



Chaddleworth St Andrew's and Shefford C.E. Federated Schools

Pupil Premium Strategy Statement Sept 2020 – July 2021



1. Summary information					
School	Chaddleworth St Andrew's and Shefford C of E Federated Primary Schools				
Academic Year	Sept 2020 - July 2021	Total PP budget	£21 900	Date of most recent Pupil Premium Review (See part 4)	22.06.20
Total number of pupils	29.09.20 83	Number of pupils eligible for PP/PP+	29.09.20 18	Date of mid-year internal review of this strategy statement	12.02.21
				Date of end of year review	

2. Outcomes Whole school data as KS2 data suppressed due to small cohort.	Sept 2016 – July 2017 Whole school (EYFS – Y6)		Sept 2017 – July 2018 Whole school (EYFS – Y6)		Sept 2018 – July 2019 Whole school (EYFS – Y6)	
	Pupils eligible for PP	Other pupils not eligible for PP	Pupils only eligible for PP 6 chn (Pupils eligible for PP with SEND) 11chn	Other pupils not eligible for PP	Pupils only eligible for PP 8 chn (Pupils eligible for PP /with SEND) 18 chn	Other pupils not eligible for PP
	14chn	41 chn		54 chn		
% achieving expected progress in reading	93%	98%	100% (76%)	96%	87.5% (61%)	93%
% achieving expected progress in writing	100%	98%	83% (65%)	93%	87.5% (72%)	77%
% achieving expected progress in maths	86%	95%	83% (65%)	93%	87.5% (72%)	79%
% achieving Age Related Expectations (ARE) in reading	71%	88%	83% (47%)	87%	88% (39%)	84%
% achieving Age Related Expectations (ARE) in writing	71%	73%	67% (35%)	70%	75% (39%)	70%
% achieving Age Related Expectations (ARE) in maths	79%	85%	67% (53%)	78%	88% (44%)	82%

Data for 2019 – 2020 not available due to COVID-19



Our Vision

We aim to:

- Provide a caring and welcoming school environment based on our Christian Values of Courage, Compassion, Trust, Friendship, Wisdom and Endurance that safeguards and promotes the wellbeing of **all**
- Provide an education of the highest quality for **each and every** child in a safe environment
- Develop resilient, independent and curious learners who are prepared for their future and the world around them

Five Year Strategic Plan

2020–
2025

To build a culture of success and achievement

We develop staff who believe that all pupils can achieve and be successful.

We believe that every child should continually aspire to further develop and extend their learning within a culture of challenge and support.

We believe that nurturing confidence and resilience in the face of challenges is key to growing as a learner.

We set aspirational yet realistic targets for all pupils that are rooted in a clear understanding of the learning journey for individual Pupils so that they can make the best possible progress as learners.

We monitor and evaluate pupil progress data in order to track pupil progress and we challenge underachievement.

We focus on narrowing the gap for our most vulnerable pupils.

Strand 2: Wisdom, Knowledge and Skills

The school has a broad and balanced curriculum which is shaped by its Christian vision and a recognition that each pupil is a unique individual. This ensures the rounded development of the whole child through academic achievement and spiritual development.

Through reference to innovation, informed by the school's Christian vision, leaders show how the curriculum is tailored to meet the needs of all pupils the school serves. They make bold ethical arguments for the inclusion and support of vulnerable pupils, including those with learning difficulties linked to the school's vision that enable all to flourish

Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy

There is a demonstrable culture of aspiring to be the best you can be: the person God created you to be. Pupils say how the school's Christian vision and associated values help them to make positive choices about how they live and behave.

The school has in place effective systems for the early identification of issues connected to mental health and wellbeing.

Policies support pupils with mental health difficulties making use of expert advice as needed.

Strand 5: Dignity and Respect



THE CHURCH
OF ENGLAND
The Methodist Church

There is a demonstrable culture where all members of the school community, whatever their background, disability, ethnicity, gender, identity, learning difficulty, nationality, religion, or sexual orientation are welcomed and treated with dignity and respect as people created in the image of God.

