

Pupil premium strategy statement – Chaddesley Corbett Endowed Primary School

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
Number of pupils in school	207 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	September 2023- July 2027
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Camilla McGregor
Pupil premium lead	Camilla McGregor
Governor / Trustee lead	Lisa Spurgeon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,255
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£5,682
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£48,937

Part A: Pupil premium strategy plan

Statement of intent

At Chaddesley Corbett Endowed Primary School, all members of staff and governors accept responsibility for all pupils recognising that a proportion of pupils within the school population, some of whom are not eligible for free school meals, may at any point during their school career require additional support and intervention. We are committed to meeting their pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is entitled to free school meals, and consequently the Pupil Premium Grant, is valued, respected and entitled to develop to their full potential, irrespective of disadvantage.

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. This, alongside research conducted by the EEF, are used to implement strategies to overcome common barriers to learning for disadvantaged children.

At Chaddesley Corbett we also 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 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.

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. These can include: 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 there is no "one size fits all". 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	<p>Assessments on entry into school show low attainment, particularly with communication and language skills. Underdeveloped oral language skills and vocabulary gaps exist throughout school. 30% of disadvantaged pupils in KS1 and Early Years are receiving support for speech and language.</p>
2	<p>Assessments show disadvantaged pupils generally have greater difficulty with phonics than their peers which negatively impacts their development as readers.</p> <p>Outcomes from the last 2 years (as there were no disadvantaged children in the 2019 cohort) show that only 33% of disadvantaged children met the expected standard in the phonics screening check, compared to 89% and 88% of their non disadvantaged peers (2022 and 2023 respectively). This gap remains wide in KS1, with only 33% of disadvantaged children reaching the expected standard in reading in 2023.</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Over the last 3 years, gaps in attainment in maths at the end of KS1 have widened to a gap of -52% between disadvantaged pupils and their non disadvantaged school peers. This gap remains wide by the end of KS2 and ranges between -28% and -76% over the last 3 years (NB – small numbers affect this).</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.35% and 1.97% lower than for non-disadvantaged pupils.</p> <p>In 2021, PA rates for disadvantaged children were at 30.77% compared to 4.94% for all pupils. This has reduced over time but still remained at 16.28% in 2023 (and 16.29% for all pupils). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils (including behavioural) and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 20 pupils (7 of whom are disadvantaged) currently require additional support with social and emotional needs, with all of them receiving small group or 1 to 1 intervention.</p> <p>In the academic year 2022-23, 46% of all behaviour incidents logged were attributable to disadvantaged pupils, when these children only represent 14% of the school population.</p>

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 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 and speech and language assessments.
Improved attainment in phonics	Disadvantaged children achieve in line with national expectations in Phonics Screening Check (and retakes in Y2).
Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2.	<p>The attainment gap between disadvantaged and non-disadvantaged narrows and a higher percentage of disadvantaged pupils meet national expectations.</p> <p>KS1 and KS2 maths outcomes in 2026/27 show that more than 70% of disadvantaged pupils meet the expected standard.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • Boxall profiles show improvements in all areas from entry and exit data • Behavioural analyses show a reduction in behavioural incidents over time. • The gap between disadvantaged and non-disadvantaged children who make up behaviour incidents is proportionate to the number of disadvantaged children in school (eg if 14% pupil premium, behaviour incidents to be no more than 10% greater than that).
To achieve and sustain an improvement in attendance for all pupils but particularly disadvantaged.	<p>Increase in attendance rates of all pupils so they are at least 96% by 26/27.</p> <p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by to less than 1% by 26/27.</p> <p>The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% more than that.</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: £8555

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD: Create additional time to prioritise continuing professional development, based on Rosenshine's Principles of Instruction (cognitive science).</p> <p>Pedagogical working groups set up to ensure teachers are given time to invest in their classroom practice and implement research-based strategies.</p> <p>We will fund teachers' release to support their professional development one a half term.</p>	<p><i>The EEF states that improving teaching is the key lever to improving outcomes for disadvantaged children.</i></p> <p>The EEF Report: COGNITIVE SCIENCE APPROACHES IN THE CLASSROOM: A REVIEW OF THE EVIDENCE found that 'cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles.'</p> <p>For this reason, teachers at CCEPS will receive a range of support through ongoing CPD and sharing of best practice. They will be given time to develop their classroom practice through well planned CPD and time to invest in high quality pedagogical work with their colleagues.</p>	2, 3
<p>Purchase of The Primary Knowledge Curriculum to ensure a broad and balanced, knowledge-based curriculum is in place that responds to the needs of pupils.</p>	<p>The EEF 'Menu of approaches': evidence brief and supporting resources', states that schools should focus on curriculum development. This could include the selection of high-quality curriculum materials.</p>	2, 3
<p>Provide training to subject leaders and staff on subject specific knowledge to ensure all teachers have access to high quality subject specific training to improve teaching and the robust implementation of the curriculum.</p> <p>Cost of PKC training and release where needed.</p>	<p>EEF: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>EEF: Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.</p> <p>Menu of Approaches EEF</p>	2, 3

