>	<div style="display: flex; justify-content: space-around;"> <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> <p style="text-align: right;">EEF Pupil Premium Evidence Brief' High Quality Teaching'</p>	
<p>Safer Handling and de-escalation strategies. (Staff training) October 2024</p> <p>Restorative Practice INSET – February 2025</p>		<p>3 & 4</p>

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

Budgeted cost: £80,946.69

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
Speech & Language Program.		2
Reception - small phonics intervention groups.		1 & 2
'Keep up' daily interventions led by all TA's		1
Targeted Speech and Language support delivered by TA following SALT sessions with children.		1 & 2
EP Training – Executive Function skills for identified children.		1, 2 & 3
ELSA program		3 & 4

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

Budgeted cost: £33,117.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Worker – Daily contact and support for parents. Termly parent workshops around a theme.	<p><i>The EEF Guide to The Pupil Premium – a tiered approach.</i></p> <p>Wider Strategies</p> <p><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, mental health support and increasing attendance through supporting families where needed.</i></p>	3
EY Personal Welfare assistant.		1, 2 & 3
Nurture Group provision and staff. Appointment of Assistant SENCO to lead.		1, 2, 3 & 4
Well-being award – Embed strategies and links with services.		3
Half-Termly monitoring of attendance – engagement with families where appropriate through Pastoral Support Worker.		3 & 4
Mental Health Education Practitioner - Introduction of mental health sessions for children.		1, 3 & 4

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 2023 to 2024 academic year.

End of Year data 2023-24

EYFS – GLD Reception	Overall	PP	NPP
	67%	67%	68%
Phonics check: Y1	75%	61%	85%
Phonics check: Y2	95%	89%	90%
End of KS1 Reading	73%	64%	83%
Writing	68%	50%	65%
Maths	67%	64%	71%

Analysis of results:

Whilst there remains a gap in attainment between the groups of PP and NPP, these have significantly reduced from 2022-23.

End of KS1 gap between PP and NPP Percentage points	2023	2024
Reading	-30	-19
Writing	-44	-15
Maths	-41	-6

Attendance data at year end KS1 only (statutory school age)	PP	NPP
	90%	93%

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.