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	Chetwynd Junior School
Number of pupils in school	362
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022 – completed Next review July 2023 – Completed Next Review
Statement authorised by	Stephanie Lawes Headteacher
Pupil premium lead	Stephanie Lawes
Governor	Phil Sanders and Nathan Townsend

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,970
Recovery premium funding allocation this academic year	£11,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable) **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£0
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	£137,990

Part A: Pupil premium strategy plan

Statement of intent

At Chetwynd Junior School, we have high aspirations and ambition for all of our pupils and we believe that all learners should be able to reach their full potential. High-quality teaching is at the heart of our approach, with a focus on areas in which pupils, in particular disadvantaged 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 pupils in our school.

Our pupils in receipt of the Pupil Premium Funding may face specific barriers. At Chetwynd, we are determined to provide the support and guidance they need to help them overcome these barriers. We strongly believe that reaching their potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum. Experiences in learning and through the wider curriculum that allow the children to apply both their skills academically and in their wider lives.

Our intended outcome is for non-disadvantaged pupils' attainment to be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for School improvement, notably in its targeted support through intervention.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that for our disadvantaged pupils who did not take up the offer of a school place during the partial school closers due to the Covid pandemic, the gaps in their education have had a significant impact. Both academically and on their learning attitudes. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.
2	Observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to pressures on families. These challenges particularly affect disadvantaged pupils, including their self-esteem and impacting on learning attitudes
3	Pupils have limited experiences beyond their home life and immediate community.
4	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 peers.

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
To ensure any pupil who has been identified by our tracking to have 'fallen behind' their own previous academic progress, receive first high-quality teaching and intervention where necessary monitored by a Senior leader.	End of summer 2024 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 has helped in accelerating their progress. (Uplifting)
Improved reading attainment among disadvantaged pupils to support oral language skills and vocabulary gaps. Improved maths attainment amongst disadvantaged pupils. Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 reading and maths outcomes in 2024/25 will show that more than 80% of disadvantaged pupils meet the expected standard. *KS2 reading and maths outcomes for 2023 80% of disadvantaged pupils achieved the expected standard.* KS2 writing outcomes in 2024/25 will show that more than 70% of disadvantaged pupils meet the expected standard. *KS2 reading outcomes for 2023 76% of disadvantaged pupils achieved the expected standard.*
To continue to achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Use Forest Schools to also provide intervention to support pupils behaviour and learning in school.	Sustained high levels of wellbeing demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations A significant reduction in wellbeing referrals to our wellbeing mentor. 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/SENDCo 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.
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.	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.

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

Budgeted cost: £52,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 Leaders, 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, 2 &4
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, 2 and 4
For 23/24, one cohort to be split into 4 classes to help meet the SEL needs of this cohort. To help accelerate learning in the classes as this cohort on entry are well below from our baseline data. This cohort also have a significant number of pupils with additional needs and a high level of social and emotional need. Smaller classes with allow adults to better support each child.	High Quality teaching in smaller classes is proven to support accelerated learning. LSA support to provide targeted interventions. Tier one – High Quality Teaching.	1, 2 and 4

https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support

Targeted academic support

Budgeted cost: £50,000

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 deputy head and intervention leader. Interventions to be carried out by experienced and Learning Support Assistants within school.	Provide targeted, structured interventions to children across whole school using Pupil premium funding. Interventions to be monitored and evaluated by deputy head/SENDCo and Core Subject leaders. Interventions to be carried out by experienced Learning Support Assistants within school. Teachers to provide one-to-one after school tuition to targeted pupils after end of Autumn assessments. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap	1 and 4
Spelling has been identified as an area that needs specific intervention across the school. Through purchasing a new scheme this is allowing us to train staff and to provide staff with a resource to support spelling development to sustain improvement in this area. Also to be used to support intervention.	Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1 and 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
We are continuing to develop our maths provision in line with DfE and EEF guidance. We are still will funding teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). This should also support the gaps for girls as identified in 23 data..	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: key stages 1 and 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1 & 4
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Monster phonics.	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 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1 & 4
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. School based interventions are accessable for pupils in school when needed.	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_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	2 & 3

