

Pupil premium strategy statement – Chesterton Primary School

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	Chesterton Primary School
Number of pupils in school	173 (census)
Proportion (%) of pupil premium eligible pupils	51/173 = 29% (census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	Termly impact review but full review in July 2022 and then every year after
Statement authorised by	Richard Martin
Pupil premium lead	Samantha Chapman
Governor / Trustee lead	Sue Hunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,749
Recovery premium funding allocation this academic year	£5365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£66,114

Part A: Pupil premium strategy plan

Statement of intent

At Chesterton Primary School, pupil premium pupils will be given opportunities, experiences and support to minimise any deficit due to disadvantage. Pupils will make at least the same academic progress and attainment as their peers and will have the social and academic skills (including an understanding of perseverance, respect and care) to be successful in their next academic education and in life.

Quality first teaching is at the heart of our strategy, where everyone is included in the classroom with effective adaptations and scaffolding for everyone to achieve independent learning.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils (not in ranked order).

Challenge number	Detail of challenge
1	Complex range of social, emotional and mental health difficulties which impact on readiness to learn
2	Low baseline of attainment on entry to Early Years Foundation Stage
3	Weak language and communication skills
4	Gaps in prior learning and low acquisition of early reading/writing/maths skills
5	Low levels of confidence, independence and resilience in approaches to learning
6	Low attendance or persist absenteeism and high levels of mobility
7	Social and economic factors, including complex family circumstances creating barriers to progress
8	Limited life experiences and first-hand opportunities
9	Low aspirations and unemployment
10	Lack of boundaries

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	Success criteria
<p>Social and emotional well-being of vulnerable children developed and supported in order for children to be able to learn and make progress, minimising disruption to other learners.</p>	<p>Prompt identification and monitoring of those with social/emotional need.</p> <p>Recording of behaviour incidents to be simplified.</p> <p>Reduction in incidents for those children receiving 1:1 emotional well-being support.</p> <p>Children to demonstrate increasing resilience.</p> <p>Children to settle quickly into school/lessons.</p> <p>Children with identified needs to make at least expected progress, as evidenced by pupil outcomes.</p>
<p>Identification and targeting of gaps in learning for those underachieving in maths, reading and writing.</p>	<p>Clear identification of underachieving pupils through termly pupil progress meetings.</p> <p>Evidence of impact of intervention programmes/catch-up through pupil outcomes via pre and post intervention data.</p> <p>Rigorous evaluation of targets to derive measures of impact.</p> <p>Progress gap to narrow between PP and non-PP children.</p>
<p>Improvement in the quality of teaching so that outcomes for all pupils improve.</p>	<p>Evidence that all children have daily access to high quality teaching that results in life-long learning.</p>
<p>Increase the rate of attendance for those eligible for PP funding through attendance planning meetings, involving external agencies as appropriate.</p>	<p>Attendance for 85% of pupil premium children to reach a target of 94%. (Current figure = 90%). External agency support offered to those remaining.</p> <p>Gaps between PP (90%) and non-PP (94.5%) does not widen.</p> <p>Attendance figures evidence a diminished gap between PP and non-PP children.</p> <p>Identified pupils attendance/lateness shows improvement over time.</p>
<p>Provision of support for families in the home setting and at school through establishing a more comprehensive programme of wrap-around care.</p>	<p>Children exhibit 'Ready to Learn' behaviour.</p> <p>Number of interventions to address 'Ready to Learn' behaviour reduced.</p>

Pupils with SEND needs identified and supported both by school and external agencies in order to allow good progress to be made.	Pupil and parents surveys demonstrate that school supports pupils and families. School representative attends multi-agency meetings. School maintains CAHMS and TiE links to support pupils.
PP pupils to have the same access to curricular and extra-curricular opportunities as their peers (day trips, residential trips, after-school clubs).	Attendance figures for curricular and extra-curricular opportunities show that those eligible for PP are accessing opportunities. Feedback from pupils and parents to show confidence in access to activities.

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.

The Education Endowment Fund (EEF) Teaching and Learning Toolkit was used to provide evidence or rationale of the school's action. The number in brackets refers to the impact in months from research of chosen activity.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>STEPS training for whole school staff – focused on therapeutic approach to relationship and behaviour management</p> <p><i>All children to have supportive relationship with a member of school staff.</i></p> <p><i>Teachers know their children better and be able to identify and work through challenges.</i></p>	<ul style="list-style-type: none"> Several LEAs, including Cambridgeshire, adopt the therapeutic approach to behaviour evidence shows it improves the experience of children and adults in schools and reduces exclusions. EEF – Teaching and Learning Toolkit – Behavioural Interventions (+4) 	1, 5, 10
<p>Coaching CPD, focused on raising pupil achievement through adopting a mastery approach where appropriate and developing successful feedback</p>	<ul style="list-style-type: none"> EEF Teaching and Learning Toolkit – Mastery learning (+5) DfE report: Supporting the attainment of disadvantaged pupils: articulating success and good practice Nov 2015 identifies QFT as the key to ensuring PP pupils make progress 	1, 3, 4, 5

