

Pupil premium strategy statement – Chesterton CE Primary

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|---------------------------------|
| School name | Chesterton CE Primary |
| Number of pupils in school | 194 |
| Proportion (%) of pupil premium eligible pupils | |
| 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 | December 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | I. Horner |
| Pupil premium lead | I. Horner |
| Governor | S. Morey / S. Dancer |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £22,140 |
| 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 | £24,140 |

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be for example: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and we recognise that disadvantaged pupils are not a homogenous group and whilst children may face similar challenges, it is vital to identify each individual's barriers to learning. Research conducted by EEF has been used to support our decisions around the usefulness of different strategies and their value for money.

There is compelling evidence that high quality teaching and leadership are vital in raising attainment.

To improve outcomes our disadvantaged pupils, school leaders will work with colleagues to:

- Take a whole-school approach to quality first teaching, which sets high aspirations for all pupils.
- Identify the main barriers to learning and use different approaches for groups or individuals facing particular barriers.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Ensure that when a pupil's progress slows, appropriate interventions are identified and put into place rapidly.

- Ensure staff (teachers and support staff) receive training on strategies chosen to overcome barriers to learning.
- Ensure governors understand the role to play in providing constructive challenge to the school's Pupil Premium Strategy.
- Effectively monitor and evaluate the impact of spending in improving outcomes for pupils.

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing adult to pupil ratio, thus improving opportunities for effective teaching and accelerating progress.
- 1-1 support.
- Additional teaching and learning opportunities provided through trained TAs or external agencies.
- All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay for all activities, educational visits and residential visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To allow the children to learn a musical instrument and to sing in a choir at events across Oxfordshire.
- Behaviour and nurture support by providing ELSA.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Low attainment in spelling impacts on writing outcomes in Key Stage 1 and 2 |
| 2 | Few opportunities for enrichment opportunities outside of school due to low family incomes |
| 3 | SEMH issues |
| 4 | Poor self-esteem for some pupils eligible for PP means that they lack learning resilience and independence |
| 5 | Attendance and Punctuality issues |

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 (In three years' time) | Success criteria |
|--|--|
| To diminish the gap between the disadvantaged and non-disadvantaged in Writing across the school particularly addressing gaps in understanding attributed to the recent disruption to education. | The vast majority of children make expected or better progress in Writing in 2023-24. Progress in Writing is in line with, or better than, that in Reading and Maths. |
| Provide funded extracurricular opportunities for PP children to ensure access. | All children will participate in visits and additional enrichment activities. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from demonstrated by: <ul style="list-style-type: none">qualitative data from student voice, pupils and parent surveys and / or teacher observations. |
| Improved self-esteem and SEMH issues and learning resilience of pupils eligible for PP (including higher ability pupils) leading to expected and better rates of progress. | Pupils eligible for PP and other vulnerable learners engage positively with learning and develop a 'Growth Mindset' in approaching new learning and challenges. They make progress at least in line with their non-PP peers. |

| | |
|---|--|
| | <p>Monitoring tasks, such as learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff.</p> <p>Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are ‘thinking out loud.’</p> <p>Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.</p> <p>Forest school sessions and the WOW curriculum are used effectively to develop these learning behaviours.</p> |
| Punctuality and attendance of disadvantaged pupils is in-line with non-disadvantaged. | Ensure average attendance of disadvantaged pupils is above 96%. |

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: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Bespoke inset training for all staff to enhance the delivery of early reading development. Purchase further 'Bug Club' resources. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: (Phonics Toolkit Strand Education Endowment Foundation EEF) | 1 |

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

Budgeted cost:

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| TA 1:1 KS1 phonics support | EEF evidence suggests that one to one tuition is very effective at improving pupil outcomes. Previous school experience shows us this is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in phonics | 1 |
| Teaching Assistant interventions For example: Catch-Up Tutor (1:1 and small group support) Lego therapy – small group sessions. | EEF evidence suggests that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact. | 1 |

| | | |
|---|---|---|
| Additional speech and language support and intervention | | |
| Teachers will evaluate progress and this will be discussed at the Pupil Progress meetings. Following this, interventions will be targeted. e.g. Maths and English small group work. | <p>EEF research suggests that short, regular sessions of about 30 minutes, 3-5 times a week over a set period of time, such as 6- 12 week, appear to result in optimum impact. Quality first teaching will be taking place across the school, this will be moderated by Senior leaders of the school.</p> <p>Progress of disadvantaged pupils is in line with or may exceed national expectation for pupils with SEND. Data will be analysed and progress monitored by leaders.</p> <p>Where progress is not in line with expectations, interventions will be targeted, and impact evaluated.</p> | 1 |

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

Budgeted cost:

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Attendance and Punctuality issues. | Attendance figures are currently good for Pupil Premium pupils and we would like to maintain this. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils | 5 |
| <p>Extend the provision of Nurture to ensure all pupils who need support can receive it. One day of dedicated ELSA and HSLW support.</p> <p>Introduction of Playground Leaders and FAN Club. Investment in enrichment clubs and a continued focus on enrichment activities</p> | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) | 2,3,4 |

| | | |
|--|--|--|
| across the curriculum including for example, residential visits, sporting events, Music lessons. | | |
|--|--|--|

Total budgeted cost: £22,140

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.

Summary of how our PPG allocation was spent

- Reading interventions for target groups.
- Funding additional Teaching Assistant time and resources for specific intervention programmes and pre-teaching.
- Subsidising or paying for educational trips and other school activities to prioritise the social needs of pupils to support the formation of interpersonal relationships.
- Providing school uniform and other learning resources.
- Ongoing training for a TA to work as an Emotional Literacy Support Assistant; funding for the Teaching Assistant to provide one-to-one/small group nurture provision to support pupils' social and emotional development for one afternoon each week.
- Forest School provision throughout the school.
- Equipment to promote physical development for Early Years pupils.

What difference did the PPG funding make to eligible and other pupils?

Aspirational targets were set for all pupils including those for whom Pupil Premium funding is received. With investment in additional support across school, PP pupils, and others, benefited from interventions to address any gaps in learning.

Feedback from pupils, parents and staff continues to be positive about the benefits of approaches taken to support pupils who are eligible for the Pupil Premium Grant 10 funding, in terms of promoting equal access and raising achievement.

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 |
|-----------|------------|
| Maths | Mathletics |

| | |
|--------------|---------------|
| Times tables | TT Rockstars |
| PSHE | SCARF (Coram) |
| Music | Charanga |