

Pupil premium strategy statement

CHADSMOOR JUNIOR SCHOOL

September 2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 - 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 C of E CV Junior School
Number of pupils in school	221 216 224
Proportion (%) of pupil premium eligible pupils	93 pupils 42% 91 pupils 42% 101 pupils 45%
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	October 2022 October 2023 October 2024
Date on which it will be reviewed	1 st September 2023 1 st September 2024 September 2025
Statement authorised by	J Westley Executive Head Teacher
Pupil premium lead	J Westley
Chair of Governors	Rev. Chris Ambler

Funding overview 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	£149, 480
Pupil premium funding carried forward from previous years	£ 0.00
Total budget for this academic year	£149,480

Total money budgeted to be spent this academic year	£149,753.32

Part A: Pupil premium strategy plan

Statement of intent

At Chadsmoor CE (VC) Junior 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.

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>Some of our children enter school with very low levels of basic skills and 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.</p> <p>Some children demonstrate a limited vocabulary which has an impact on their understanding of more complex concepts/information. They also have underdeveloped use of correct grammar when speaking causing a barrier to achieving nationally expected standards in English.</p>
2	<p>Many children are demonstrating very low skills in their Social and Emotional Development, particularly affecting their behaviour for learning. This 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, for some children delayed entry into school and the lack of school structure and routine in their earlier school years.</i></p> <p>This has created Social Emotional Barriers preventing pupils from learning effectively for pupils in KS2. The impact of austerity to early support services as well as COVID-19 lockdowns, has had a long lasting impact.</p>
3	<p>A significant number of children are struggling with resilience and aspiration. This appears to be closely linked to children not being able to deal with their emotions and potentially an increase in mental health concerns.</p> <p>COVID-19 lockdowns have caused an impact on mental health and well-being. <i>Pupil Premium pupils are more likely to have been adversely affected by these lockdowns.</i></p>
4	<p>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.</p>

Intended outcomes 2024-2025

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. PVPG in English and Power Maths)</p> <p>Continue to provide a broad range of experiences – through our Creative Curriculum/School Visits which will enable pupils to develop greater vocabulary knowledge.</p> <p>Children becoming more confident & fluent readers and writers – with a continued focus on reading for pleasure and the use of accelerated reader to target identified children specifically.</p> <p>Speech and Language targeted intervention (as advised externally) delivered by Teaching Support staff.</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 to be in line with National data.</p> <p>A higher % of Pupil Premium children will achieve ‘Greater Depth’.</p>
<p>2 To improve social skills and other areas specifically impacting on behaviour for learning. Year groups to identify a significant barrier to that cohort and engage in evidence based research to support work developing the skills. E.g. Listening skills, engagement.</p>	<p>Children making accelerated progress in order to meet their targets.</p> <p>A % of Pupil Premium children will achieve ‘Greater Depth’.</p> <p>Improved receptive vocabulary and articulation.</p>

3	<p>To develop children's resilience when learning as well as their motivation to learn.</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>Children eager to improve their work and work independently. Children are more actively involved in the lesson and not giving up.</p> <p>Children willing to try new things and challenges.</p> <p>Reduced 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 improve the attendance of pupils eligible for Pupil Premium support.</p>	<p>Improve the attendance pupil premium group so that it is closer to and more in line with the attendance of Non-Pupil Premium children group.</p>

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: £7,405.61

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EP Training – Executive Function skills for identified children.</p>	<p><i>The EEF Guide to The Pupil Premium – a tiered approach. Quality teaching helps every child.</i></p>	<p>1, 2 & 3.</p>
<p>Review current curriculum (especially foundation curriculum) to ensure children are motivated and engaged with learning. Also ensure subject specific vocabulary</p> <p>New curriculum lead to work with consultant, particularly following government review.</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><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>3</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><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>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 style="text-align: center;"> <p>EEF Pupil Premium Evidence Brief' High Quality Teaching'</p> </div> </div>	1, 2, 3 & 4
<p>Safer Handling and de-escalation strategies. (Staff training) October 2024</p> <p>Restorative Practice INSET – February 2025</p>		3 & 4

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

Budgeted cost: £115,937.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y6 small class groups (not PP restricted) maths and writing.	<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
Y3 – Y5 Teacher led interventions for writing.		1
'Keep up' daily interventions by all TA's E.g. Accelerated Reader		1, 2
Targeted Speech and Language support.		1

Teacher led, small group targeted intervention for children struggling with behaviour for learning and managing emotions.	1, 2, 3 & 4
Well-being award – Embed strategies and links with services.	2 & 3
Mental Health Education Practitioner - Introduction of mental health sessions for children.	1, 2, 3 & 4

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

Budgeted cost: £27,533.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Worker - Works with outside agencies to support children & families. Works directly with children and families. Lead mentoring group focusing on building self-esteem.	<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 and 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
Half-Termly monitoring of attendance – engagement with families where appropriate through Pastoral Support Worker.		4
Residential and other school events (<i>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</i>)		2
Termly workshops for parents around a theme identified by parental feedback. (E.g. behaviour support, health concerns)		3 4
Well-being award – Embed strategies and links with services.		2 & 3

Mental Health Education
Practitioner - Introduction of
mental health sessions for
children.

**1, 2, 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

KS2	Overall	PP 25 pupils 40% SEN	NPP 29 pupils 7% SEN
Reading	72%	56%	86%
Writing	78%	64%	90%
GPS	76%		
Maths	81%	62%	93%
Combined	63%		

??? 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 KS2 gap between PP and NPP Percentage points	2023	2024
Reading		-30
Writing		-26
Maths		-29

Attendance data at year end 2024	PP	NPP
	92%	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.