

Pupil premium strategy statement

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	Chew Stoke Church School
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	8.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	15 th Dec 2021
Date on which it will be reviewed	July 2022
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	£23,175
Recovery premium funding allocation this academic year	£2,175
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	£25,350

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	A number of children identified as Pupil Premium demonstrate anxiety and SEMH issues.
2	A number of Pupil Premium children are also identified as having SEND and are therefore making slower than expected progress through KS1 and KS2.
3	A large number of children who are Pupil Premium have been affected by two lockdowns and are not achieving their full potential in reading, writing and maths.
4	A small number of Pupil Premium children can have low attendance.

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.

Challenge	Intended outcome	Success criteria
1	Children with emotional, social and wellbeing difficulties (and their families) receive mentor support, counselling and targeted interventions from the Thrive practitioner or external agencies to reduce incidents and to ensure that they are mentally prepared to learn and therefore can make progress in their learning.	<p>Increase in self-esteem, confidence and resilience is reported.</p> <p>Measures of well-being and the child's general happiness and attitude to learning, show the impact of mentoring and interventions.</p> <p>Regular parent/ teacher meeting for feedback and review.</p>
2	PP children with SEND will be identified and the required support and intervention will be in place and monitored through ILP targets and intervention record sheets.	Children will be making at least expected progress from their starting points. Families will be met with termly and supported with how to help at home.
3	Use teacher assessment and summative tests to identify the PP children who are not reaching their potential in reading, writing and maths. Plan and implement targeted, specific interventions to close gaps or use pre/post teaching to ensure children make accelerated progress during the year.	Children identified receive interventions which are measured and monitored for impact. Pupil Premium children make good progress from their starting points (1+ points progress)
4	Fully implement the attendance policy and use EWO to support those families who need it to improve their attendance and punctuality.	Pupil Premium absence will be in line with non-Pupil Premium absence.

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: £800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of National College in order to gain CPD knowledge for all staff.</p> <ul style="list-style-type: none"> - Narrowing the Gap in Educational Attainment: Effective Classroom Practice - Bridging the Gap: Improving Pupil Outcomes 	<ul style="list-style-type: none"> • Evidence from Education Endowment Foundation – Remote Professional Development <p>Rapid Evidence Assessment Summary RPD.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1,2,3
<p>All staff engagement in 'in house' CPD to support Quality first Teaching using our experienced Teaching & Learning team.</p> <ul style="list-style-type: none"> - 15 staff meetings dedicated to Teaching and Learning - Subject monitoring for all subject leaders and non-contact time - 3 Inset days to focusing on curriculum design and development 	<ul style="list-style-type: none"> • Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery (+ 5months) <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <ul style="list-style-type: none"> • Evidence from Education Endowment Foundation – Maximising Learning. <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	2,3

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

Budgeted cost: £ 20,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, structured interventions to children across the whole school using</p>	<ul style="list-style-type: none"> • Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: 	2,3

<p>'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.</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Focused maths, and writing groups led by TAs on pre/post teaching of same learning content to ensure children keep up</p>	<ul style="list-style-type: none"> Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months) <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	2,3
<p>Focused reading interventions and daily reading practice led by TAs to enable children to practise blending and secure reading comprehension.</p>	<ul style="list-style-type: none"> Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months) <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	2,3

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

Budgeted cost: £3,750

<i>Activity</i>	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on attendance of families of PP children to challenge and support families to engage with school using the services of the EWO.</p>	<ul style="list-style-type: none"> Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.) <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1,4

<p>Enable children to take part in educational trips and visits which will enhance their experiences of school and ensure equal access.</p>	<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) 	<p>1,2,3,4</p>
<p>Engage with external agencies to provide opportunities for in school and after school clubs e.g. multi-sports</p>	<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) 	<p>1,2,3,4</p>
<p>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</p>	<ul style="list-style-type: none"> Evidence from Education Endowment Foundation – Metacognition and Self-Regulation (+7months) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) 	<p>1,2,3,4</p>

Total budgeted cost: £25,350

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.

During an unpredictable year, we ensured that pupil's wellbeing and social skills were at the forefront of our planning. Pupils were able to communicate in class bubbles during the national lockdown; collaborative working was prioritised and communication and language opportunities were built into the curriculum.

Ensuring that pupils and families were prepared for national lockdowns due to COVID-19 was another priority of the year. Senior staff had regular contact with families who were isolating, ensuring that laptops were set up and collected for work to be done at home. Remote learning was carefully planned with levels of support for individual pupils needs. As a result, all pupils had access to personalised remote learning throughout the national lockdown and therefore were able to continue to make progress against starting points. Where pupils had difficulties of printing work at home school staff regularly dropped of printed copies and resources to them. Targeted pupils also benefitted from additional pastoral support and interventions when both at home and in school.

Gaps in learning were identified after the national lockdown and were prioritised in order to support pupil's making progress from their starting points. Long term plans were adapted in order to fill gaps in learning, as well as build on prior learning. Most 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 2020/21 academic year was in line with the progress of all children.

PP=Pupil Premium

	Reading		Writing		Maths	
	All	PP	All	PP	All	PP
Year 1	1.10	n/a	1.21	n/a	1.31	n/a
Year 2	1.13	n/a	1.13	n/a	1.30	n/a
Year 3	1.00	1.33	1.36	1.33	1.28	1.33
Year 4	1.61	1.49	1.36	1.28	1.52	1.29
Year 5	1.67	n/a	1.17	n/a	1.27	n/a
Year 6	1.05	1.10	1.18	1.18	1.18	1.20
Average	1.26	1.31	1.24	1.26	1.31	1.28

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