

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	Henry Chichele Primary School
Number of pupils in school	396
Proportion (%) of pupil premium eligible pupils	11.9%
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	14/01/2022
Date on which it will be reviewed	July 2022
Statement authorised by	Mr. S Dainty
Pupil premium lead	Mrs. S O'Brien Jones
Governor / Trustee lead	Mrs. C Bliss

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 55,640
Recovery premium funding allocation this academic year	£ 5,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ -3,081
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	£ 57,779

Part A: Pupil premium strategy plan

Statement of intent

It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers. The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years.

We will consider the challenges faces by vulnerable pupils, such as those who have an allocated 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.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

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

Our priorities are as follows:

- Ensuring all children receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Ensuring disadvantaged pupils are challenged in the work that they're set.
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
.1	<p>Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>The gap between the attainment of our disadvantaged pupil and our non disadvantage pupils is between 25 and 50% in all year groups, with the exception of Year 3 and Year 4.</p>
2	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>The gap between the attainment of our disadvantaged pupil and our non disadvantage pupils is between 20 and 75% in all year groups.</p>
3	<p>Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>The gap between the attainment of our disadvantaged pupil and our non disadvantage pupils is between 50 and % 70 in year 2 and Year 5. .</p>
4	<p>Our assessments (including wellbeing tracker), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 116 pupils (27 of whom are disadvantaged) currently require additional support with social and emotional needs, all of whom are receiving small group or 1:1 interventions.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been approximately 4% lower than for non-disadvantaged pupils, however early indications of the autumn term of 2021/22 indicate this gap is closer to 10%.</p> <p>Current data (autumn 2021/22) indicates that 32.6% of disadvantaged pupils have been 'persistently absent' compared to 13.7% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress</p>

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
Improved writing attainment for disadvantaged pupils at the end of KS2	KS1 and KS2 writing outcomes in 2021/22, 2022/23, 2023/24 show an increase of disadvantaged pupils meeting the expected standard.
Improved maths attainment among disadvantaged pupils.	KS1 and KS2 maths outcomes in 2021/22, 2022/23, 2023/24 show an increase of disadvantaged pupils meeting the expected standard.
Improved reading attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes in 2021/22, 2022/23, 2023/24 show an increase of disadvantaged pupils meeting the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 6%. • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

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: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in consultancy Talk for Writing training.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1
Invest in consultancy maths training.	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2
Invest in RWI – Fresh Start training.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3

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

Budgeted cost: £39,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Laptops to be offered to most disadvantaged pupils to provide targeted intervention through the National Tutoring Programme.</p> <p>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.</p>	<p>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)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Two additional members of staff in inclusion team to support well-being and pastoral provision offered to individual pupils and families.</p> <p>Parent workshops offered by inclusion team to support disadvantaged families. (Solihull)</p>	<p>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)</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	4

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

Budgeted cost: £11,179

Activity	Evidence that supports this approach	Challenge number(s) addressed
All disadvantaged families to be allocated a £100 voucher to be used towards extra curricular activities, clubs, trips, uniform.	<p>Providing opportunities for all children to have access to a range of extra curricular activities, can have a positive impact on health, well-being and physical development. Evidence shows that it can also have a small positive impact on academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	4
Additional staff within inclusion team to support families with attendance and acute need	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p>	5
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £57,779

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.

