Pupil premium strategy statement – Chetwynd Junior School

This statement details our school's use of pupil 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
School Name	Chetwynd Junior School
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	18% (65)
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)**	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	
Pupil premium lead	Michelle Wallis
Governor / Trustee lead	Phil Sanders & Nathan Townsend

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 99,550.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£00.00
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*	£ 99,550.00

Part A: Pupil premium strategy plan

Statement of intent

At Chetwynd, we believe that the highest possible standards can only be achieved by having aspirational and ambitious expectations of all of our learners. Some pupils from disadvantaged backgrounds and those who are in care or previously in care may require additional support; therefore we use all our resources available to enable them to reach their fullest potential both academically and socially.

We strongly believe that reaching your full potential is not about where you come from, instead about developing the necessary skills and values required to succeed. The pupils in receipt of Pupil Premium funding can face specific barriers to reaching their full potential. At Chetwynd, we are determined to provide the support and guidance that all children need to help them overcome their barriers. In addition to this, we aim to provide our children with access to a variety of exciting opportunities and a rich and varied curriculum.

High- quality teaching is at the heart of our approach, with a focus on areas where our analysis shows pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged in our school too.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of any perceived barriers. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will –

- Ensure all of our pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach, in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of Challenge
1	From analysing the school data, it indicates that some pupil premium/disadvantaged children are lower attaining and achieving slower progress rates in reading, writing and mathematics when compared to non-disadvantaged pupils.
2	Increasing difficulties regarding anxiety, social, emotional and poor mental health including negative childhood experiences, notably due to pressures on families. These challenges particularly affect disadvantaged pupils, including their self-esteem which can impact their learning attitudes.
3	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupils. The gaps are more prevalent among our disadvantaged pupils than their non-disadvantaged peers.
4	From observations and discussion with some pupil premium/disadvantaged children and their families shows that some children may have limited experiences beyond their home life and immediate community.
5	Social and emotional difficulties which impact behaviour and self-regulation within the classroom and breaktimes.

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
By the time pupils leave Chetwynd any learning gaps they may have had have been addressed and they are at an age appropriate level across the curriculum.	By the end of KS2 data will show that our disadvantaged children have made progress from the previous key stage which puts them in line with their non-disadvantaged peers. Analysis of interventions will show that they have had a positive impact on the disadvantaged children's learning and have helped in accelerating their progress. (Uplifting using the RADY approach)
Children's mental health and wellbeing are promoted and protected in all areas of school life. Early identification and intervention are prioritised.	Sustained high levels of wellbeing demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are accommodated for within the classroom.	Wellbeing mentor and Parent Support worker, Assistant Headteachers and Head teacher identify and support families and children and work to alleviate barriers to learning. Use FIS and Early Helps. Coffee mornings to build networks of support. Training provided for staff to support their understanding of how social and emotional health needs impact on pupils learning.
Improved oral language skills and vocabulary amongst disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is also evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment in the rest of the school.
Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum. Develop outdoor Learning curriculum and OPAL programme	The school's curriculum will provide pupils with exciting, varied and book-based learning. Pupil questionnaires will show that children enjoy school and are eager to learn more. We will continue to instil a love of learning in all pupils. Teachers and support staff will plan a wide range of visits and experiences to inspire and enhance learning and make it memorable. Allocated funding will support experiences and trips which excite and enthuse children to learn across all subjects. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. The OPAL programme to be embedded and all children have the opportunity to experience valuable play opportunities. The OPAL Primary Programme rationale is that *"… better, more active and creative playtimes can mean happier and healthier children, and having happier, healthier, more active children usually results in a more positive attitude to learning in school, with more effective classroom lessons, less staff time spent resolving unnecessary behavioural problems, fewer playtime accidents, happier staff and a healthier attitude to life."*

