

Pupil premium strategy statement

At Childer Thornton Primary School, we want our pupils to be inspired and love learning, to be confident in who they are and to leave us with the skills and knowledge to take on the next stage of their school journey. We are committed to ensuring that every individual pupil is given the best possible chance of making excellent progress and so achieve their full potential. We believe that a 'social disadvantage' must not be allowed to be a barrier to a child's future and it is our aim to ensure every child leaves out school believing they can make a difference to the world in which they live.

The Pupil Premium Grant is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Our primary aim in using the Pupil Premium Grant is to diminish the differences between pupil groups.

This statement details our school's use of pupil premium funding to help improve the wellbeing and 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. This is a three year plan and we are currently in the second of the three years.

School overview

Detail	Data
School name	Childer Thornton Primary School
Number of pupils in school	207 (232)
Proportion (%) of pupil premium eligible pupils	2021-22 = 4.4% 2022-23 = 8% 2023-24 = 12% (9% FSM)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 23
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	Hannah Yarranton/ Dan Snowden
Governor / Trustee lead	Alan Brown

Funding overview – 23/24

Detail	Amount
Pupil premium funding allocation this academic year	£ 33 355
Recovery premium funding allocation this academic year	£ 2755
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	£ 36 110

Part A: Pupil premium strategy plan

Statement of intent

When creating our PP Strategy we recognise the importance of considering the context of our school and the subsequent challenges faced. We will use research conducted by the EEF and recognised literature (such as 'Addressing Educational Disadvantage by Marc Rowland) to support decisions made around the usefulness and implementation of different strategies.

Common barriers to learning for disadvantaged pupils can include less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties attendance and punctuality issues, and less opportunities to access enrichment. There may also be complex family situations that prevent children from flourishing. We recognise that the challenges are varied and there is no "one size fits all". As identified by the EEF, we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To ensure equal opportunities for children who are considered disadvantaged.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Ensuring provision is based on an assessment of needs and that this is tracked carefully each term through pupil progress meetings and wellbeing meetings.

The range of provision we consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.

- To allocate a Teaching Assistant support where necessary and possible – this could be to remove barriers in class and provide additional scaffold or for keep up/catch up intervention outside of the lesson.
- 1-1 support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Support payment for activities, educational visits and residential, ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour and emotional wellbeing support
- Attendance support

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap in reading, maths and especially writing
2	Attainment gap in children achieving greater depth
3	Attendance and punctuality for disadvantaged pupils is not yet in line with the rest of the school population
4	Some home learning environments lack support for pupils' communication and literacy skills
5	Limited life experiences and opportunities to join in enrichment opportunities
6	Many academic and emotional barriers link to SEND and need individualised approaches

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
Pupils make at least expected progress in reading, writing and maths based on previous data.	<p>Pupils will be at least ARE by the end of the academic year or will have made good progress from their starting points.</p> <p>Gap will close in progress made between PP and non PP – especially in writing.</p>

<p>Pupils will be fluent readers and demonstrate fluency in mathematics.</p>	<p>Increase in scaled and standardised scores for reading and maths. On Track for RWI and 1:1 additionality demonstrates sounds are learned and secured quickly.</p>
<p>Pupils access a wide range of interventions to meet their learning needs and gaps in knowledge</p>	<p>As the children’s learning needs are addressed, PP pupils make at least expected progress or exceed the targets set in pupil progress meetings. This could be recorded through precision teaching scores, standardised assessments and raw scores.</p>
<p>Attendance and punctuality of all children is improved</p>	<p>Percentage attendance and punctuality rates of identified PP pupils increases and the gap between PP and no PP narrows.</p>
<p>Pupils access a wide range of enrichment experiences, both inside and outside of school</p>	<p>Pupils talk positively about their opportunities as evidenced in pupil voice. PP attendance of extra-curricular clubs is high. All pupils experience Forest Schools at some point in the academic year. PP children have free access to Forest Schools Club.</p>
<p>All children, including those eligible for pupil premium will be settled and secure in school.</p>	<p>Pupils demonstrate behaviour in line with the behaviour policy. Pupils’ needs are reviewed regularly and provision adapted as necessary. Pupils demonstrate good levels of well-being through pupil voice activity. Identified pupils have access to ELSA sessions to improve emotional well-being.</p>

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: £5000 (subscription and allocated time)

Activity	Evidence that supports this approach	Challenge number(s) addressed
All Subject Leaders to attend coaching and mentoring training in order to improve the teaching of their subjects.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. EEF guides on metacognition and implementing change.	1, 2, 6
Subject Leaders to mentor, model for and coach other teachers. Use lesson study approach where possible to drive improvements in teaching. Research and implement strategies to ensure learning is committed to long term memory e.g retrieval toolkit, flashback 4, flashback Friday, schema links.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. EEF guides on metacognition and implementing change. Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge. EEF Mastery Learning	1,2, 6

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

Budgeted cost: £19 000 approx – Main cost is Grade 6 TA to deliver 1:1 phonics daily and to deliver phonics in smaller groups for each class.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Quality first teaching for all pupils. 	<ul style="list-style-type: none"> EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. 	1,2