Aim	Outcome
<p>Ensure all pupil have access to quality first teaching which is delivered through a broad and balance curriculum.</p>	<p>Dedicated CPD provision in place for all staff. New assessment system introduced: NFER assessments, assessment spreadsheet and Pupil Progress Presentations embedded – teaching staff using assessment information to inform planning. Monitoring process planned and implemented – lesson observations completed in Term 5. SLT to plan, review and implement monitoring process in 2021/22. Due to restrictions (COVID -19) staff did not have opportunities to team teach and observe subject leaders in their area of expertise. Talk for Writing has been introduced across the school. All staff have received 1 CPD session, a second session is planned for January 2022. All teaching staff have received Maths CPD sessions with Catherine Milner.</p>
<p>Reduce the gap between pupils eligible for the Pupil Premium Grant and non-pupil premium pupils. Accelerate the progress of PP Pupils with low prior attainment in English and Maths.</p>	<p>Introduction of NFER assessments and the NFER analysis tool has enabled staff to identify gaps in learning and plan focused interventions for Reading, GPS and Maths. <i>Additional members of staff deployed to support teaching of English and Maths across upper KS2 from September 2021</i></p>
<p>Develop the literacy and oral language of pupils in receipt of the Pupil Premium Grant to support improved rates of progress.</p>	<p>Talk for Writing has been introduced across the school. All staff have received 1 CPD session, a second session is planned for January 2022. Reading for pleasure sessions introduced across the school. Story time magazine purchased for all KS1 Pupils in receipt of the PP grant for 3 months.</p>
<p>Accelerate progress of upper KS2, PP pupils in English and Maths.</p>	<p>Due to staffing restructure additional member of staff was not available to deliver booster sessions in Upper KS2. Maths booster groups to be lead by additional teacher from September 2021. SLT have completed a review of school values and aims and a result Blooms Taxonomy has been superseded. Review of teaching of Maths across the school ensures that mastery of skills is embedded to support accelerated progress.</p>

	<p>Teachers plan greater depth activities for all groups of pupils.</p> <p>CPD session delivered to all teaching staff on Rosenshine principles of teaching.</p>
<p>Average attendance of pupils eligible for the Pupil Premium grant to be in line with the rest of the school.</p>	<p>Attendance officer monitors attendance and completes actions quickly. Attendance reports shared as part of DSL review every 4 weeks.</p> <p>Attendance for cohorts displayed in school hall and certificates issued. Attendance celebrated as part of celebration assemblies.</p>
<p>Improved emotional well-being, greater levels of self-esteem and confidence.</p>	<p>Two additional members of staff employed within inclusion team to support well-being and pastoral provision offered to families.</p> <p>Well-being tracking system implemented across the school and data analysed to tailor support.</p> <p>All staff have received emotion coaching training and strategies have been implemented across the school.</p> <p>Service level agreement is in place with JoGo behaviour support.</p>
<p>Increased number of pupils eligible for the Pupil Premium Grant to access extra-curricular clubs, residential trips and opportunities to widen their life experiences.</p>	<p>School negotiated one free space allocation at clubs for pupils eligible for the pupil Premium Grant.</p> <p>Due to restrictions in place (COVID-19) there have been no school trips or residential trips.</p> <p>All disadvantaged families have been allocated a £100 voucher to be used towards extra curricular activities, clubs, trips, uniform.</p>
<p>Improve attainment by reducing challenging behaviour.</p>	<p>Behaviour policy has been reviewed and implemented by all staff.</p> <p>Monitoring of behaviour and recording of incidents has been review and is now recorded on Arbor.</p> <p>Additional member of the inclusion team monitors behaviour incidents and actions quickly.</p> <p>Behaviour reports shared as part of DSL review every 4 weeks.</p> <p>3 Pastoral Support Plans have been put in place in liaison with families and external agencies where appropriate.</p> <p>Service Level Agreement is in place with JoGO behaviour support.</p> <p>2 members of staff attended Team Team Training – JoGo Behaviour Support.</p>

Due to COVID-19, performance measures have not been published for 2020 to 2021. However, from school level data and the outcomes of standardised testing, internally, data shows that disadvantaged pupils at age related expectations by the end of KS2 were as follows: reading 70% and maths 60%

Externally provided programmes

Programme	Provider
None	

Service pupil premium funding

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?	<p>We introduced a well-being tracker across the school. This enables us to track the emotional well-being of our service children.</p> <p>We employed 2 additional members of part time staff within the inclusion team, this increased our capacity to deliver pastoral intervention groups.</p> <p>We changed our assessment system and introduced pupil progress presentations. This has enabled us to track the attainment and progress of service pupils more closely and identify gaps in their education which may be caused by moving between schools or other factors related to service life.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Our well-being tracker indicates that 100% of our service children within age related expectations for their emotional well-being.</p> <p>Assessment data for July 2021 shows that 75% of our service children are working at age related expectations or better for reading, writing and maths.</p>

Further information

Additional activity

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising 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 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.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.