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	360
Proportion (%) of pupil premium eligible pupils	20%
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
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	£103,355
Recovery premium funding allocation this academic year	£10,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,000
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	£123,360

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through intervention and tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our intended outcome is for non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	The education and wellbeing of many disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Our assessments and observations indicate that for our disadvantaged pupils who did not take up the offer of a school place, the gaps in education have had a significant impact. Both academically and on their learning attitudes. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
2	We are seeing an increase in pupils and their families who have social & emotional difficulties, including medical and mental health issues. Observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to pressures on families and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 18 pupils (7 of whom are disadvantaged) currently require additional support with social and emotional needs, with 37 (9 of whom are disadvantaged) receiving small group interventions.
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 disadvantaged pupils. These are especially evident from our new Year 3 intake (September 21) who only had Reception as a full year in school. 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 targeted high-quality intervention monitored by a Senior leader.	End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer. 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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 will show that more than 80% of disadvantaged pupils meet the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 will show that more than 70% of disadvantaged pupils meet 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 removed or alleviated.	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, Sycamore Parenting approach for parents. Coffee mornings to build networks of support.
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 instill 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 (for example, CPD, recruitment and retention)

Budgeted cost: £35,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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	4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. 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).	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_KS2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2	1
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.	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)	1
Headteacher to work with Coaching and Curriculum Lead teacher to run a whole school coaching programme for teachers. Deputy head to work with Year Leaders subject leaders to improve/enhance the teaching and learning within every subject.	https://educationendowment foundation.org.uk/public/files/ Publications/Pupil_Premium_ Guidance_iPDF.pdf https://sandbox.educationendowment foundation.org.uk/education- evidence/teaching-learning-toolkit	1

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.	Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch- up – see www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-success- fully.	1 and 4

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding. Interventions to be monitored and evaluated by deputy head and intervention leader. Interventions to be carried out by experienced teachers (via the National Tutoring Programme) and Teaching Assistants within school.	Provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding. Interventions to be monitored and evaluated by deputy head/SENDCo and Core Subject leaders. Interventions to be carried out by experienced teachers (via the National Tutoring Programme) and Teaching Assistants within school. Teachers to provide one-to-one after school tuition to targeted pupils after end of Autumn assessments.	1
Funding to cover Forest schools training and resources for Forest Schools teacher. Forest Schools teacher to support Pupil Premium children during forest schools' sessions.	Funding to cover Forest Schools teacher and provide training and resources for Forest Schools teacher. Forest Schools teacher to support Pupil Premium children during forest schools' sessions.	2 and 3
Engaging with the National 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	1

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

Budgeted cost: £28,000

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. Vulnerable children to be highlighted and supported through Wellbeing Mentor sessions, Sycamore Counselling sessions, and Lego Therapy sessions. 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.	https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	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, after school club funding for pupil premium children and free access to the residential for 4 PP children per year group.	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	3

Total budgeted cost: £ 123,360

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.

Summer 22 Data Year 6 for Pupil premium pupils shows that they are ahead of national in all areas. National gap is 23% and Chetwynd's s 13%. This is reflected in all in school data for Years 3 – 5 summer 2022. 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 summer 2022, 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 will be working towards implementing the suggestions to offer even greater support to pupils, parents and staff.

A return to 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 have missed out on over the previous two years. Residentials have been over subscribed and we have been able to support more families to access these trips.

Extra-curricular clubs have been heavily subsidised and made free in some cases. The children have really benefitted for clubs before and after school. The inclusion of lunchtime sports clubs was also incredibly well received in the Summer Term and many pupils signed up to this across year 6. We saw a reduction in lunch time incidents as the pupils were engaged and had a structure to their games.

The introduction of the Monster Phonics scheme has been a huge success 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 be screened and books will be assigned for reading based on this screen. Helping them to start gaining confidence.

Forest schools was a huge success this year. We saw 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

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Working with the Nuneaton Alliance and John Taylor High School Teaching School, on the EEF Endowment project over the Autumn Term 2021 four Senior Leaders will be working to embed more effective practice around feedback. EEF evidence and behaviour EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org. demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- We have booked two places on the Warwickshire Educational Phycologist to utilise a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality outdoor learning, extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.