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 42,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. **(EEF, 2021)** EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Pupil Premium Guidance.pdf	1 & 3
One day a term release time for teachers to complete their role as a subject leader. Work with link governors and monitor their subject. Monitor progress of disadvantaged pupils across the curriculum through book looks and pupil voice. Ensure disadvantage golden thread is added throughout subject action plans.	Alongside training as a Subject Leader (to help in delivering an exciting curriculum) all subject leaders will be able to focus on their subject with quality time away from the classroom. Monitoring and speaking to pupils to ensure pupils voice is heard. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1 & 3
Allocation of funds towards Continuing Professional Development (CPD) for teachers and LSAs across school. Impact of each CPD event to be recorded and monitored. Allocation of funds for reading, writing and maths initiatives, subscriptions and high-quality texts.	We have found the training provided though Gateway Alliance to be an excellent resource to develop teachers across the school. Alongside engaging in various projects and training provided through the Nuneaton Consortium. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1 & 3
Mastering number – whole school approach to mastery maths and Years 4,5,6 using the KS2 mastering number materials Year 3 to use the KS1 for interventions for overlearning and embedding number facts. We will fund teacher release time to embed key elements	Research about mastering number Mastery learning (+5) (e.g. Maths Hub) - The impact of mastery learning approaches is an additional five months progress, on average, over the course of	1

of guidance in school and to access Maths Hub resources and CPD for the mastery approach.		
Continue to use spelling scheme – Jane Considine approach for all year groups and provide training for new staff. Subscription to Monster Phonic to secure stronger phonics teaching for all pupils and provide training for staff	Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Phonics have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children.	1 & 3
Purchase of Monster Phonics to secure stronger phonics teaching for all pupils and provide training for staff.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils	1, 3
Increasing access to high quality books that enable the children to have a rich understanding of the world and its diversity. Purchase books recommended for assemblies. Purchase high quality picture books to appeal to reluctant readers.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,2,3,4,5

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

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across whole school using Pupil premium funding. Interventions to be monitored and evaluated by AHT/SENDco Interventions to be carried out by experienced and Learning Support Assistants within school.	The latest research shows that when LSAs are used in a focused way – to deliver structured, high-quality support to small groups or individual children – pupils make an additional two to four months' progress. Evaluation of the two studies was funded by the Education Endowment Foundation **(EEF,2021)** charity, which says there is compelling evidence that should help shape the way LSAs are used in schools to ensure they improve pupils' results.	1,2, 3 & 5

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support using the Monster Phonics programme.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonic interventions have been shown to be more effective when they are delivered regular sessions over a period of 12 weeks:	1 & 3
Small group Maths interventions are organised within each year group to target particular individuals and raise attainment.	Evidence shows that small group tuition is effective. Some studies suggest that greater feedback from the adult, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. (EEF research project)	1 & 3
Small group Literacy sessions are organised across the school to target particular individuals and raise attainment.	Evidence shows that small group tuition is effective. Some studies suggest that greater feedback from the adult, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. (EEF research project)	1 & 3

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

Budgeted cost: £ 24, 720

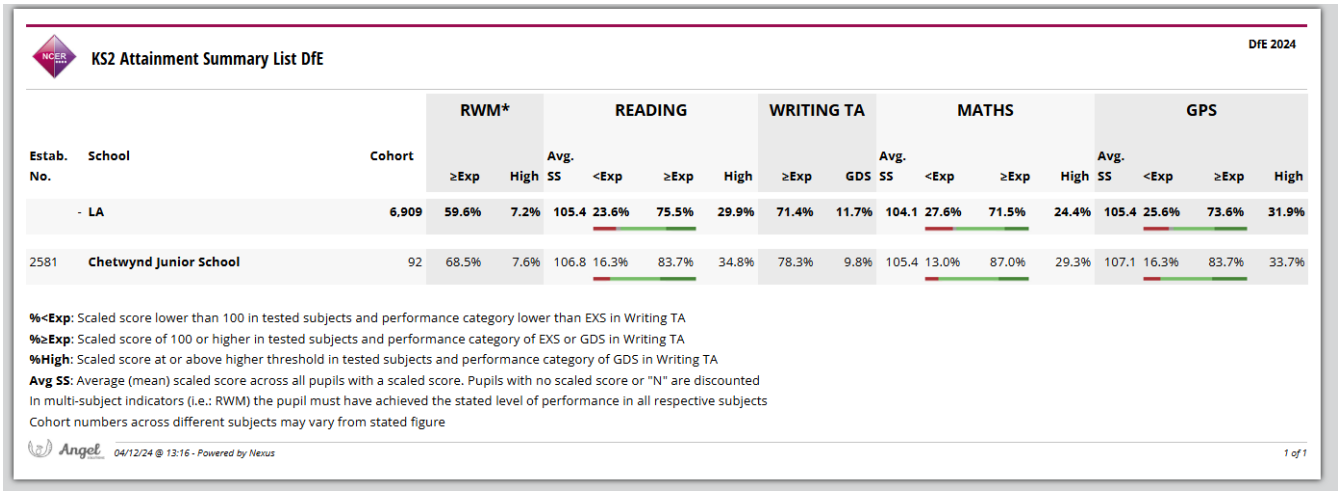
Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management – 'Teaching Today's Children (Whole staff Inset day 21.10.24) Following the Paul Dix approach and using the Consortium funded initiative Positive behaviour approaches LSAs to be given time to reflect on the training and their own practice.	Behaviour interventions Teaching and Learning Toolkit/EEF + 4 months	1,2 & 5
Relaunch the behaviour policy and embed a relational approach (Paul Dix). Further INSET throughout the academic Year.	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	1,2 & 5