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Percentage of pupils who are eligible for PP making expected progress in reading at the end of the year is less when compared to non-eligible pupils in reading. SDP link 1.1
B.	Learning behaviour issues e.g. resilience for some pupils eligible for PP are having detrimental effect on their academic progress. SDP link 2.1
C.	Some pupil who are eligible for PP find it difficult to express themselves with confidence and articulatory SDP link 1.1
External barriers	
D.	Some pupils who are eligible for PP are experiencing mental health issues SDP link 3.1
E.	Some pupils who are eligible for PP not able to access specialist after school learning if charged e.g. science club or sports coaching. This means that pupils eligible for PP could miss out on opportunities to extend their learning. SDP link 3.1
F.	Some pupils who are eligible for PP need support to ensure they are ready for learning in the morning. SDP link 1.1
G.	Some pupils who are eligible for PP need support in providing resources such as uniform and IT. SDP link 1.3

3. Intent by 20.07.21		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve reading skills for pupils eligible for PP across the whole school	Most pupils eligible for PP make at least ARE in reading by data capture point 6.
B.	Improve resilience for pupils eligible for PP across the whole school	All pupils eligible for PP will demonstrate increased resilience in lessons.
C.	Pupils to have increased capacity to express themselves with confidence and articulatory	All pupils eligible for PP will report improved emotional wellbeing and confidence
D.	All Pupils eligible for PPG have strategies to support their mental health	All pupils eligible for PP can describe strategies that help improve their mental health.
E.	Pupils eligible for PP to be able to access after school clubs, trips and extra-curricular activities.	All Pupils eligible for PP to access at least one club in the academic year.
F.	Pupils eligible for PP to be able to access Breakfast Club	All Pupils eligible for PP and in need of Breakfast Club to access it.
G.	Pupils eligible for PP to have resources including uniform and IT to support learning at home.	All Pupils eligible for PP to have appropriate uniform and access to IT at home.

4.	Implementation				
	i. Quality of teaching for all				
	Academic year 2020 - 2021				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? Who? When?	Impact	Cost
A. Improve reading skills.	TA support to allow teachers to provide catch up.	For teacher to provide focussed support and interventions in order for pupils in receipt of PP to make at least ARE in reading.	English Lead to monitor impact of reading interventions and support.	Additional support implemented resulting in 2/3 pupils in receipt of PPG passing the phonics screening in Dec 2020 and the third pupil passing it in July 2021. All the pupils made some progress in reading but were impacted by repeated breaks in learning due to lockdown.	£4000
B. Improve resilience for pupils eligible for PP across the whole school	ELSA training and support – 6 hrs a week	ELSA support successful in previous years. Pupils calmer and more focussed in lessons. Chn able to use strategies with adult prompts to regulate emotions.	Act HT to review termly.	Pupils who participated in ELSA sessions reported that they had learnt new strategies and were more likely to use them to help when they are in particularly situations such as making friends or regulating emotions.	£5000
C. Pupils to have increased capacity to express themselves with confidence and articulation	Oracy Project	Evidence based whole school approach to oracy.	Act HT to attend training and disseminate to staff. Governors to monitor impact	As an example of increased confidence, all the PPG pupils in Year 6 read or performed a speech at the Leavers' Worship. All the PPG pupils in Y5 and Y6 had a speaking role in the play.	£1200 + £400
Total budgeted cost					£10600

i.	ii. Targeted support				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? Who? When?	Impact	Cost

D. Pupils who are eligible for PP have access to appropriate mental health support.	Specialist counselling service employed to support pupils eligible for PP who meet the threshold.	Improved outcomes for pupils eligible to PP who meet criteria for counselling service.	Act HT to access service through MHST/EHT.	Three referrals were made on behalf of pupils with a mental health need. Further mental health support was sought but at no cost to the school.	£500
E. Pupils eligible for PP to be able to access after school clubs, extra-curricular activities and trips.	Parents made aware of funding available for after school clubs if eligible for PP.	Parents with pupils eligible for PP requested funding for clubs in previous year. Provision to allow pupils in receipt of PP to have access to all school opportunities to learn.	Act HT to monitor club list every term and ensure a variety of clubs available that will be of interest to all Pupils.	After school clubs started in T5 2021. A minibus service was run, pupils in receipt of PPG were targeted for clubs and invited to specific clubs, at no cost to families. Attendance at after school clubs was higher as a result.	£4500
Total budgeted cost					£5000
iii.	iv. Other approaches				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? Who? When?	Impact	Cost
E. Pupils eligible for PP to be able to access Breakfast Club	Parents made aware of funding available for Breakfast Club if eligible for PP.	Parents with pupils eligible for PP requested funding for Breakfast Club in previous year. Provision to allow pupils in receipt of PP to have a calm start to the day.	Act HT to monitor termly.	The Breakfast Club facilitated a successful start to the day. Teachers noted that the pupils who attended, arrived ready to learn in class.	£1170
F. Pupils eligible for PP to have resources including uniform and IT to support learning at home.	Parents made aware of funding available for resources if eligible for PP.	To support families so that they have access to appropriate resources for learning.	Act HT to monitor termly.	Resources bought including: 6 tablets in order to facilitate remote learning; school shoes and trainers	£5000
Total budgeted cost					£6170

Total PPG budget expenditure	£21770
Total PPG expected	£21900
PPG remaining to be allocated	£130

