

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Chew Stoke Church School
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	7.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Ben Hewett
Pupil premium lead	Ben Hewett
Governor / Trustee lead	Marita Price

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,814
Recovery premium funding allocation this academic year	£2,000
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	£22,814

Part A: Pupil premium strategy plan

Statement of intent

Confident in Learning, Caring in Life

At Chew Stoke Church School, we aim to secure effective teaching and learning for all and enhance achievement and well-being, irrespective of personal circumstances. We have a clear philosophy that we want to provide children with opportunities that they may not always have access to. Our Pupil Premium funding, therefore, is spent on children in support of this aim. Our school leadership and governance values the quality of teaching and learning as its core purpose. This implies the deployment of time, energy and resources to enhance confidence in the quality of teaching and learning and the focus on achievement. Chew Stoke Church School aims to work effectively with every pupil; we support them where necessary to overcome academic or emotional barriers that could prevent optimum progress. We want to enable all pupils to participate in the full range of activities offered within and beyond school to ensure they have the very best learning experience and make outstanding progress. All members of staff are committed to meeting their pastoral, social and academic needs within the school environment.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Internal diagnostic assessment and observations show that a high proportion of disadvantaged pupils at our school start their education at a lower level of achievement in reading, writing, mathematics and oracy than other pupils..
2	Some of the parents of our disadvantaged pupils face barriers in ensuring good attendance. Internal data indicates that pupils from disadvantaged backgrounds have lower attendance than their peers (95.0% in comparison to 96.2%).
3	Our assessments and observations indicate that the wellbeing and Social, Emotional and Mental Health needs of a number of our disadvantaged children requires therapeutic services or interventions.
4	The impact of COVID 19 and loss of direct teaching has had a significant impact on the academic attainment of pupils across school, with a higher proportion of disadvantaged children in our setting failing to reach the expected standard in internal assessments last academic year. These findings are supported by national trends and studies.
5	Through observations and conversations with pupils and their families, we find that a number of our disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.

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
Reading, writing and maths attainment of disadvantaged pupils is in line or above their non-disadvantaged peers	<ul style="list-style-type: none"> Disadvantaged pupils achieve outcomes at the end of year that are in line with or exceeds the outcomes of non-disadvantaged pupils in their year group. This will be evidenced in the end of year teacher assessment and/ or standardised scores from NFER results. Quality first teaching is further embedded and developed so that disadvantaged children are challenged to think deeply about difficult concepts, making accelerated progress The Expert Teacher Programme and Learning Enquiries are able to unlock barriers to learning for our most disadvantaged pupils
Improved attendance, reduced persistent absence	Reduction in persistent absence for PPG group. Attendance data analysis at half termly pastoral meetings shows figures for disadvantaged pupils above 96%
Improved early reading attainment among disadvantaged pupils	At least 90% of pupils in Y1 to pass the PSC. Internal data tracking, formative and summative assessments show that disadvantaged pupils are making good progress in reading
To address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication.	Experiences and visitors planned for all pupils across the year. Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost/free to allow children to participate experiences that are not provided within the home environment

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: £19,614

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of National College in order to gain CPD knowledge for all staff. -	<ul style="list-style-type: none"> Evidence from Education Endowment Foundation – Remote Professional Development 	1,2,3,4

Narrowing the Gap in Educational Attainment: Effective Classroom Practice - Bridging the Gap: Improving Pupil outcomes	Rapid_Evidence_Assessment_Summary_RPD.pdf (d2tic4wvo1iusb.cloudfront.net)	
Whole-school phonics training including SSP lowest 20% intervention training for teaching support staff	DfE Reading Framework 2021	1,4
Subject Leaders (out of class) to support: <ul style="list-style-type: none"> • Quality of teaching in classrooms across the school • Assessment • Curriculum 	EEF: Closing the Attainment Gap Key Lessons Learned EEF (2020) The EEF guide to supporting school planning: a tiered approach 2020-21	1,4
'Keep up' support for all vulnerable children. 1 x 60 minute session per week	EEF (2020) The EEF guide to supporting school planning: a tiered approach 2020-21	1,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding. Interventions to be monitored and evaluated by the head teacher Interventions to be carried out by experienced teachers (via the National Tutoring Programme) and Teaching Assistants within school.	Evidence from Education Endowment Foundation – Metacognition and SelfRegulation (+7months) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1,2,3,4
Focused maths, readin, SPAG and writing groups led by TAs on pre/post teaching of same learning content to	EEF evidence: - Small group tuition +4 months · Teaching assistant interventions +4 months · Meta cognition and self- regulation +7 months Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,4