All children in school to be given the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through funding for each year group to plan enriching experiences and activities and free access to the residential for PP children per year group to attend one residential trip during their time at Chetwynd.	Provision of a range of initiatives to extend children's experience. See www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully. *Education Endowment Trust Toolkit*	4
Vulnerable children to be highlighted and supported through Well-being Mentor sessions. Play therapy sessions and Lego Therapy sessions.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	1,2,3 & 5
Improve the quality of Social and Emotional Learning (SEL). SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. School based interventions are accessible for pupils in school when needed.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and later in life (e.g. improved academic performance, attitudes, behaviour and relationships with peers). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Impact +4 months	1, 2 & 5
To develop the OPAL project to provide good quality play experiences for children. To enable children to develop their communication and social skills.	The OPAL Primary Programme rationale is that "… better, more active and creative playtimes can mean happier and healthier children, and having happier, healthier, more active children usually results in a more positive attitude to learning in school, with more effective classroom lessons, less staff time spent resolving unnecessary behavioural problems, fewer playtime accidents, happier staff and a healthier attitude to life."	1,2,4,5

Total budgeted cost: £ 99,550

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils



KS2 Attainment Summary List DfE

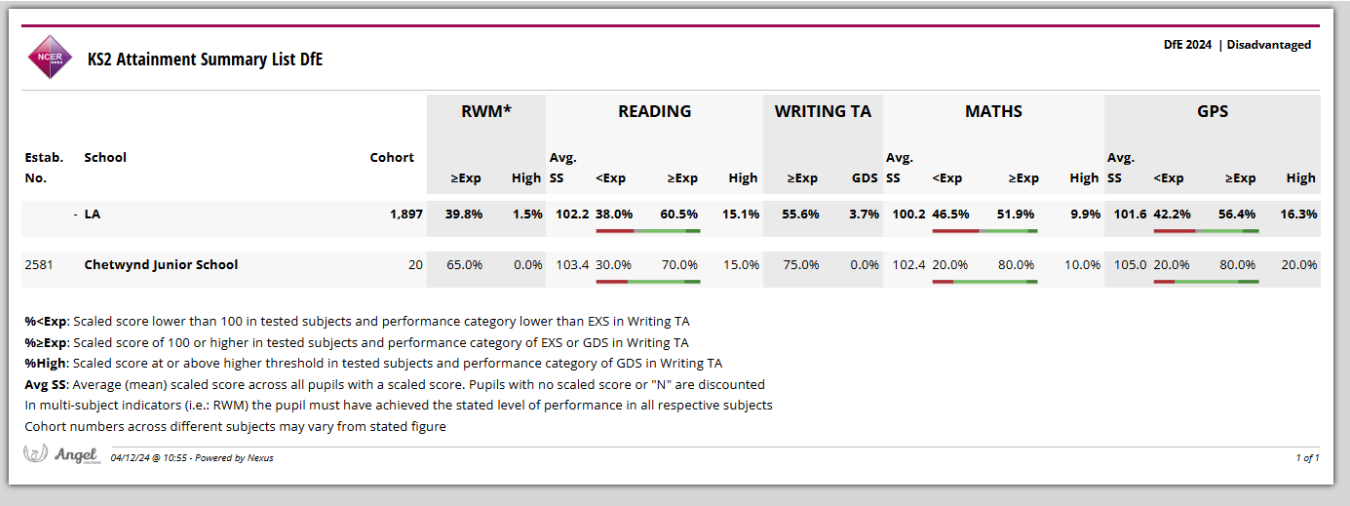
DfE 2024

Estab. No.	School	Cohort	RWM* ≥Exp	RWM* High	READING Avg. SS	READING <Exp	READING ≥Exp	READING High	WRITING TA ≥Exp	WRITING TA GDS	MATHS Avg. SS	MATHS <Exp	MATHS ≥Exp	MATHS High	GPS Avg. SS	GPS <Exp	GPS ≥Exp	GPS High
-	LA	6,909	59.6%	7.2%	105.4	23.6%	75.5%	29.9%	71.4%	11.7%	104.1	27.6%	71.5%	24.4%	105.4	25.6%	73.6%	31.9%
2581	Chetwynd Junior School	92	68.5%	7.6%	106.8	16.3%	83.7%	34.8%	78.3%	9.8%	105.4	13.0%	87.0%	29.3%	107.1	16.3%	83.7%	33.7%

