

Pupil premium strategy statement 2022-23

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	Chenies School
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	August 2023
Statement authorised by	Suzanne Powell
Pupil premium lead	Suzanne Powell
Governor / Trustee lead	Elizabeth Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,080
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£11,080

Part A: Pupil premium strategy plan

Statement of intent

At Chenies School we believe all children should leave our school with a love of learning and a high level of self-esteem and confidence. We constantly monitor progress and endeavour to ensure that we provide a level of support, which means all of our children keep up, rather than reaching a point of needing to catch up. We want our disadvantaged pupils to have been given the same opportunities at school as our non-disadvantaged pupils in relation to the support they receive for their learning and extra-curricular provision.

Our belief and research evidence shows that, the quality of teaching and learning is the most important factor in the achievement of all pupils. Alongside this, research indicates that children who read for pleasure consistently achieve higher levels of attainment than those who do not. Therefore providing high quality teaching and learning opportunities, alongside nurturing a love of reading are key to our pupil premium strategy plan.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality are lower for our disadvantaged children than those of non-disadvantaged children
2	Our disadvantaged children have lower levels of self-confidence and resilience than many of our non-disadvantaged children.
3	Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn
4	Some pupils who qualify for Pupil Premium funding have specific SEND needs

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 continue to ensure the attendance and punctuality of pupils in receipt of pupil premium is in line with those of peers	To close the gap between whole school attendance and pupils in receipt of pupil premium funding. (Currently 10%)
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	Pupils in receipt of pupil premium will achieve expected standards in reading, writing and maths in line with their identified baseline.

ensuring high quality teaching is effectively in place, alongside targeted interventions.	
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.

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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional learning support assistant time will be allocated to each class. Children will have the opportunity to work in a small group with their teacher or learning support assistant	Additional adult support enables gaps in knowledge to be filled at an individual level and builds confidence. Teaching in smaller ability groups has been shown to be effective. See evidence in EEF Toolkit	2,3,4
Opportunities will be provided for additional staff training in the arts. This will be linked in with working towards our arts mark accreditation. There will also be additional training opportunities for staff in supporting reading, writing and emotional well-being	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. See evidence in EEF Toolkit	2,3,4

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Any child not making the progress required to achieve their end of year expectations will receive additional interventions as appropriate to support language, literacy, numeracy and social and emotional skills, and fine motor skills programme	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	2,3,4
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	There is evidence from the EEF Toolkit that increased parental involvement in children's learning has a positive impact on children's attainment.	2,3,4

resources to enable them to support their child's learning.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children may be supported financially to attend extra-curricular clubs and music lessons.	Children with a wide range of experiences have better foundations to build on and attain more.	2,3
Children will be supported to express their emotions, develop confidence and increase their feelings of self-esteem through the Mind-Up programme and use of Habits of Mind	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
Attendance will be monitored and absences will be followed up with individual parents	Attendance has a direct impact on performance. See EEF evidence	1

Total budgeted cost: £ 13,569

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 2020 to 2021 academic year.

Desired outcomes 2021-22	Outcome Achieved 2021-22
Children will make accelerated progress with their reading.	83% of children demonstrated accelerated progress for both reading age and comprehension age on the Salford Sentence reading test. The scores showed that 83% now exceed their chronological age
Disadvantaged children will have a positive attitude towards reading for pleasure and increase their use of the library	All of the children now talk positively about reading and enjoy talking about the books they are reading.
Children will achieve at least age related expectations in Reading, Writing and Maths	50% achieved at least age related expectations in Reading, Writing and Maths. 16% achieved expected in Maths and Reading

Due to COVID-19, performance measures were not published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

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
RWInc. Fresh Start	Oxford University Press

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Parental engagement has a significant effect on children's learning (See EEF toolkit) As a school we will be ensuring that we provide opportunities for all parents to be informed about and engage with their child's learning. We will be offering curriculum based workshops and regular opportunities for parents to talk about and see their child's work. We will be focusing this year on ensuring that arrangements are made, in such a way as to enable parents of pupil premium children to access such events.