

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

Funding overview 2022/23

Detail	Amount
Pupil premium funding allocation this academic year	£98,335
Recovery premium funding allocation this academic year <i>This will be continued to be used to top up 1:1 tutoring</i>	9,000
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	£107,335
Total money budgeted to be spent this academic year	£114, 662

Part A: Pupil premium strategy plan

Statement of intent

Every child with his/her individual needs and gifts is unique and special.

All members of staff, governors and support staff accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

Challenges 2022 - 2023

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, data is very low: Improve basic skills in maths, reading, writing (and spelling).</p> <p>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 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>Improve pupil resilience – Social Emotional Barriers that 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	Attendance remains below 96%

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 To improve the attainment and progress of Pupil Premium children in Reading, Writing (including Spelling and Handwriting) and Maths – <u>with a greater focus on English skills.</u></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>% of Pupil Premium children will achieve ‘Greater Depth’.</p>
<p>2 <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 big focus on ‘Reading for Pleasure’ (SIP visit October 2022).</u></p> <p>Teachers highly skilled at teaching phonics and developing vocabulary knowledge – <u>supported through Grammasaurus Training October 2022 and January 2023</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><u>Children talk confidently about their reading preferences and show an increased love of reading. Class library boxes to be fully utilised for all children.</u></p> <p>A % of Pupil Premium children will achieve ‘Greater Depth’.</p> <p>Improved knowledge and understanding of vocabulary and articulation.</p>

<p>3</p>	<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>
<p>4</p>	<p><u>Strive to improve</u> the attendance of Pupil Premium attendance so that <u>it is closer to</u> 96% and <u>is more in line</u> with the attendance of the Non-Pupil Premium children.</p>	<p>Attendance is closer to 96% and is more in line with the attendance of their Non-Pupil Premium peers.</p>

Activity in this academic year 2022 – 2023

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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation with the rolling out of the Sounds Write Training and updating training.	<p><i>The EEF Guide to The Pupil Premium – a tiered approach.</i></p> <p><i>Quality teaching helps every child.</i></p>	<p>1 and 2</p>
<p>Continue to support Growth Mind-set by embedding Teaching and Learning Strategies</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>3</p>
	<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> <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>1 and 2</p>
<p>Engage with National College 'Evidence Informed Practice' CPD to improve pedagogical knowledge and understanding and so improve pupil outcomes</p> <p>'Talk less Teaching ' INSET November 2022</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 style="text-align: right;"> <p><i>EEF Pupil Premium Evidence Brief' High Quality Teaching'</i></p> </div> </div>	<p>1, 2 and 3</p>

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

Budgeted cost: £72,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y1 and Y2 small phonics classes.	<p><i>The EEF Guide to The Pupil Premium – a tiered approach.</i></p> <p>Targeted Academic Support</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
Reception small phonics classes.		1 2
'Keep up' daily interventions.		1 2 3
Targeted Speech and Language support.		1
		1

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

Budgeted cost: £29,517

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Worker	<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 and increasing attendance through supporting families where needed.</i></p>	3
EY Personal Welfare assistant		1 & 3
OWL behaviour consultancy		3
Develop lunchtimes/social skills/play skills		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 2020/2021 **OUTCOMES**

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

	Intended outcomes	Success criteria	Reviewed September 2021
A.	Reducing differences between Pupil Premium and All national figures. Improved attainment & Progress.	Numbers of children achieving expected attainment is moving closer to national. Progress scores improved.	A mixed picture across the year groups, but the general trend is that PP children are performing less well at both Expected and Greater Depth. This target remains on-going.
B.	Provide broad range of experiences which will enable pupils to develop greater vocabulary knowledge. Children becoming more confident & fluent readers and writers. Teachers highly skilled at developing vocabulary knowledge. Gaps are quickly identified and appropriate interventions put into place.	Greater number of children reaching expected attainment for reading and writing at end of KS2.	The internal data shows that target needs to be on-going.
C.	Ensure children's attendance improves.	Improved attendance closer to 96%	The PP attendance sat just below 96% but this is likely to be skewed by school been 'closed' for lockdowns.
D.	Confident & 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.	Children eager to improve their work and work independently. Children willing to try new things and challenges. 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.)	This target is hard to evaluate given the circumstances of the last academic year. This target is on-going.

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

Pupil Premium Strategy 2021/22 **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 2022
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>COVID absences to be taken into consideration – therefore increasing the number of children achieving closer to their expectations.</p>	<p>End of KS1 Data: Reading National 68% Chadsmoor 55% Writing National 59% Chadsmoor 47% Maths National 70% Chadsmoor 71%</p> <p>Phonics Check: Y1: National 75% Chadsmoor 65% Y2: National 87% Chadsmoor 78%</p> <p>This target needs to be ongoing but with a greater emphasis on English</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 75% Chadsmoor 65% Y2: National 87% Chadsmoor 78%</p> <p>End of KS1 Data: Reading National 68% Chadsmoor 55% Writing National 59% Chadsmoor 47%</p> <p>This target needs to be ongoing.</p>
3	<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.</p> <p>Children willing to try new things and challenges.</p> <p>Less incidents of inappropriate behaviour.</p> <p>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>	<p>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.</p>

4	Ensure the attendance of Pupil Premium attendance so that it is above 96% and is in line with the attendance of the Non-Pupil Premium children.	Attendance is above 96% and is in line with the attendance of their Non-Pupil Premium peers.	<p>Pupil Premium Attendance for the academic year 2021-2022 was 91%</p> <p>Non-Pupil Premium Attendance for the academic year 2021-2022 was 94%</p>
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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.