

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	Cheswardine Primary and Nursery School
Number of pupils in school	45
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/21, 2021/22, 2022/23
Date this statement was published	November 2021
Date on which it will be reviewed	May 2022 /November 2022 / May 2023
Statement authorised by	Rachael Williams
Pupil premium lead	Rachael Williams
Governor / Trustee lead	Helen Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,760
Recovery premium funding allocation this academic year	£ 2000
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	£ 12,760

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their full potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and additional special need. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- address imbalances in advantage due to the rural deprivation more common in our area and the socio-economic gaps this raises for families.

Challenges

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

Challenge number	Detail of challenge
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1	Poor vocabulary and Literacy skills due to speech and language development being weak in KS1 and when entering school. Oral language difficulties – speech and language development hindering progress.
2	Impact of pandemic disruptions on phonics learning, segmenting and blending and therefore learning to read.
3	Social and emotional barriers to learning which limit confidence and the development of successful learning behaviours.
4	Gaps in key foundations of learning particularly in Maths in early KS2
5	Gaps in key foundations of learning particularly in writing stamina and presentation across the 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
Improve vocabulary and oral language skills for those eligible for PP in Reception and KS1	PP Pupils in Reception meet age related expectations at the end of the year. Year 1 PP children pass the phonics check, where they are not specifically hindered by SEN. PP children in Year 2 make rapid progress from their starting points with 67% or above achieving age related expectations in Literacy. SLT intervention accessed where required and Nuffield Early language programme to be used to raise standards and expertise of TAs rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
Improve outcomes in reading for children in KS1 and LKS2 following the impact of the pandemic by prioritising phonics and effective segmenting/ blending in KS1 and in catch up programmes through LKS2.	Semantic synthetic phonics programme in place in KS1. Phonics progress tracked successfully and weaker pupils identified and supported in a timely fashion. Catch up phonics in place where required in LKS2 PPG children leading to reading gaps closing and weaknesses addressed from the effects of the pandemic. RWI in place. Increased progress in Reading over the year and non-SEN PPG pupils reach age related expectations in reading.
Increased progress in Writing and GPS for PP pupils. Specific spelling support and development. Increased stamina displayed in writing for PP pupils. Extended vocabulary used within extended writing more evident.	Handwriting support and intervention in short focussed pieces. KS1 daily handwriting focus. Pre-tutoring and Reflection used to address difficulties. Vocabulary extension opportunities used in KS2. RWI catch up explored to support writing. Opportunities for writing throughout the curriculum to increase stamina. Evident in book trawls across the curriculum and lesson observations.

Increased confidence when faced with new experiences for PP pupils and increased independence and resilience when faced with challenges to learning. Work on growth mindset and effective learning behaviours across the school.	Opportunities for wider experiences through projects within school which will result in evidence in oral and written work of increased independence, resilience and responsibility and improved written outcomes, moderated within school and across the federation. As well as monitoring pupil voice through council and well-being questionnaires.
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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: £6,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWI across the school for KS1 Development in reading and LLKS2 catch up.</p> <p>Use of growth mindset and classdojo built upon across the school. Utilising Metacognition and self-regulation for learners</p> <p>Focus on rewarding good learning behaviours and making them explicit throughout learning and goal setting..</p>	<p>Phonics: High impact based on extensive evidence for very low cost – EEF Toolkit, therefore new synthetic semantic scheme taught to all staff and brought into school. Includes scheme and training – quite high costing in the first year and then subsequent yearly subscription.</p> <p>Meta-cognition and self-regulation: EEF Feedback: 'High impact, very low cost based on extensive research' (+8) Continue to develop effective feedback and check impact.</p> <p>Building on knowledge of learning behaviours and classdojo rewards in the school to improve the independence building on from work on learning behaviours undertaken in previous years.</p>	2 and 3
<p>Sign up for Nuffield Early Language intervention programme and use this to support children in KS1 through specific interventions.</p> <p>Phonics focus with all KS1 as catch up and extension – RWI</p> <p>Use curriculum opportunities to inspire and extend writing in KS1 and 2 – broad and balanced opportunities for writing in different genres Writing frames to extend vocabulary.</p>	<p>EEF Toolkit recommendation to use catch up funding to take part in NELI – signed up for support</p> <p>Speech and Language integral to development of reading and writing - this need seen to be particularly acute since lockdown in KS1 in particular and will be addressed through RWI (as well as Gold Library Service / Fiction Express) and through making links with the real world and children's interests throughout the curriculum themes</p> <p>Phonics knowledge integral to further academic success and reading in order to access curriculum. RWI to be followed.</p>	1 and 5

