

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Chaddesley Corbett Endowed Primary School
Number of pupils in school	206 (250 incl Nursery)
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021- July 2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Emma James
Pupil premium lead	Jayne Edwards
Governor / Trustee lead	Hannah Wyld

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,486
Recovery premium funding allocation this academic year	£2,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Chaddesley Corbett we consider the extent to which we are equipping pupils with the knowledge and cultural capital they need to succeed in life. Central to this are the key academic, personal and vocational skills which prepare them for the next stage of their lives. It is also important that we invest in their cultural capital – our core values and the essential knowledge that our children need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.

An outstanding outdoor environment ensures that as children learn outside they practise using concrete experiences and become effective participators. This makes certain that a deeper understanding of all curriculum areas takes place and outdoor skills are fostered. Trained forest school leaders support children and staff to take risks in a managed and controlled manner. This style of learning promotes mental wealth and an ability to self-manage. Learning how to regulate emotions, reactions and responses in this non-threatening environment enables children to show resilience and determination to succeed, even when things become tough.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all learning 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 achievers.

Quality first teaching is at the heart of our approach, with a focus on areas where individuals require the most support. This has shown the greatest impact on closing the achievement gap while also benefitting pupils who are not classed as disadvantaged. As a result, all pupils will make improved progress.

Our strategy has taken account of the need for a recovery curriculum to ensure all children recover from past experiences such as COVID. Key skills have been prioritised and time has been taken to ensure the expectations in presentation, behaviour and learning attitudes are of a very high standard. Additionally, mental well-being, focusing on social and emotional development runs through everything we do.

We have always taken a responsive approach to challenges and individual needs. To ensure they are effective we will ensure:

- All pupils are challenged in the work and opportunities they are provided with and supported through a variety of methods;
- Individual needs are identified early and prompt actions are planned and taken;
- Pupil progress meetings are used to review progress, set aspirational targets and develop approaches to ensure the best possible outcomes.
- Develop a whole school approach that is consistent and has high expectations for all

Challenges

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

Challenge number	Detail of challenge
1	The impact of school closures has had significant effect on some disadvantaged pupils. Key skills need revisiting and wellbeing needs to be prioritised.
2	Our assessments have shown that between 50-67% of disadvantaged pupils are working below age related expectations in the core learning areas
3	Assessments and observations indicate underdeveloped language and Phonics skills. 30% of disadvantaged pupils in KS1 and Early Years are receiving support for speech and language.
4	School observations and discussions with pupils and their families, evidence many disadvantaged pupils are suffering social and emotional issues as a result of lack of engagement opportunities and poor attendance in 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
Improved attainment (in reading, writing and maths) among disadvantaged pupils so that the gap between the attainment of disadvantaged and non-disadvantaged pupils narrows by the end of 2024/25	The attainment gap between disadvantaged and non-disadvantaged narrows and a higher percentage of disadvantaged pupils meet national expectations. At least 75% of disadvantaged pupils reach National expectations.
All pupils will develop self-efficacy which will support pupils to make at least expected progress in all areas. There will be high levels wellbeing of 2024/25	There is a whole school approach to wellbeing. Staff have an awareness of the widespread nature of mental health problems in children. The needs of pupils are identified early and skills based programmes, preventative work and targeted interventions are in place. Social and emotional skills, attitudes and values and self-regulation are explicitly

	taught. Targeted intervention and intense work is provided for those who require it.
Improved oral language skills and vocabulary among disadvantaged pupils with a particular focus on KS1 & EYFS.	Assessments and observations indicate improved speech and language. This is evident in lessons, learning journeys and ongoing formative assessment.
An increase in attainment for disadvantaged pupils in reading at the end of Key Stage 1	Numbers of disadvantaged pupils attaining 35 and above in the phonics screening at the end of Y1 will increase to at least 70%
To achieve and sustain improved attendance and engagement in home learning for disadvantaged pupils.	Improved attendance rate by 2024/25 and the gap between disadvantaged and other pupils has diminished. Disadvantaged pupils will be reading at home with their families which will improve learning in school.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for teachers and staff which is aligned with the needs of the curriculum.</p> <p>Focus: Oracy</p>	<p>Evidence indicates that good teaching is the most important lever schools have to improve pupil attainment</p> <p>How pupils learn to develop knowledge and skills is important when supporting firm foundations for later learning. Teaching approaches should ensure long term retention of knowledge, fluency in key skills, and confident use</p> <p><i>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school. EEF</i></p>	1, 2
<p>Participation in Metacognition project with the soft federation. Year one of a two year project with an external consultant through 'Thinking Matters'</p>	<p>Evidence suggests that the use of metacognition strategies could support learning and progress. The potential impact of these approaches is very high.</p> <p><i>Metacognition and Self-Regulated Learning – EEF</i></p>	1,2
<p>To continue to develop a whole school approach to the Maths Mastery Approach with a new school Maths Lead</p>	<p>Excellent maths teaching requires good content knowledge. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be effectively taught.</p> <p><i>EEF</i></p>	1,2
<p>Phonics scheme overhaul to ensure the delivery of high quality phonics in line with DFE recommendations</p>	<p>Phonics has a positive impact overall with very extensive evidence. It is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</p>	1,2, 3
<p>To hold progress meetings (termly) with</p>	<p>How pupils learn to develop knowledge and skills is important when supporting</p>	1, 4

