

# Pupil premium strategy statement – Chesterton Primary School

This statement details our school's use of pupil premium 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	190 (census)
Proportion (%) of pupil premium eligible pupils	55 - 29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Claire Andrews
Pupil premium lead	Claire Andrews
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,025
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£80,025

# 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	19% of PP with SEN have social, emotional and mental health difficulties that impact on their readiness to learn.																																																	
2	Attainment at the end of Early Years Foundation Stage shows a gap between disadvantaged and non-disadvantaged pupils <table border="1" data-bbox="448 1308 1401 1509"> <thead> <tr> <th colspan="4">EYFS Profile</th> </tr> <tr> <th>% Good level of development</th> <th>ALL PUPILS (25)</th> <th>DISADVANTAGED (10)</th> <th>NOT DISADVANTAGED (15)</th> </tr> </thead> <tbody> <tr> <td></td> <td>15 (60%)</td> <td>5 (50%)</td> <td>10 (67%)</td> </tr> </tbody> </table>	EYFS Profile				% Good level of development	ALL PUPILS (25)	DISADVANTAGED (10)	NOT DISADVANTAGED (15)		15 (60%)	5 (50%)	10 (67%)																																					
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5	Potential low levels of confidence, independence and resilience in approaches to learning.																																																	
6	Potential low levels of parental engagement impacting on attendance and																																																	

	punctuality		
		PP	Non-PP
	Attendance data 2022 -2023	93%	96%
Attendance data Sep 23 – Dec 23	92%	96%	

  

7	<p>The most recent English indices of deprivation (2019) estimated 4.6% of residents in Cambridge were living in areas ranked as the most deprived 10% nationally (Cambridge City Portrait: State of the City 2023 report).</p> <p>Potential social and economic factors, including complex family circumstances creating barriers to progress, including:</p> <ul style="list-style-type: none"> <li>• Limited life experiences and first-hand opportunities</li> <li>• Low aspirations and unemployment (39% higher education participation in East Chesterton - Cambridge City Portrait: State of the City 2023 report)</li> <li>• Potential lack of boundaries at home</li> </ul>
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## 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 and minimising disruption to other learners.</p>	<p>All staff have received training on mental health awareness, and understand how to support vulnerable children emotionally            Early identification leading to timely and tailored support, evidenced by case studies and SDQ results showing improvement.            MyConcern data shows the number of behavioural incidents are reduced between September 23 – July 24. The number of incidents, categories and trends are tracked weekly, trends tracked and discussed in weekly safeguarding meetings.            Reduction in incidents for those children receiving 1:1 emotional well-being support by 50% over a term, tracked termly.            Children demonstrate increasing resilience in lessons as observed through learning walks and observations with a focus on engagement and resilience.            Children settle quickly into lessons as observed in learning walks after key transition points.            Children with identified needs make at least expected progress, as evidenced by pupil progress meetings set out in Autumn - Summer.</p>
<p>Identification and targeting of gaps in learning for those underachieving in maths, reading and writing.</p>	<p>Pupils not making sufficient progress are identified through half-termly pupil progress meetings and analysis of assessment data.            Pre and post intervention programme data shows impact of intervention programmes/catch-up through pupil outcomes.            Progress is rigorously evaluated by SLT in half-termly pupil progress meetings and targets set as evidenced in pupil progress paperwork.            Progress gap narrows between PP and non-PP children and evident in pupil progress paperwork and data tracking on FFT.</p>
<p>Improvement in the quality of teaching so that outcomes for all pupils improve.</p>	<p>Learning walks and observations show that children have daily access to high quality teaching.            Pupil progress meeting show improvement in pupil progress and attainment between September 23 and June 24.            Lesson observations and subject leader monitoring shows teachers have strong subject knowledge and are facilitating engaging and effective lessons.</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%. (2022- 2023 92%) External agency support offered to those remaining.            Attendance tracking data in summer 24 shows the gap between PP (92%) and non-PP(96%) does not widen/            Attendance figures evidence a diminished gap between PP and non-PP children (4% gap in 2022 – 2023).            Specific and targeted pupil attendance/lateness shows improvement over each half term and tracked weekly by SLT.</p>

<p>Provision of support for families in the homesetting and at school through establishing a more comprehensive programme of wrap-around care.</p>	<p>Lesson observations by SLT and subject leads shows children exhibit 'Ready to Learn' behaviors. Interventions address 'Readyto Learn' behaviours for PP children including those with SEND reduced between Autumn term – end of Spring term.</p>
<p>Pupils with SEND needs identified and supported both by school and external agencies in order to allow good progress to be made.</p>	<p>Pupil and parents survey results demonstrate positive parental feedback and show that school is supporting pupils and families. 100% of pupils with identified SEND have a personalised support plan in place. School representative attends multi-agency meetings. School maintains CAMHS links to support pupils.</p>
<p>PP pupils to have the same access to curricular and extra-curricular opportunities as their peers (day trips, residential trips, after- school clubs).</p>	<p>Attendance figures for curricular and extra-curricular opportunities show that 50% of those eligible for PP are accessing opportunities. Feedback from pupils and parents shows increased confidence in their ability access to activities.</p>

## 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: £5,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cambridgeshire Therapeutic Thinking training for whole school staff – focused on therapeutic approach to relationship and behavior 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"> <li>• 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.</li> <li>• EEF – Teaching and Learning Toolkit – Behavioural Interventions (+4)</li> </ul>	<p>1, 5, 10</p>
<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"> <li>• EEF Teaching and Learning Toolkit – Mastery learning (+5)</li> <li>• 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</li> </ul>	<p>1, 3, 4, 5</p>