	OFSTED 2019 Framework emphasis on broad and balanced curriculum which prioritises knowledge and therefore vocabulary is required	
<p>Writing opportunities extended across the curriculum and Fine motor control input.</p> <p>Focus on pride in presentation and cursive writing.</p> <p>Book monitoring and moderation across Federation and in school to check on progress.</p> <p>Curriculum review and progression of key knowledge to focus on vocabulary in knowledge maps and organisers.</p> <p>Intent to develop vocabulary clear in all subjects and opportunities for repetition and deepening acknowledged in plans.</p>	<p>Focus taken from in school monitoring and previous OFSTED inspections, which show specific weaknesses in writing and motor control historically within school. Therefore the need must continue to be addressed. Unfortunately lockdown has done little to support writing and even writing stamina has decreased. Most PP children are KS1 and fine motor control is an issue</p> <p>EIF: Focussed on a broad and balanced curriculum that addresses cultural capital issues.</p> <p>School identified weaknesses in new and younger children as they have entered school in September Lockdown has also seen an increase in screen time but we will try to use this to develop vocabulary through some of our remote learning platforms: Purple Mash, Espresso, Fiction Express, and Spelling Frame.</p>	5

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

Budgeted cost: £5,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase opportunities for independent learning through curriculum challenges.</p> <p>Celebrate learning behaviours. Learning Mentoring time, life story and social story work where required</p>	<p>Emotional health and well-being identified in strategic vision as an area we aim to build up and on as a Federation, there is evidence that some PP children have suffered anxiety over the lockdown period and this is reflected in historic attendance figures</p> <p>EEF Toolkit: Parental engagement: moderate impact for very low cost based on extensive evidence.</p>	3

Increased opportunities for parental engagement in learning and performance over the year.		
Speech and language support – SLT team and TA. Nuffield Early Language Intervention support Makaton training accessed and used	EEF Feedback: Oral Language Interventions: 'Moderate impact for very low cost based on extensive research' (+5) and Phonics support, feedback similar from EEF toolkit. (+4) A need has arisen in the lower years to make full use of support from the SLT team / Nuffield Programme and train TAs to deliver daily interventions related to the sounds covered and the programme used in order for more rapid progress to be sustained.	1
Targeted interventions in place when needed – motor control, touch typing, handwriting, spelling pattern development, pre-teaching and feedback Group support for Maths using White Rose Maths daily or LKS2 in particular. Homework online links and resource support.	Short, sharp interventions that build and recap skills are working for children in the lower years and are being embedded rather than longer more intrusive interventions. Working in groups on motor control uses collaborative learning as rated in EEF: is 'moderate impact for very low cost based on extensive evidence' (+5) Again TA interventions most effective in short, sharp blasts or delivered by CT	4 and 5
Targeted interventions related to need identified in Pupil progress meetings, eg: Maths group support, phonics group, SNIP for spelling. (TAs and Tutor), School led tutoring and opportunities for small group intervention with the teacher in LKS2 during MFL sessions.	'There is a growing evidence base which suggests that when they are used to deliver structured programmes with high-quality support and training, Teaching assistants can have a positive impact on pupil learning.' We are committed to training up our TAs and use qualified tutors in order to tailor the interventions to the pupils and to the skill set of the TAs. Using the EEF finding that 1:1 can be just as effective as 1:2 and 1:4 at times. Work on mindfulness and resilience through planned activities and learning mentor support on a regular basis	4 and 5

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

Budgeted cost: £1,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Lessons support – guitar and further club support when COVID restrictions can be relaxed.	Closing the gap in terms of opportunity and access to wider learning opportunities by those who cannot necessarily afford it.	3
Trips and residential opportunities as COVID restrictions relax. Recovery Curriculum focus. Use assemblies, PSHE and virtual links to church and community during restricted times. Parental Engagement	Closing the gap in terms of opportunity and access to wider learning opportunities by those who cannot necessarily afford it or who experience it. Focus on emotional resilience and strategies to help with this throughout assembly themes, RSE, PSHE and collective worship opportunities. Use opportunities for outdoor learning, daily mile, forest school and problem solving	3
Inspirational Projects Parental Engagement opportunities	Aligned with the school vision to make learning fun, some PP money is used to assist the delivery of inspirational and memorable projects and activities in school, often with an academic focus in mind following successes, particularly in writing progress and parental engagement across year groups previously. Parents involved and committed to improve attendance.	1-5
Mental Well-being for pupils and staff across the school and Federation	Training for mental well-being lead in school. Move towards a paid counsellor/learning mentor in 2022/23. Access support from outside agencies for specific children in 2021/22 Commitment to mental health and well-being across the Federation.	1-5

Total budgeted cost: £ 12,956

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.

Please see pdf of Pupil Premium Strategy Review 2020/21

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
White Rose Maths online subscription	White Rose Maths
Purple Mash	2Simple
Literacy Shed	Ed Shed
TT Rockstars	Maths Circle
Oxford Owl	OUP
Fiction Express	Fiction Express Education