

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	Chaddleworth St Andrew's and Shefford C.E. Federated Primary Schools
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	19 chn (21%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22 – 23/24
Date this statement was published	05.12.21
Date on which it will be reviewed	July 2022
Statement authorised by	Alison Stephenson Headteacher
Pupil premium lead	Alison Stephenson Headteacher
Governor / Trustee lead	Una Parkes Associate Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22194
Recovery premium funding allocation this academic year	£4870 (msb)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12133 (bal at 01.09.21)
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£39197

Part A: Pupil premium strategy plan

Statement of intent

Our two Church schools are committed to a whole school approach that enables all pupils to achieve their full potential. We know that pupils can only achieve their full potential when everyone who cares for each individual child works together to meet their needs. Our pupil premium strategy focuses on ways to support disadvantaged pupils to ensure that those pupils who are disadvantaged have the same opportunities to explore talents, skills and experiences that help them to recognise what achieving their full potential could mean for them.

Within this plan, we include support for those who are vulnerable such as those who have a social worker or are a young carer.

Quality first teaching is at the centre of our strategic plan. Evidence shows this to have the greatest impact on closing the disadvantage attainment gap and also benefits all the pupils.

Our approach looks to address the needs of the individual child, identified through diagnostic assessment, informal assessment and also the voice of parents, carers and pupils. Evidence based strategies, interventions and actions are then matched to the needs of the child. To ensure they achieve the desired impact we will review the implementation of our plan for impact regularly and respond appropriately to the findings in a timely manner.

Challenges

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

Challenge number	Detail of challenge
1 SEND	53% of our pupils who are in receipt of PPG also have Special Educational Needs or Disabilities (SEND). Of these pupils, 80% have Communication and Interaction Needs, primarily with social communication difficulties or have an Autistic Spectrum diagnosis which has resulted in lower engagement in the learning for some, despite the use of appropriate strategies.
2 Oracy	The EYFS Baseline Assessment shows that 67% of EYFS in receipt of PPG are not on track to achieve the communication and language goal and 54% as a whole cohort are not on track. Observations, discussions and assessments across the whole school have shown that oracy skills are under-developed and that there are vocabulary gaps among pupils generally, including many disadvantaged pupils.

3 Phonics	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4 Reading, writing and maths outcomes	Internal assessments indicate that reading comprehension, writing and mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Our assessments also show that some of our pupil premium pupils have been disproportionately impacted by partial school closures and reduced attendance.
5 Emotional wellbeing and resilience	Through discussion with pupils and parents/carers and observations, complex family situations have impacted on emotional wellbeing and resilience.

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
Daily quality first teaching for all including disadvantaged pupils.	Monitoring of teaching and learning shows that all pupils are receiving quality first teaching. Staff CPD has a positive impact on the quality of teaching and learning. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Outcomes for pupils who are disadvantaged and also have SEND show that interventions and provision is well-matched to pupil need	Staff are trained in identifying and addressing the needs of pupils with SEND and deliver effective provision as evidenced in SAP outcomes. Support and Achievement Plans (SAPs) show that the implemented provision for pupils with SEND is enabling pupils to make at least expected progress towards their SAP targets.
Pupils throughout the school are articulate and confident communicators with a wide range of vocabulary. This will also be evident in reading, writing and performance opportunities.	EYFS pupils achieve Early Learning Goal in Communication and Language. Pupils (without complex needs) use Tier 2 and 3 vocabulary both verbally and in writing. Evidenced in pupil voice, lesson observations and book scrutiny. All pupils have confidently communicated with a large audience