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

Budgeted cost: £35,000

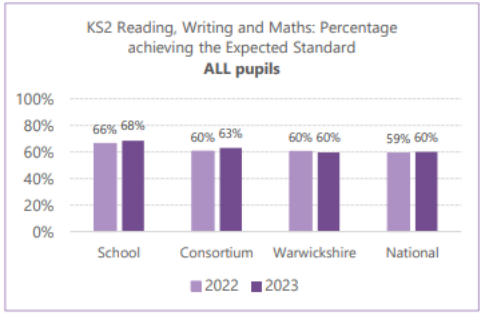
Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for SENDCo leader and Parent support worker to support families with high need SENDCo and Pupil Premium children. Parent support worker/SENDCo and Head teacher identify and support families and children and work to alleviate barriers to learning. PP children will be supported by being provided with school uniform vouchers, support for trips and clubs to alleviate any potential financial barrier to children attending school. Parent coffee mornings with access to wider services to be run every term.	https://sandbox.educationendowment foundation.org.uk/education- evidence/teaching-learning- toolkit/parental-engagement	2 and 3
Vulnerable children to be highlighted and supported through Wellbeing Mentor sessions, Play Therapy sessions, and Lego Therapy sessions and Dog Mentoring scheme.	We have seen huge success with our school Wellbeing mentor working with family's both as a team and separately focusing on the pupil in school and supporting the parents also. This has helped to improve attendance, academic success and the mental health and well being of pupils.	2 and 3
All children in school to be given 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, lunch time sports clubs, after school club funding for pupil premium children 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 experiences see www. Gov.uk/publications/the-pupil- premium-how-schools-are-spending- the funding-successfully. Education Endowment Trust Toolkit.	2 and 3
Funding to cover Forest schools training and resources for Forest Schools teacher. *Teacher and Learning support assistant to be released one afternoon a week to run the sessions.* On-going maintenance of the forest school's area.	Funding to cover Forest Schools teacher and provide training and resources for Forest Schools teacher.	2 and 3

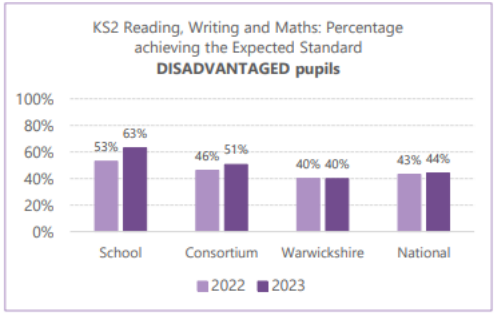
Total budgeted cost: £ 137,990

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 20223 academic year.





80% of disadvantaged pupils achieved the expected standard in Reading, GPS and maths. 76% of disadvantaged pupils achieved the expected standard in writing. Our gap between non-disadvantaged pupils and disadvantaged pupils is 5% which is smaller when compared to that of our consortium of schools, Warwickshire and the National Gaps.

This supports the school's intervention programmes as being fit for purpose and also shows that focusing on high quality support for pupils in lessons through skilled teachers and LSAs is working.

Mental Health Team Audit from for summer 2023, again demonstrates that the programmes and support in place are effective and make difference to the pupils at Chetwynd. The audit celebrates the success of the school in this crucial area. The mental health lead training has proven invaluable for getting support for pupils and advice for school staff. We have organised a 'Cost of living' workshop for parents where they could speak to experts about concerns. We will offer this again. We have also had a day each week for a Play Therapist to support vulnerable pupils. This has made a real difference to them and we will be offering this again next year.

A focus on residentials and experiences for pupils means that the children have really benefitted from a rounded and balanced education. This has provided the children with life-long experiences and memories that they may not otherwise have the opportunity to experience. Residentials have again, been over-subscribed and we have been able to support more families to access these trips.

Extra-curricular clubs are free for pupil premium pupils as is music. The children have really benefitted for clubs before and after school. The inclusion of lunchtime sports clubs was also incredibly well received. We are continuing to see a reduction in lunch time incidents as the pupils were engaged and had a structure to their games.

Monster Phonics scheme continues to run and be successful in Year 3. All the children have shown significant improvements. The children who require further support will continue to work through the programme in Year 4. The new intake of Year 3 will continue to be screened and books will be assigned for reading based on this screen. Helping them to start gaining confidence.

Forest schools to be a huge success this year. We see real success for individual pupils who either increased their attendance through the programme or we able to celebrate successes and reduce behaviour incidents. The pupils all really valued their sessions. Our Lead teacher is now fully qualified and next year will have three focus groups over the year meaning more children will benefit from the programme.

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
Improving reading comprehension inference	Leicester City Council
On track Maths programme for KS1 and 2	Rising stars
Phonics Intervention	Monster Phonics
White Rose	Mastery Hub