

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	Chaddesley Corbett Endowed Primary School
Number of pupils in school	197 (239 incl Nursery)
Proportion (%) of pupil premium eligible pupils	12% (12% incl YN)
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 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Emma James
Pupil premium lead	Jayne Edwards
Governor / Trustee lead	Gill Griffiths

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,816
Recovery premium funding allocation this academic year	£9,791
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 will also promote 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 attainers.

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 this particularly difficult time. 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:

- 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 some disadvantaged pupils are working below age related expectations.
3	Some disadvantaged pupils in KS1 and Early Years are receiving support for speech and language, with additional pupils being referred
4	Through school observations and discussions with pupils and their families, 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	<p>The attainment gap between disadvantaged and non-disadvantaged narrows and a higher percentage of disadvantaged pupils meet national expectations.</p> <p>In 2019 (last external data capture)</p>
<p>All pupils will develop self-efficacy which will support pupils to make at least expected progress in all areas.</p> <p>There will be high levels wellbeing of 2024/25</p>	<p>There is a whole school approach to wellbeing.</p> <p>Staff have an awareness of the widespread nature of mental health problems in children.</p> <p>The needs of pupils are identified early and skills based programmes, preventative work and targeted interventions are in place.</p> <p>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.</p>
Improved oracy language skills and vocabulary	Assessments and observations indicate

<p>among disadvantaged pupils with a particular focus on KS1 & EYFS.</p>	<p>improved speech and language. This is evident in lessons, learning journeys and ongoing formal assessment.</p>
<p>To achieve and sustain improved attendance and engagement in home learning for disadvantaged pupils.</p>	<p>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.</p>

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>A whole school approach for wellbeing will be adopted.</p> <p>Focus:</p> <p>Staff awareness through CPD</p> <p>Early identification and preventative work</p> <p>Explicit teaching of social and emotional skills</p> <p>Partnership with parents</p>	<p><i>“Mental health is a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.” (World Health Organization)</i></p> <p>OFSTED framework links to mental health and wellbeing.</p> <p>Public Health England</p>	<p>1, 2</p>
<p>To hold progress meetings (termly) with each member of staff to review the progress of pupils (Specific focus disadvantaged) to then address and adapt provision as required</p>	<p>How pupils learn to develop knowledge and skills is important when supporting firm foundations for later learning.</p> <p>Teaching approaches should ensure long term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.</p> <p>Teachers should be mindful of differing needs within their classes.</p> <p>Education Endowment Foundation</p>	<p>1</p>

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
<p>To continue to fund a speech and language therapist.</p> <p>Focus: To improve the listening, narrative and vocabulary skills for disadvantaged pupils (£7,000)</p>	<p>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.</p> <p>Education Endowment Foundation</p>	<p>1, 3</p>
<p>Additional reading, writing & maths tuition targeted at disadvantaged pupils (£11,000)</p>	<p>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</p> <p>Education Endowment Foundation</p>	<p>1</p>

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</p>

Total budgeted cost: £38,514

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.

Lockdown and Remote Learning

In brief we are proud of the education and support we offered to our families of children with PPG

We were able to offer some of the pupils with PPG a place in school and 7 of these pupils attended throughout lockdown.

Most pupils accessed the remote learning packages from home. We supported families by offering photocopied packages and/or Ipad/laptop loan. Tasks were explained to the pupils using pre-recorded videos, zoom sessions for individuals struggling and bullet point tasks offered in sizable chunks. Concrete resources were loaned by the school to support visual images particularly in maths. Often staff were able to offer advice on using everyday objects for support too.

Families were telephoned weekly by their class teacher and when necessary the Inclusion Manager also called home. This was an opportunity for staff to speak to pupils and parents.

Attainment

Our internal assessments during 2020/21 shows

	Reading		Writing		Maths	
	Cohort on track for ARE+	Disadvantaged	Cohort on track for ARE+	Disadvantaged	Cohort on track for ARE+	Disadvantaged
YR	73%	33%	80%	33%	83%	33%
Y1	74%	100%	81%	100%	81%	100%
Y2	63%	75%	70%	75%	73%	75%
Y3	66%	33%	72%	33%	75%	33%
Y4	55%	0%	71%	33%	71%	67%
Y5	54%	0%	67%	0%	75%	0%
Y6	70%	50%	73%	50%	70%	50%

Externally provided programmes

Programme	Provider
N/A	
N/A	

Service pupil premium funding (optional)

This has been included in the above