<ul style="list-style-type: none"> • High quality CPD for all staff on teaching and learning approaches. • Writing action plan focuses on needs of groups. • Each class has a term of Forest Schools to reduce class size for teaching writing 1 session week. <ul style="list-style-type: none"> • Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. 	<ul style="list-style-type: none"> • Sutton Trust – quality first teaching has direct impact on student outcomes. <p>Training and supporting highly qualified teachers deliver targeted support.</p>	
<ul style="list-style-type: none"> • ELKLAN trained staff deliver speech interventions • NELI intervention • Theraplay/Nurture groups • Speech and language intervention from SALT • Social skills – ‘Inner Chimp’ and emotional regulation groups. • TA Intervention – including training with external agencies and National College • Daily Phonics 1:1 intervention • Additional reading opportunities to develop fluency 	<ul style="list-style-type: none"> • EEF – oral language interventions consistently show positive impact on learning. <ul style="list-style-type: none"> • High quality small group interventions • Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. <p>EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p> <p><i>“Early literacy approaches typically increase children’s learning by about four months. Approaches that develop literacy skills and knowledge can have an important effect on early reading. The evidence for the positive impact of early literacy approaches is extensive. Careful monitoring of progress in reading is particularly important to target approaches effectively. For example, moving from knowledge of letter names and sounds to early phonics.” EEF Early Literacy Approaches</i></p> <p>Previous impact on phonics data is significant therefore this is evidence to continue using this as an effective intervention.</p>	1,2,3,6
School Led Tutoring – writing tuition.	EEF (+4)	2,3

<p>Targeted groups across the year depending on assessment data each term and demographics. £1500 contribution from school.</p>	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Using pupil progress, we will target specific groups each half term. This will mainly be writing as this is the area most impacted across school.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13500

ELSA (£4 000 approx) Well-being Lead (£5500) Clubs (£1000 approx) Trauma-informed Lead training (funded but time for HT and TA involved to attend university and work on project - £3000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • ELSA – 2 afternoons plus ELSA supervision. • Forest Schools – addresses writing but also provides opportunities children have missed due to covid or due to disadvantage. • Consultancy support from developmental psychologist on how to best use a trauma-informed approach • School to train 2 Trauma-informed lead practitioners 	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>EEF Social and Emotional Learning</p>	<p>4, 6</p>
<ul style="list-style-type: none"> • Attendance monitoring and 	<p>Pupils’ attainment can only be improved if they are attending school. NFER</p>	<p>4</p>

<p>support through half termly meetings.</p> <ul style="list-style-type: none"> • Analysis of punctuality and attendance • Meet with parents and EWO of families identified – promote TAFs where possible to work alongside school Health. • Analyse attendance over time to identify PP pupils and evaluate improvements 	<p>briefing for school leaders identifies addressing attendance as a key step.</p> <p>Persistent absence is an immediate issue facing schools across the country. According to the most recent data, almost one in four pupils missed more than 10 per cent of sessions in the autumn term of 2021, and 1.4 per cent of pupils missed at least 50 per cent of sessions. We know these pupils are disproportionately more like to come from socio-economically disadvantaged backgrounds. So tackling persistent absence is an important part of improving education outcomes for this group. EEF Improving Attendance for Disadvantaged Pupils</p>	
<ul style="list-style-type: none"> • Protected time for DSL/ wellbeing lead manage social and emotional barriers to learning – e.g. foodbank training – 1 day per week. • Curriculum to be fully accessed and disruption/distraction in lessons to be limited because of use of self-help strategies and increased self-esteem of learners • Guidance and support provided to parents/carers through targeted courses and meetings with well-being lead to develop further positive parenting 	<p>There is an increasing number of families open to outside agencies and accessing support. Time is spent supporting and guiding families. Referrals have also been made to improve the mental health of pupils in order to help them to access education.</p> <p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. EEF Social and Emotional Learning</p>	4
<ul style="list-style-type: none"> • Financial support to ensure inclusion: pupils are supported financially in all educational trips and visits and subsidised residential visits. They also have access 	<p>Studies of adventure learning consistently show positive benefits on academic learning and wider outcomes such as self-confidence. <i>On average pupils who participate in adventure learning appear to make approximately an additional four months’ progress.</i></p>	4, 5, 6

<p>to clubs which are normally paid for.</p>	<p>The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress).</p>	
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Total budgeted cost: £ 36 000 approx

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 22-23 academic year.

Children in reception accessed small group phonics and 1:1 sessions where necessary. 7 out of 8 children who were classed as PP accessed the 1:1 sessions and 6 ended the year on track for phonics demonstrating huge impact.

Attendance of children in receipt of FSM was 89.66% compared to the whole school attendance of 94.94%. Although this is an improvement and the percentage is impacted by the small number of PP children, more work needs to be done to further narrow the gap. There are some really positive case studies that demonstrate our approaches to attendance are having the desired impact.

All PP pupils accessed free clubs across the year, as well as their residentials, and demonstrated enjoyment in these activities. Parents also stated that this helped them in many different ways.

Service pupil premium funding (optional)

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

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