<p><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></p>	<ul style="list-style-type: none"> <li>• Sutton Trust – ‘The effects of high-quality teaching are especially significant for children from disadvantaged backgrounds: over a school year, these children gain 1.5 years’ worth of learning with very effective teachers’</li> <li>• EEF Teaching and Learning Toolkit –Feedback (+6)</li> </ul>	
<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"> <li>• EEF The Guide to Pupil Premium – Key Principles - ‘Good teaching is the most important lever schools have ...’</li> <li>• EEF Teaching and Learning Toolkit –Mentoring (+2)</li> </ul>	1, 3, 4, 5

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

Budgeted cost: £39,098

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teaching support through employment of 1:1/small group interventions for PP children, delivered by both teachers and TAs e.g.</p> <ul style="list-style-type: none"> <li>• Sensory Circuits</li> <li>• ELS Interventions</li> <li>• Numicon</li> <li>• Bespoke Behaviour Interventions</li> <li>• Pixl Interventions</li> <li>• Ark maths interventions</li> </ul> <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"> <li>• EEF Teaching and Learning Toolkit – Individualised Instruction (+4)</li> <li>• EEF Teaching and Learning Toolkit – One to One tuition (+5)</li> <li>• EEF Teaching and Learning Toolkit – Feedback (+6)</li> <li>• EEF Teaching and Learning Toolkit – Behaviour Interventions (+4)</li> <li>• 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)</li> <li>• Collection of pre and post baseline assessment data to monitor and assess accelerated progress</li> </ul>	1, 3, 4, 5, 10

<p>Speech and Language interventions – Language Links and SaLT</p>	<ul style="list-style-type: none"> <li>• Speaking and Listening skills are low on entry for the majority of children in EYFS.</li> <li>• 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.</li> <li>• EEF Teaching and Learning Toolkit - Oral Language Interventions (+6)</li> </ul>	<p>1, 2, 3, 4</p>
<p>Training of staff to deliver quality first teaching, adaptive strategies and interventions.</p>	<ul style="list-style-type: none"> <li>• EEF Teaching and Learning Toolkit – Individualised Instruction(+4)</li> <li>• EEF Teaching and Learning Toolkit – One to One tuition (+5)</li> <li>• EEF Teaching and Learning Toolkit – Feedback (+6)</li> <li>• EEF Teaching and Learning Toolkit – Behaviour Interventions (+4)</li> </ul>	



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

Budgeted cost: £35,352

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Trauma Therapy <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"> <li>• EEF Teaching and Learning Toolkit - Metacognition and Self-regulation (+7)</li> <li>• EEF Teaching and Learning Toolkit - Social and Emotional Learning (+4)</li> <li>• EEF Teaching and Learning Toolkit - Behaviour Interventions (+4)</li> </ul>	1, 5, 9, 10
<p>Behaviour Policy Update and dissemination of updated behaviour policy with adaptations for high need pupils, including those with PP requiring additional support.</p>	<ul style="list-style-type: none"> <li>• EEF Teaching and Learning Toolkit - Behaviour Interventions (+4)</li> </ul>	1, 10
<p>Breakfast &amp; After School Club <i>Club set up in the mornings led by skilled practitioners 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"> <li>• EEF Teaching and Learning Toolkit - Extending School Time (+2)</li> <li>• EEF Teaching and Learning Toolkit - Behaviour Interventions (+4)</li> </ul>	6, 7, 8, 9, 10
<p>Lunch Club <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"> <li>• EEF Teaching and Learning Toolkit - Behaviour Interventions (+4)</li> </ul>	6, 7, 8, 9, 10
<p>Enrichment Opportunities</p> <ul style="list-style-type: none"> <li>• STEM experiences</li> <li>• After school curriculum clubs</li> <li>• Day trips</li> <li>• Residential trips</li> </ul>	<ul style="list-style-type: none"> <li>• EEF Teaching and Learning Toolkit - Arts Participation (+3)</li> </ul>	6, 7, 8, 9, 10

<p>Attendance Monitoring <i>To improve attendance of pupil premium children.</i></p>	<ul style="list-style-type: none"> <li>• Attendance officer will promptly call families who have an absent child without providing a reason.</li> <li>• A 'vulnerable' list will be used by the pastoral team, of children we know have historic attendance concerns and family support workers will complete home visits for these children.</li> <li>• Children with regular and high school attendance do well at school. There is less opportunity for missed learning opportunities or gaps in learning.</li> </ul>	<p>6,7,8</p>
<p>Attendance and Family Work Support</p> <p>Update 2023 – 2024</p> <p>Ollie and His Super Powers programme was replaced by Trauma Therapy to enhance the provision of support for families in the homesetting and at school.</p>	<ul style="list-style-type: none"> <li>• EEF Teaching and Learning Toolkit - Extending School Time (+2)</li> <li>• EEF Teaching and Learning Toolkit</li> <li>• Behaviour Interventions (+4)</li> </ul>	<p>6, 7, 8, 9, 10</p>

**Total budgeted cost: £80,025**

## 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 2022 to 2023 academic year.

Pupil premium children percentage was 93% which was 3% difference compared to non-pupil premium children (96%) in 2022-2023

After reviewing the impact of the Ollie and His Super Powers programme, this was replaced by Trauma Therapy to enhance the provision of support for families in the homesetting and at school.

Outcomes show that 67% of PP children met the expected standard in reading, writing and maths in 2022-2023.

Outcomes show that 60% of PP children passed the phonics screening check.

50% of PP children met GLD making this a key priority area of 2023-2024.

### 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
Trauma Therapy	JV Trauma Tools
Early Excellence	
Ark Maths	
Times Tables Rock Stars	Maths Circle Ltd
Essential Letters and Sounds	

### Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
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?	