%<Exp: Scaled score lower than 100 in tested subjects and performance category lower than EXS in Writing TA
%≥Exp: Scaled score of 100 or higher in tested subjects and performance category of EXS or GDS in Writing TA
%High: Scaled score at or above higher threshold in tested subjects and performance category of GDS in Writing TA
Avg SS: Average (mean) scaled score across all pupils with a scaled score. Pupils with no scaled score or "N" are discounted
In multi-subject indicators (i.e.: RWM) the pupil must have achieved the stated level of performance in all respective subjects
Cohort numbers across different subjects may vary from stated figure

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KS2 Attainment Summary List DfE

DfE 2024 | Disadvantaged

Estab. No.	School	Cohort	RWM* ≥Exp	RWM* High	READING Avg. SS	READING <Exp	READING ≥Exp	READING High	WRITING TA ≥Exp	WRITING TA GDS	MATHS Avg. SS	MATHS <Exp	MATHS ≥Exp	MATHS High	GPS Avg. SS	GPS <Exp	GPS ≥Exp	GPS High
-	LA	1,897	39.8%	1.5%	102.2	38.0%	60.5%	15.1%	55.6%	3.7%	100.2	46.5%	51.9%	9.9%	101.6	42.2%	56.4%	16.3%
2581	Chetwynd Junior School	20	65.0%	0.0%	103.4	30.0%	70.0%	15.0%	75.0%	0.0%	102.4	20.0%	80.0%	10.0%	105.0	20.0%	80.0%	20.0%

%<Exp: Scaled score lower than 100 in tested subjects and performance category lower than EXS in Writing TA
%≥Exp: Scaled score of 100 or higher in tested subjects and performance category of EXS or GDS in Writing TA
%High: Scaled score at or above higher threshold in tested subjects and performance category of GDS in Writing TA
Avg SS: Average (mean) scaled score across all pupils with a scaled score. Pupils with no scaled score or "N" are discounted
In multi-subject indicators (i.e.: RWM) the pupil must have achieved the stated level of performance in all respective subjects
Cohort numbers across different subjects may vary from stated figure

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This section details the impact our pupil premium activity had on pupils in the 2023-2024 academic year. The gap between disadvantaged and non-disadvantaged who achieved the expected standard was small. For example, 65% of the disadvantaged children gained the expected standard in combined Reading, Writing and Maths compared to the whole cohort which was 68.5% and is a difference of 3.5%.

In writing there was a gap of 3.5% between the disadvantaged 75% and the whole cohort which was 78.5%. There was another small gap between disadvantaged 80% and the whole cohort 83.7% in GPS. In maths there was a wider gap of 7% with disadvantaged 80% and whole cohort 87%. This is something that we will be looking to address over the coming year to try to overcome the gap. There was a larger gap in reading and this is something that we will continue to strive to close in the coming years. The gap between disadvantaged 70% and

whole cohort 83.7% which is a 13.7% gap. Furthermore, our goal is to reduce the achievement gap in Greater Depth between disadvantaged and non-disadvantaged children further too.

A focus on residentials and experiences for pupils means that the children have really benefitted from a balanced curriculum and education. This has provided the children with life-long experiences and memories that they may not otherwise have had the opportunity to experience.

Monster phonics scheme continues to run and be successful in Year 3. The children who require further support will continue to work through the programme in Year 4 and beyond if necessary. The new intake of Year 3 will be continued to be screened and books will be assigned for reading based on this screen. Helping them to start gaining confidence. All staff have received two twilight training sessions in Monster Phonics.

Forest schools has been a huge success once again this year and individual children have benefited in an increase in confidence and engagement in school.

The Wellbeing Mentor has continued to support children by addressing their SEMH needs, providing tailored strategies to help them regulate themselves effectively within the school environment. In addition, she has provided support and guidance to families who have sought assistance.