

Pupil premium strategy statement

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 | Cheswardine Primary and Nursery School |
| Number of pupils in school | 44 |
| Proportion (%) of pupil premium eligible pupils | 20% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2023/24, 2024/25, 2025/26 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | May 2025 /November 2025 / May 2026 |
| 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 | £10,360 |
| 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 | £10,360 |

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 for those pupils most affected by the pandemic, currently Year 5 (Academic Year 23/24), notably in its targeted support for pupils 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 | Resilience and independence when faced with learning challenges, self-belief and motivational barriers |
| 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 KS2 |
| 5 | Gaps in key foundations of learning particularly in writing stamina, spelling 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 Year 1 meet age related expectations at the end of the year and pass the phonics check, where they are not specifically hindered by SEN. SLT intervention accessed where required and Early Talkboost and KS1 Talkboost programmes to be used to raise standards and support children. Rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. |
| Close the gaps in learning and improve mathematical fluency across the school and in KS2 in particular. | PP children reach age related expectations in Maths where they are not hampered by and SEND barrier to learning. Maths interventions and parental engagement to support children in Maths evident and proved to raise standards. |
| 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. Interventions explored to improve spellings in KS2 and writing opportunities widened across the curriculum to increase stamina. Higher expectations from all staff relating to presentation and spelling in books. 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. |

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: £5,150

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>White Rose CPD for staff delivering the Maths curriculum. Mathletics interventions for key children in KS2. Practice books for homework in Maths across the school Ipads for each KS2 child to access Mathletics and TTRS.</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>Homework: High impact based on limited evidence for very low cost – EEF Toolkit, and parental engagement: moderate impact based on very low cost based on extensive research. CPD will provide consistent approach and vocabulary from all staff members</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 over and above recognition boards in the school to improve the independence and celebrate achievements made across the school. Clear Behavioural Policy now in place and rules set across the Federation, ensuring consistency of approach and pupil awareness of boundaries.</p> | <p>2, 3 and 4</p> |
| <p>Sign up for Talkboost assessments and intervention programme and use this to support children in KS1 and Nursery.</p> <p>Phonics focus with all KS1- Read, Write, Inc.</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: Oral language interventions: very high impact based on very low cost based on extensive evidence.</p> <p>EEF Toolkit states phonics programmes have a high impact with low cost based on extensive evidence..Phonics knowledge integral to further academic success and reading in order to access curriculum. RWI to be continued.</p> <p>OFSTED 2019 Framework emphasis on broad and balanced curriculum which prioritises knowledge and therefore vocabulary is required.</p> | <p>1 and 5</p> |

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| Use Nessy programmes to support spelling and investigate presentation support and handwriting programmes which could be used to improve. Use Ipads and technology to support. | Recent OFSTED 2023 recognised issues with spelling, handwriting and presentation that need addressing. | |
| <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>Parental Engagement Meetings to improve expectations and give advice on supporting pupils at home.</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. .</p> <p>Most PP children in KS2 show fine motor control issues, especially those who missed out on a huge amount of KS1 due to the pandemic.</p> <p>EIF: Focussed on a broad and balanced curriculum that addresses cultural capital issues.</p> <p>EEF Toolkit: parental engagement has moderate impact with very low cost and extensive evidence.</p> | 2 and 5 |
| | | |

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

Budgeted cost: £4,014

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Increase opportunities for independent learning through curriculum challenges and increased use of ICT – Ipads in place for all KS2.</p> <p>Celebrate learning behaviours. Learning Mentoring time, life story and social story work where required</p> <p>Increased opportunities for parental engagement in learning and performance over the year.</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, these are now improving but persistence non-attendance issues are related to PP children.</p> <p>EEF Toolkit: Parental engagement: moderate impact for very low cost based on extensive evidence.</p> | 3 |

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| <p>Speech and language support – SLT team and TA.</p> <p>Talkboost – EYFS and KS1</p> <p>Makaton training accessed and used</p> <p>Talking programmes and Devices in school to support communication.</p> | <p>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)</p> <p>Special needs pupils need makaton so it is taught to the whole school.</p> <p>Ipads and proquo talk programmees accessed for need.</p> | <p>1</p> |
| <p>Targeted interventions in place when needed – motor control, touch typing, handwriting, spelling pattern development, pre-teaching and feedback.</p> <p>Group support for Maths using White Rose Maths practice books, CPD for staff and mathematics interventions for key pupils.</p> <p>Homework online links and resource support.</p> | <p>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.</p> <p>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)</p> <p>TA interventions most effective in short, sharp blasts or delivered by CT</p> | <p>4 and 5</p> |
| <p>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.</p> | <p>'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.</p> <p>Work on mindfulness and resilience through planned activities and learning mentor support on a regular basis</p> | <p>4 and 5</p> |

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

Budgeted cost: £1,196

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| 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 | 2 and 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. Continue with learning mentor support. Access support from NHS Mental Health practitioners through new referral process 2023. Commitment to mental health and well-being across the Federation.: Mental Health leads in both schools, fully trained and committed to task – Future in Mind accessed in Shropshire. | 2 and 3 |

Total budgeted cost: £ 10,360

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.

| Intended Outcomes | Success |
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| Improve vocabulary and oral language skills for those eligible for PP in Reception and KS1 | 2024 Year 1 phonics screening check: Year 2 resits passed. 100% working at. Reception PP all achieved GLD including in communication. No child in Reception and Year 1 is under outside agency SLT support. |
| Close the gaps in learning and improve mathematical fluency across the school and in KS2 in particular. | MTC results showed significant improvement in all pupils including PP. However SEND in PPG pupils lower performance in Maths. More work to be completed in this area. KS2 achieved 78% ARE in Maths however and has shown improvement over the year. Internal data reflects concerns with Year 5 (23/24 cohort) continue and with 33% PPG this is a group for continued work going forwards. |
| 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. | Progress in writing and GPS has improved however and progress is better for PP pupils than previously with 80% making expected progress from starting points, although 50% of PP pupils are complex SEND. Internal data has seen improvements in spelling and writing however more work is specifically required. |
| Increased confidence when faced with new experiences for PP pupils and increased independence and resilience when faced with challenges to learning. | 100% PP take up for residential and outdoor pursuit experiences – increasing independence, teamwork and resilience. Participation in sporting events leading to |

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| Work on growth mindset and effective learning behaviours across the school. | success in county wide team games has improved confidence in KS2 PP pupils. |
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All disadvantaged pupils made good progress from starting points. 100% PP without an EHCP achieved ARE in reading. Progress in reading and Maths was good for all disadvantaged children, better than the non-disadvantaged.

In 2023 KS2 pupils were showing some weaknesses in Maths fluency revealed in the Multiplications Check this informed our plan moving forwards and results in the MTC were much improved in 2024. Our plan is to continue this improvement going forwards.

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 and RWI | OUP |
| Nessy | Nessy Learning Limited. |
| Mathletics | 3D Learning |