

Pupil premium strategy statement 2023-24



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	80
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 (year 3)
Date this statement was published	September 2023
Date on which it will be reviewed	August 2024
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	£10,185
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£12,185

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 for disadvantaged children is at least in line with non-disadvantaged children
2	Pupils' emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn. Our disadvantaged children have lower levels of self-confidence and resilience than many of our non-disadvantaged children.
3	Some pupils who qualify for Pupil Premium funding have specific SEND needs and other identified vulnerabilities

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
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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%.
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 in place, alongside targeted interventions.	Pupils in receipt of pupil premium will achieve expected standards in reading, writing and maths in line with their identified baseline.
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 report increased confidence and self-esteem.

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: £3,500

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, as evidenced in the EEF Toolkit.	1,2,3
Explore the principles in the DfE's 'Improving School Attendance' guidance	DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	1

Opportunities will be provided for additional staff training in the arts, which will develop our approach to supporting mental well-being. This will be linked in with working towards our arts mark accreditation.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. See evidence in EEF Toolkit	2,3
Staff CPD/support to implement the White Rose Maths programme and approaches to SPAG, building on Lesley Clarke's Letters & Sounds synthetic phonics programme, in English effectively in order to increase the quality of teaching in English and mathematics.	There is strong evidence of the importance of language development (EEF Early Language Development & Oral language interventions). DfE/NCETM non-statutory guidance draws on evidence-based approaches in the EEF 'Improving Mathematics' reports.	2,3

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 targeted 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
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.	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

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children may be supported financially to attend extra-curricular clubs and music lessons, including holiday provision.	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 Zones of Regulation approach and PSHE.	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 regularly monitored, with absences followed up with individual parents.	Attendance has a direct impact on performance, as evidenced by the EEF.	1

Total budgeted cost: £12,500

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
To continue to ensure the attendance and punctuality of pupils in receipt of pupil premium is in line with those of peers.	The attendance gap was closed to 1%. Children eligible for the Pupil Premium attendance was 91% and attendance for those not eligible for the Pupil Premium was 92%. Punctuality was better for Pupil Premium children with lates being 0.3% and for non-pupil premium 0.6%.
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.	50% of children eligible for the Pupil Premium achieved ARE across reading, writing and maths. 25% of children eligible for the Pupil Premium achieved ARE in 2 of the core subjects. This is an improvement on last year.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	All 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.

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
Lesley Clarke's Letters & Sounds synthetic phonics programme	Lesley Clarke
White Rose Maths	White Rose Education

Further information (optional)

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