Continue to participate in Metacognition project with the soft federation. Year two of a two year project with an external consultant through 'Thinking Matters'	Evidence suggests that the use of metacognition strategies could support learning and progress. The potential impact of these approaches is very high. Metacognition and Self-Regulated Learning – EEF	2, 3
To continue to develop a whole school approach to the Maths Mastery Approach with a new school Maths Lead. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.	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. EEF The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
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	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 of metacognitive strategies are crucial. Teachers should be mindful of differing needs within their classes. They should understand the barriers to learning EEF	1, 2, 3,

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

Budgeted cost: £28,376.95

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, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1

<p>Additional interventions on small group or 1to1 basis in maths targeted at disadvantaged pupils (delivered by a teacher)</p> <p>Maths tuition in Y6</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups: Small group tuition Teaching and Learning Toolkit EEF</p>	3
<p>Additional, targeted phonics sessions are delivered to support disadvantaged pupils (delivered by teacher)</p> <p>Phonics tuition in EYFS and KS1 two afternoons a week so each child gets 2 tutoring sessions</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF</p>	2

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

Budgeted cost: £15,528

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide pastoral support for pupils so overcome SEMH barriers to learning and improve SEL</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>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. (EEF)</p> <p>Also, 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): Improving Social and Emotional Learning in Primary Schools EEF</p>	4
<p>Embedding principles of good practice set out in the DfE's guidance on working together to</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

<p>improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures to improve attendance.</p>		
<p>Contingency fund for acute issues eg, uniform, resources, trips, music lessons, club subsidies</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £52,459.95

Overspend of £3522.95 costed to school

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils, we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

NB: Due to the significant change in demographics of our pupil base since the establishment of the ARC in 2022 (on-site enhanced mainstream autism base), 41% of our disadvantaged pupils are now also SEN Support or have an EHCP. This has had a significant impact on our outcomes in all key stages, apart from KS2 as there were no children in Y6 who attended the ARC.

SCHOOL COHORT (27)

View By: Pupil Group NC Year

NCER NATIONAL

Male	51.9%	14		0.6%	51.3%
Female	48.1%	13	-0.6%		48.7%
Disadvantaged	100%	27		0%	100%
FSM Eligible	88.9%	24	-1.5%		90.4%
Not FSM Eligible	11.1%	3		1.5%	9.6%
SEN Support & EHCP	40.7%	11		11.9%	28.8%
SEN Support	29.6%	8		8.5%	21.1%
SEN EHC Plan	11.1%	3		3.4%	7.7%
None SEN	59.3%	16	-11.9%		71.2%
EAL	3.7%	1	-14.7%		18.4%
Non EAL	96.3%	26		14.7%	81.6%

In 2023, the data demonstrated that by the end of Year 6, children performed well and made above expected progress in Reading, Writing and Maths, with progress figures significantly above average for Reading and Writing in particular (+5.18, +6.13 and +0.98 respectively). Outcomes at the end of Year 6 were in line with national non-disadvantaged (and above that of national disadvantaged children) in Reading and Writing but were below in Maths. 75% of our disadvantaged children achieved the expected standard or above in Reading and Writing and 50% achieved it in Maths. Overall, outcomes were above that of national disadvantaged children in Reading and Writing, showing that disadvantaged children in CCEPS perform better than disadvantaged children nationally. However, caution needs to be exercised when analysing figures as the numbers of pupils receiving PPG are small and fluctuate yearly, making it very difficult to compare year on year and levels of significance lack robustness due to the small numbers in the cohort (2019= 8 pupils, 2022 = 1 child, 2023 = 4 pupils).

However, the gap between disadvantaged children in school and national non-disadvantaged children in EYFS and Phonics in KS1 have remained wide when compared to 2022 data, illustrating the long-lasting impact of the pandemic on our youngest children. Again, when analysing these results, we need to consider the impact of small numbers of children on the overall outcomes.

The proportion of children reaching a GLD at the end of Reception was below that of national non-disadvantaged children and also below that of similar national disadvantaged children at 25%, compared to 52% of national disadvantaged children (total of 4 children in cohort). This cohort had a high number of SEND which impacted on overall outcomes (including one child who attended the ARC). The gap continues to remain wide in phonics with only 33% passing the phonics screening check (compared to 66% of national disadvantaged), which is the same as it was in 2022. This is out of a total of 6 disadvantaged

children, where one child has an EHCP and attends our autism base (2 children from the ARC contribute to the overall phonics total).

The outcomes at the end of KS1 show that the gap has widened again from 2022, when compared to national non-disadvantaged and similar disadvantaged children in reading and maths in particular. In writing, disadvantaged children attained in line with national non-disadvantaged children and attained higher than national disadvantaged children.

