

## Pupil premium strategy statement 2024-25



This statement details our school's use of pupil premium (and recovery 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	Chenies School
Number of pupils in school	50
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25 to 2026-27 (year 1)
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Rebecca Sutherland
Pupil premium lead	Rebecca Sutherland
Governor / Trustee lead	Elizabeth Wilson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,723
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£8,723</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged 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
- ensure disadvantaged pupils are supported pastorally as well as educationally

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

Challenge number	Detail of challenge
1	Attendance for disadvantaged children is at least in line with non - disadvantaged children
2	Our disadvantaged children have lower levels of self-confidence and resilience than many of our non-disadvantaged children. This means that they sometimes struggle to make the progress they should be making and that they are not as ready to learn as others.
3	A small number of PP pupils also have additional SEN needs and may also have financial difficulties. Therefore, the academic outcomes are often lower 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 the attendance and punctuality of pupils in receipt of pupil premium is in line with those of peers.	There will be little or no attendance gap between non-disadvantaged or disadvantaged. All children in receipt of pupil premium will have attendance above 95%.
All children have access to Quality First Teaching (QFT) to enable them to thrive at Chenies school	Pupil progress meetings illustrate that disadvantaged pupils are making at least expected levels of progress due to quality first teaching and targeted interventions to accelerate progress. Disadvantaged pupils' outcomes show an increase in the progress made across key stages showing added value due to the impact of quality first teaching. Targeted CPD for teachers and TAs so that many barriers can be overcome via QFT. Teachers will have a greater range of and understanding in strategies to use in order to meet the needs of pupils.
To ensure that all disadvantaged pupils experience the wider curriculum and full enrichment opportunities to enable them to flourish at Chenies school	Disadvantaged pupils participate in all school activities and uptake in music lessons and afterschool clubs is increased. No pupil is denied the whole school curriculum offer as a result of financial burdens. All disadvantaged pupils experience all school trips/outings including the biennial residential trip in KS2.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are engaging with learning and able to access high quality teaching and targeted interventions, where needed, to support them in making progress. They will show increased confidence and self-esteem in their approach to learning.

### 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: £1,000 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Participation with the BBO Maths Hub project to support the maths lead and teaching and learning in KS2</p> <p>Whole school participation with the ODBST writing project (CPD)</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. Colleagues observe each other against a background of agreed peer observation criteria (less experienced teachers to be accompanied by SLT) This is followed by constructive feedback and discussion. Intended outcome- to learn good practice from one another and ensure a consistent approach across the school for all pupils. Evidence re: lesson observations  <a href="https://www.cem.org/blog/414">https://www.cem.org/blog/414</a></p>	2,3
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice to ensure improvements in attendance remain.</p>	<p>DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p>	1

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

Budgeted cost: £ 5,000 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>SENCO and TA support in all classes for targeted support in lessons and interventions (a focus on pre-teaching and 'keep up sessions')</p>	<p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Providing training to the staff that deliver small group support is likely to increase impact. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's pupil premium strategy. (EEF)</p>	<p>2,3</p>
<p>Review of English curriculum and high quality texts in place to support QFT of Literacy skills across the school</p>	<p>For pupils to be successful in the classroom, they need to be able to access the curriculum being taught. However, for many pupils, there are barriers that prevent them from doing so. One potential barrier to learning is poor literacy skills (EEF, 2018). Reading to pupils and discussing books also remains crucial for this age group. Exposing pupils to an increasingly wide range of texts, with an appropriate level of challenge, will develop their language capabilities. This should include active engagement with a wide range of genres and media. This variation is likely to be motivating and engaging and it provides an opportunity to explicitly teach the features and structures of different types of text, which can develop more advanced comprehension and reasoning skills. EEF Improving literacy in KS2.</p>	<p>2,3</p>
<p>Parents of pupils eligible for pupil premium will have the resources available to them to support their child's learning. Class teachers, after discussion with parents will, where appropriate, provide additional resources to enable them to support their child's learning.</p>	<p>There is evidence from the EEF Toolkit that increased parental involvement in children's learning has a positive impact on children's attainment.</p>	<p>2,3</p>

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

Budgeted cost: £ 2,500 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Trips and experiences for pupils so they do not miss out on enrichment experiences due to costs.	Pupils should not miss out on educational visits, workshops and experiences due to financial hardship. Where this is the case, school will fund these activities for our most disadvantaged pupils.	2,3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice to ensure improvements in attendance remain.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Attendance will be regularly monitored, with absences followed up with individual parents.	Attendance has a direct impact on performance, as evidenced by the EEF.	1
Children will be supported to express their emotions, develop confidence and increase their feelings of self-esteem through the Zones of Regulation approach and new PSHE curriculum.	Children need to be in a calm state of mind to enable them to learn and retain information. See evidence in the EEF toolkit relating to self-regulation.	2,3

**Total budgeted cost: £ 8,500 approx**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Desired outcome	Outcome Achieved
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<p>To continue to ensure the attendance and punctuality of pupils in receipt of pupil premium is in line with those of peers.</p>	<p><b><u>2023 -24</u></b>  The attendance gap was closed to 0.6%, almost negligible. Children eligible for the Pupil Premium attendance was 93.8 and attendance for all was 94.4.  Punctuality was better for Pupil Premium children with lates being 0.3% and for all pupils 0.7%.</p>
<p>To continue to ensure the outcomes for pupils in receipt of pupil premium, including those with SEND are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.</p>	<p><b><u>23-24</u></b>  The outcomes of pupils in receipt of pupil premium remained in line with their peers who were not in receipt of pupil premium.</p>
<p>To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.</p>	<p>Children in receipt of Pupil Premium have reported being happy in school and have demonstrated a readiness to learn, although many still lack self-confidence.</p>

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
NA	NA
NA	NA