

Pupil premium strategy statement

CHADSMOOR COMMUNITY INFANT & NURSERY SCHOOL

September 2021

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

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,045
Recovery premium funding allocation this academic year This is being used to top up 1:1 tutoring funding.	£7,105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year	£89,150
Total money budgeted to be spent this academic year	£89,683

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

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>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 which 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

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 (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>2 Provide a broad range of experiences which will enable pupils to develop greater vocabulary knowledge. 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>3 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.</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>

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.
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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)

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sounds Write Training (including supply cover)	<p><i>The EEF Guide to The Pupil Premium – a tiered approach.</i></p> <p>Quality teaching helps every child.</p>	1
Growth Mindset with Teaching and Learning Strategies Training	<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>	3
Start Bee Handwriting training.	<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</p>	1

	Depth' even if this outcome may need to be achieved 'over a longer period of time'.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £68,709

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

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

Budgeted cost: £19,474

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> Wider Strategies <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</i>	3
OWL behaviour consultancy		4
Half Termly monitoring of attendance – engagement with families where appropriate through		

Pastoral Support Worker.	<i>attendance through supporting families where needed.</i>	
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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 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?*

Pupil Premium Strategy 2019/20
(initially a 3-year plan but has now changed to be in line with the new required format)

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.

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.