Speech and Language Support

All children who accessed speech and language therapy made strong progress with the intervention they received (see tables below). All the children who took part in the social communication group were able to accurately identify all facial expressions by the end of the intervention. Of the 4 children who received individual speech therapy, all made progress in the discrimination and production of target sounds. All children who were part of the language for thinking group made improvements in the pre and post assessment scores.

Social Communication Group

	% of facial expressions accurately identified before intervention	% of facial expressions accurately identified after intervention
Child A	45%	100%
Child B	60%	100%

Individual Speech Therapy

	Discrimination of target sound from an adult's model before intervention	Discrimination of target sound from an adult's model after intervention	Production of target sound at single word level before intervention	Production of target sound at single word level after intervention	Production of target sound at phrase level before intervention	Production of target sound at phrase level after intervention
Child C	82%	100%	0%	100%	0%	100%
Child D	100%	100%	50%	100%	0%	100%
Child F	70%	80%	0%	95%	0%	0%
Child E	90%	100%	50%	82%	0%	59%

Language for Thinking Group (Y3, Y4, Y5)

	Language for thinking assessment score before intervention	Language for thinking assessment score after intervention
Child G	40	41
Child H	25	42
Child I	42	46
Child J	38	50
Child K	32	45
Child L	36	54
Child M	41	49
Child N	38	46
Child O	38	45

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Attendance

Attendance for disadvantaged children has worsened over time, as have attendance levels nationally (see table below). Although the gap between disadvantaged children and their peers has narrowed, the attendance levels of all pupils over time have also decreased. For this reason, attendance will continue to be a focus on the current plan so that attendance levels of disadvantaged children (and all pupils) improve to previously high levels.

	20/21	21/22	22/23
Disadvantaged children	95.64%	93.11%	92.54%
Non-disadvantaged	97.61%	94.5%	93.89%
Gap	-1.97%	-1.39%	-1.35%

Persistent Absence

	20/21	21/22	22/23
All children	4.94%	17.47%	16.29%
Disadvantaged children	30.77%	17.02%	16.28%
Gap	-25.83%	+0.45%	-0.01%

Persistent absence rates for disadvantaged children have reduced from 2021 but have remained high (including for all pupils). Although the gap has narrowed due to the focus on attendance, there are still too many disadvantaged pupils who are persistently absent so attendance is a continued focus of our current plan.

Behaviour and well-being

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.

In the academic year 2022-23, 46% of all behaviour incidents logged were attributable to disadvantaged pupils, when these children only represent 14% of the school population. In some year groups disadvantaged children incurred a high % of behaviour incidents, however, this needs to be taken into context given the low % of Pupil Premium students in our overall cohort. Many of the behavioural incidents were attributable to a small proportion of children who receive ongoing behaviour support. We will continue to use pupil premium funding to fund a Pastoral Lead who provides weekly interventions for all pupils and a contact for families.

Evaluation

The data demonstrated that by the time children leave us, the gap between disadvantaged children and their non disadvantaged peers has narrowed and children achieve in line with each other, and above that of national disadvantaged pupils. However, outcomes in EYFS, phonics and the end of KS1 show gaps have widened and school need to continue to prioritise interventions to support these children, including in the ARC.

Based on all the information above, the performance of our disadvantaged pupils exceeded expectation in KS2, but did not meet expectations in EYFS and KS1. Whilst we do feel that our externally measured attainment outcomes reflect very positively on the measures which we have in place for our disadvantaged students in KS2 and for writing in particular, we recognise that we need to make changes to the existing strategy statement and we have reviewed our strategy plan accordingly.

Our evaluation of the approaches delivered last academic year indicates that the small group tuition provided in KS2 had a significant impact on outcomes in Year 6, alongside the support from the pastoral leader so these will continue.

This academic year, there will be more focus on phonics intervention given the trend over the last 3 years and we will provide further support for children in maths for the same reason.

By the end of the academic year, the target for 75% of pupil premium children to reach the expected standard by the end of Year 6 has been achieved in reading and writing, but not for maths. Unfortunately, the goal for 70% of disadvantaged children to pass the phonics screening check has not been met so there will be a renewed focus on phonics in the new strategy. Although the attendance gap between disadvantaged children and their non disadvantaged peers has decreased over time, this has been compounded by the fact that overall attendance has worsened and more work needs to be done on attendance to bring attendance levels back to pre-pandemic levels. For these reasons, the strategy has been adapted and there will be a renewed focus on maths and phonics in particular, as stated above. The Further Information section below provides more details about our revised planning, implementation and evaluation process.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Song of Sounds Phonics	DfE approved scheme

Further information (optional)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's guidance to help us develop our new strategy and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our approach and will adjust our plan over time to secure better outcomes for pupils.