ensure children keep up.		
Focused reading interventions and daily reading practice led by TAs to enable children to practise blending and secure reading comprehension.	EEF evidence: · Small group tuition +4 months · Teaching assistant interventions +4 months · Feedback +6 months · Phonics +5 months	1,4

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

Budgeted cost: £3200

<i>Activity</i>	Evidence that supports this approach	Challenge number(s) addressed
Focus on attendance of families of PP children to challenge and support families to engage with school using services of the EWO.	EEF evidence: · Parental involvement +4 months progress	1,4
Enable children to take part in educational trips and visits which will enhance their experiences of school and ensure equal access.	EEF evidence: · Social and emotional learning +4 months progress	2,3,4
Engage with external agencies to provide opportunities for in school and after school clubs e.g. multi-sports	<ul style="list-style-type: none"> Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending Guide to the pupil premium EEF (educationendowmentfoundation.org.uk) 	1,2, 3, 4
Appropriately deploy staff to support Disadvantaged pupil's pastoral needs. – Thrive sessions to be available twice a week and all PP children to participate in Forest School Sessions and have a Thrive dedicated trip.	<ul style="list-style-type: none"> Evidence from Education Endowment Foundation – Metacognition and SelfRegulation (+7months) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) 	1,2,3,4

Total budgeted cost: £22814

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.

The majority of Pupil Premium children made at least expected progress from their individual starting points as a result of a carefully planned curriculum and extra interventions. Across the school in Reading, Writing and Maths the progress of Pupil Premium children during the 2022/23 academic year was in line, or better, with the progress of all children.

Targeted Support

In line with diagnostic assessments, hinge questions are embedded into all aspects of pedagogy across the school. This has supported teachers to identify barriers to learning on a lesson-by-lesson basis in order to immediately support via interventions such as post-teaching and gap filling. In line with our robustly developed curriculum plans, evidence from experience enabled us to use high quality teaching that was well matched to pupil needs in our interventions. Rigorous monitoring of groups has taken place and this has supported teachers to track this across lessons, days and units. As stated in the EEF high quality teaching guide, we know that expert teachers are best placed to deliver guided instruction and intervention. We have invested in a qualified teacher in role as 'Keep up Teacher' to deliver intervention support following in-lesson diagnostic assessments, this is aimed at disadvantaged children and those with the lowest 20% attainment.

Wider Strategies

We recognise that persistent absence is a barrier to educational attainments and school staff worked closely with all stakeholders to ensure that disadvantaged families were fully supported to improve their attendance. Alongside our educational welfare officer and learning mentors, we were able to steadily increase the attendance of this vulnerable group to 95% at the end of term 6. This target will be increased to 96% for the 2023/24 academic year

Improved wellbeing and engagement in school life, including offering breakfast and after school club to targeted children and an increased offer of support from our learning mentor team.

Pastoral support for families. Weekly, or in some cases daily check-ins with families to offer support.

Forest School and Thrive.

PP=Pupil Premium

	Reading		Writing		Maths	
	All	PP	All	PP	All	PP
Year 1	1.93	2.00	1.66	2.00	1.34	1.00
Year 2	1.45	1.50	1.10	1.00	1.30	1.50
Year 3	1.23	n/a	1.03	n/a	1.40	n/a
Year 4	1.08	1.25	1.16	1.25	1.12	1.00
Year 5	1.18	2.00	0.95	1.00	1.09	1.00
Year 6	1.20	1.25	1.12	1.00	1.24	1.25
Average	1.35	1.59	1.17	1.25	1.25	1.15

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
PurpleMash	PurpleMash
TT Rockstars	Maths Circle