<i>Opportunities to enhance and refine a range of teaching strategies to help make teaching and learning consistent and high-quality in all areas.</i>	<ul style="list-style-type: none"> • Sutton Trust – ‘The effects of high-quality teaching are especially significant for children from disadvantages backgrounds: over a school year, these children gain 1.5 years’ worth of learning with very effective teachers’ • EEF Teaching and Learning Toolkit – Feedback (+6) 	
<p>Specialist Leaders – Maths, English, Assessment, Pupil Premium, SEN</p> <p><i>Providing specialist knowledge and support for all teaching staff requesting or in need of support</i></p>	<ul style="list-style-type: none"> • EEF The Guide to Pupil Premium – Key Principles - ‘Good teaching is the most important lever schools have ...’ • EEF Teaching and Learning Toolkit – Mentoring (+2) 	1, 3, 4, 5

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

Budgeted cost: £36,407

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teaching support through employment of 1:1/small group interventions, e.g.</p> <ul style="list-style-type: none"> • 1st Class @ Number • ERT • Sensory Circuits • Numicon • Bespoke Behaviour Interventions • Pixel Interventions <p><i>Targeted support for children in class or where additional support is required specifically to aid learning targets and manage behaviour to help develop a positive learning behaviour</i></p>	<ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit – Individualised Instruction (+4) • EEF Teaching and Learning Toolkit – One to One tuition (+5) • EEF Teaching and Learning Toolkit – Feedback (+6) • EEF Teaching and Learning Toolkit – Behaviour Interventions (+4) • TAs who are sufficiently trained and used correctly within the classroom – as a supplement to a teacher – can have a positive impact on pupil engagement and attainment (Deployment of TAs in Schools, DfE: 2019) • Collection of pre and post baseline assessment data to monitor and assess accelerated progress 	1, 3, 4, 5, 10
Speech and Language interventions	<ul style="list-style-type: none"> • Speaking and Listening skills are low on entry for the majority of children in EYFS. • Latest data from DfE (June 2021) identifies speech, language and communication needs (SLCN) are most common type of primary special educational needs (SEN) in state schools. 	1, 2, 3, 4

	<ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit - Oral Language Interventions (+6) 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,352

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ollie Kids/ Ollie 1:1 Therapy Sessions</p> <p><i>Designated time with a qualified practitioner to provide therapy sessions with children identified as requiring additional support.</i></p>	<ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit – Metacognition and Self-regulation (+7) • EEF Teaching and Learning Toolkit – Social and Emotional Learning (+4) • EEF Teaching and Learning Toolkit – Behaviour Interventions (+4) 	1, 5, 9, 10
<p>Behaviour Policy</p> <p>Update and dissemination of updated behaviour policy with adaptations for high need pupils</p>	<ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit – Behaviour Interventions (+4) 	1, 10
<p>Breakfast Club</p> <p><i>Club set up in the mornings led by skilled practitioner to support transition between home and school for those with identified attachment difficulties in order to support readiness to learn, provide positive start to the day and nutritious food</i></p>	<ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit – Extending School Time (+2) • EEF Teaching and Learning Toolkit – Behaviour Interventions (+4) 	6, 7, 8, 9, 10
<p>Lunch Club</p> <p><i>Accessed by those who may struggle with a busy playground environment and who require support with social skills in order to engage in meaningful play</i></p>	<ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit – Behaviour Interventions (+4) 	6, 7, 8, 9, 10
<p>Enrichment Opportunities</p> <ul style="list-style-type: none"> • STEM experiences • After school curriculum clubs • Day trips • Residential trips 	<ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit – Arts Participation (+3) 	6, 7, 8, 9, 10

<p>Lunchtime Provision – Peer Mediators</p> <p><i>Staff and children providing support for those who require it with regulating emotions, providing play opportunities, coaching in social skills.</i></p>	<ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit – Metacognition and Self-Regulation (+7) 	<p>1, 5</p>
<p>Attendance and Family Work Support</p>	<ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit – Extending School Time (+2) • EEF Teaching and Learning Toolkit – Behaviour Interventions (+4) 	<p>6, 7, 8, 9, 10</p>

Total budgeted cost: £66, 114

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.

See previous Pupil Premium document for 2020-2021

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
Ollie Kids	Subconquest Cognitive Therapy

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	