<p>Improved reading fluency among disadvantaged pupils.</p>	<p>The phonics screening test in 2023/24 shows that more than 88% of disadvantaged pupils without SEND pass (National data 2018/19) and 48% of those with SEND (National data 2018/19)</p>
<p>Improved reading comprehension, writing and mathematics attainment among disadvantaged pupils at the end of KS2</p>	<p>KS2 reading, writing and mathematics outcomes in 2023/24 show that at least 75% of disadvantaged pupils without SEND meet the expected standard. (National data 2018/19) and 25% of disadvantaged pupils with SEND (National data 2018/19)</p> <p>Milestones for interim years are available but not published due to the low numbers of pupils with pupil premium in each year group and therefore potential identification of individual pupils.</p>
<p>To achieve and sustain improved wellbeing and resilience for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2021/22 to 2023/24 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>All pupils participate in enrichment activities</p> <p>All pupils know strategies to use if feeling dysregulated</p> <p>Parents know strategies to encourage their child to use if feeling dysregulated</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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 3, 4</p>
<p>Ongoing CPD for staff to increase the quality of teaching and learning</p>	<p>EEF guide to the Pupil Premium</p> <p>EEF “Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.”</p> <p>Ensure all relevant staff have up to date training in the effective implementation of first quality teaching using the EEF implementation of CPD guide to ensure effective implementation of training.</p> <p>Subject co-ordinators to monitor the teaching and learning of their subject and provide, or signpost appropriate CPD and support when needed. The EEF document states that good quality teaching helps every child.</p>	<p>All</p>
<p>Ongoing CPD for staff in identifying SEND and planning and implementing effective provision</p>	<p>EEF Summary of recommendations for SEN in Mainstream Schools</p> <p>“Recommendation 2</p> <p>Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.”</p>	<p>1</p>

<p>Ongoing training for staff in delivering effective one to one interventions for pupils with SEND</p>	<p>Teaching Assistant Interventions Evidence from EEF shows that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</p>	<p>1</p>
<p>Engaging in the Oracy Project and developing and embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 4</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>4</p>

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

Budgeted cost: £ 17800

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one teaching assistant support for disadvantaged pupils with SEND	Teaching Assistant Interventions Teaching Assistants to deliver targeted evidence based interventions for example precision teaching or SNAP 2 Maths and also interventions based on advice from outside agencies such as a Speech and Language Therapist.	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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 Toolkit Strand Education Endowment Foundation EEF	3
Smaller groups in mathematics for KS1	High quality small group support: EEF Maths KS1 Recommendation 5	4
Engaging with the School Led Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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 EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4, 5

Improve the quality of social and emotional learning through the deployment of an Emotional Literacy Support Assistant, Breakfast Club and After School Clubs	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): EEF evidence for impact of social and emotional skills	All
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 19397

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Therapeutic Thinking which includes behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	All
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ £39197

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 2021 to 2022 academic year.

First quality teaching resulted in the majority of disadvantaged pupils making at least progress in reading and maths. In writing, fewer made at least expected progress although the majority made progress in spellings.

Pupils who are disadvantaged and also have SEND show that interventions and provision is well-matched to pupil need. For example, a disadvantaged pupil with SEND made 17 mths progress in 12 months in spelling, another child made 17 mths progress in 9mths in reading and another made 12 mths progress in 12mths in maths.

Disadvantaged pupils in EYFS all passed the communication aspect of ELG and performed in the nativity with a large audience. Furthermore, evidence in books shows that the vocabulary of disadvantaged pupils has increased in both subject specific words and also formal vocabulary following teacher training, pre-teaching with a tutor and teaching assistants. As a result of oracy training, taught and targeted support, pupils know use 'Agree, Build, Challenge' to explore thinking. All disadvantaged pupils in Red Kites participated in acting roles for the end of term performance.

The majority of pupils learning to read are making at least expected progress as a result of additional teaching.

Reading comprehension, writing and mathematics attainment among disadvantaged pupils at the end of KS2 have made some progress and where less progress has been made, interventions have been shown to have had impact on attendance, catch up and resilience.

More disadvantaged pupils are able to articulate ways to improve their own resilience as a result of ELSA, more disadvantaged pupils have participated in clubs or 1:1 music lessons and report that they feel proud of their achievements, more disadvantaged pupils report that they have a good sense of belonging as a result of ELSA and staff training. Incidents of dysregulation have reduced as a result of targeted support.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

