

Pupil Premium Strategy Statement Chadlington CE Primary School, 2024 - 25

This statement details our school's use of pupil premium 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 (Part A) and the outcomes for disadvantaged pupils last academic year (Part B).

School overview

Detail	Data
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	34
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Governing Body
Pupil premium lead	Headteacher
Governor lead	Jane Turner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,840 (33 FSM pupils) £2,570 (1 Post-LAC pupil) Total: £51,410
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£51,410

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 high attainment across all subject areas so that they are well prepared for the next stage in their education. We aim to develop children's aspirations, imagination, self-belief and resilience so that they flourish both academically and socially and can reach their full potential as active citizens and life-long learners. Our strategy is underpinned by our values: *'Let your light shine: imagine, believe, achieve'*. Developing readiness to learn and ensuring 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.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Attendance data shows that the attendance rate for disadvantaged pupils is 88.88%, with 11 pupils categorised as persistent absentees. This profoundly impacts academic outcomes for disadvantaged pupils
2	Achievement High quality teaching and carefully selected interventions are crucial to narrowing the gaps between pupils in receipt of the Pupil Premium Grant and their peers. Internal and external assessments indicate that basic numeracy and literacy skills among disadvantaged pupils are below those of their peers. Based on internal data, 57% of disadvantaged pupils across the school are in line with the expected standard in Reading, 23% in Writing and 43% in Maths. This is well below the attainment of their non-disadvantaged peers.
3	Health and wellbeing Poor health and wellbeing have a negative effect on the attendance of disadvantaged pupils, so that good progress made when pupils are in school is frequently interrupted, preventing children from catching up with non-disadvantaged peers. In some cases, unhealthy lifestyles affect pupils' readiness to learn.
4	Speech and Language Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and significant vocabulary gaps among a group of disadvantaged pupils. These are particularly evident in Reception where pupils perform less well in Communication and

Language (particularly speech and language) than their non-disadvantaged peers. This has been an ongoing trend.

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
1. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Attendance of disadvantaged pupils to be at 95% or above by July 2025 • Disadvantaged pupils who are persistently absent (less than 90% attendance) to be below 5% by July 2024
2. Improved reading, writing, maths and SPAG attainment among disadvantaged pupils (at age related expectations and at greater depth).	KS2 Reading, Writing, Maths and SPAG outcomes show that disadvantaged pupils are making good progress from their starting points at the beginning of the school year. Where there are complex needs, effective support is in place.
3. Improved knowledge of phonics among disadvantaged pupils Improved language skills and vocabulary.	The percentages of disadvantaged pupils passing their phonics screening check in Y1 and Y2, 2025, are comparable to their non-disadvantaged peers.
4. Improved oral language skills and vocabulary.	Assessments and observations will indicate significantly improved oral language among disadvantaged peers. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Spending Plan

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Studies in England have shown that disadvantaged pupils typically receive similar or slightly greater benefit from phonics approaches. Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, with a +4 months of progress. Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	2 and 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bright Start Club to support families in improving attendance. Continued support for the Families Worker role.</p>	<p>Good behaviour and attendance are essential to children’s educational prospects. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	<p>1, 3 and 4</p>
<p>Oral language interventions</p>	<p>Oral language interventions can lead to approximately an additional six months’ progress over the course of a year. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>

Total budgeted cost for the 2024 – 2025 academic year: £51,410

Part B: Review of outcome in the previous academic year: 2023-2024

Intended outcome	Success criteria	Actual outcome
Increase support to improve readiness to learn by addressing social, mental and emotional health and wellbeing needs.	<ul style="list-style-type: none"> • High levels of engagement will show that disadvantaged pupils are ready to learn • Families will feel supported to achieve EHA/TAF priorities • Pupils will report improved levels of self-esteem • Pupils will tell us that they feel happy at school • Pupils will actively engage with learning • Attendance of disadvantaged pupils will improve • Any underlying difficulties (e.g. learning difficulties or mental health needs) will be diagnosed by supporting professionals and effective plans will be put into place to offer support 	<ul style="list-style-type: none"> • Lesson observations and walk throughs showed high levels of PP pupil engagement. • Almost all supported families made good progress towards Early Help priorities. • Surveys consistently showed improving self-esteem • All PP pupils reported feeling happy at school • At 88%PP attendance continued to be lower than that of non-PP pupils • Support in place for all disadvantaged pupils with additional needs.
Address language development needs in FS and KS1 and extend the vocabulary of identified pupils.	Renfrew Test entry and exit scores will show improvement.	All pupils made good progress, except for one pupil who has more significant difficulties.
Continue to create positive attitudes to learning and improve the aspirations of disadvantaged pupils by increasing their engagement with the wider curriculum.	Records will show that disadvantaged pupils have participated fully in activities that enrich the wider curriculum (e.g. trips, clubs, workshops).	Good take up of extra-curricular activities offered.
Accelerate the progress of disadvantaged pupils in Early Reading and Writing.	<ul style="list-style-type: none"> • Learning journeys will show that disadvantaged pupils in Foundation Stage have made rapid progress. • Disadvantaged pupils will meet the expectations of the national Phonics 	<p>All disadvantaged pupils made good progress (SEND pupil progress was measured against Pupil Profile success criteria.</p> <p>3 out of 4 disadvantaged pupils met the phonics</p>

	Check. Where this is not possible due to SEND, IEP reviews will demonstrate that pupils have met targets for small steps of progress.	check expectations. 1 made small steps of progress in line with appropriate expectations.
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Spending Plan: £45,420 (26 FSM Pupils and 3 Post-LAC Pupils)