each member of staff to review the progress of pupils (Specific focus disadvantaged) to then address and adapt provision as required	firm foundations for later learning. Teaching approaches should ensure long term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. Teachers should be mindful of differing needs within their classes. They should understand the barriers to learning <i>EEF</i>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to fund a speech and language therapist. Focus: To improve the listening, narrative and vocabulary skills for disadvantaged pupils	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking and listening show a positive impact on attainment. <i>EEF</i>	1,2, 3
Additional interventions on small group or 121 basis in reading and writing targeted at disadvantaged pupils (Delivered by a Teacher and Learning assistants)	Small group and 121 tuition has shown to provide additional progress over the course of a year. It will be most effective if targeted at pupils' specific needs <i>EEF</i>	1
Targeted phonics sessions are delivered to support disadvantaged pupils (Delivered by Learning Assistants)	Phonics approaches have a strong evidence base indicating a positive impact on pupils especially when delivered as regular sessions over a period of 12weeks <i>EEF</i>	3

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

Budgeted cost: £10,514

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Education Welfare Officer</p> <p>Focus – family awareness of the importance of attending today, achieving tomorrow</p> <p>Provide support for families struggling with attendance and punctuality</p> <p>£514</p>	<p>We can't improve achievement if pupils are not attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>1, 4</p>
<p>Pastoral Support</p> <p>Focus: Pupils will have access to pastoral care led by an experienced member of staff and overseen by the inclusion manager.</p> <p>£10,000</p>	<p>Social Emotional Learning (SEL) programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEL)</p>	<p>1,2, 4</p>

Total budgeted cost: £38,514

Part B: Review of outcomes in the previous academic year Pupil premium strategy outcomes

Outcomes for disadvantaged pupils

Attainment and Progress

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using a range of key assessment strategies.

DfE shared our school's 2022 performance data with us to help us better understand the impact of the pandemic on our pupils and how this varies between different groups. However, 2022 Key Stage 2 results are not required to be published. COVID had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results with pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Statutory assessments for KS2 during 2021-22 evidence that the performance of disadvantaged pupils remains significantly lower than in pre COVID years. However, caution needs to be taken as the numbers of pupils receiving PPG fluctuate yearly, (2019 – 8 pupils, 2022 – 1 child), making it very difficult to compare year on year.

The impact of COVID on children in Early Years is reflected in the 2022 outcomes. The on entry baseline was significantly lower in the prime areas compared to pre COVID years. This effected the progress in all areas across the year.

The interventions supported by PPG funds have resulted in positive outcomes for all pupils. With continued quality first teaching and targeted interventions in speech and language, reading and writing accelerated progress will begin to close the gap.

Attendance

In 2018/19 whole school attendance was at 96.8% and, 93.62 for our pupils receiving the pupil premium grant. In 2021/22, whole school attendance was at 95.16 and 93.51 for pupils receiving PPG. Persistent absence rates have also increased, which is why attendance is a continued focus of our current plan.

Wellbeing

Our evaluations, vulnerability meetings and observations indicate that pupil behaviour, wellbeing and mental health remain significantly impacted due to COVID related issues

as well as current external pressures within families from the cost of living crisis. We are using pupil premium funding to fund a Pastoral Lead who provides weekly interventions for all pupils and a contact for families.

- Wellbeing accreditation has been awarded. The school's pastoral team has been significantly developed and two members of staff have completed the Mental Health Lead in schools training.
- Pupil voice demonstrates that pupils know who they can go to and where they can access support.
- SENDCo Drop in sessions have been utilised by some parents who require support and workshops for families are being planned for the future. A booklet will be produced and put on the website outlining our school support package.
- Staff have records on pupils who may be deemed as vulnerable and these are shared with the Wellbeing Lead.

We hope, with continued consistency of approach and support, we will meet the desired outcomes in this report by 2024/25. We have reviewed our strategy plan and made changes where necessary to ensure the outcomes are achieved.

Externally provided programmes

Programme	Provider
N/A	
N/A	

Service pupil premium funding (optional)

Our support for pupils receiving service pupil premium funding has been included in the above strategy.