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	401
Proportion (%) of pupil premium eligible pupils	10.5%
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 Reviewed 13/01/2023 Reviewed 18/03/2024
Date on which it will be reviewed	January 2025
Statement authorised by	Mrs. S Hope
Pupil premium lead	Mrs. A Pakenham
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 64,572
Recovery premium funding allocation this academic year	£ 5,311
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	£ 69,883

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, have been looked after by the local authority at any point or have a parent serving for the armed forces.

We will consider the challenges faced 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 Strategy. 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
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
.1	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. The gap between the attainment of our disadvantaged pupils and our non disadvantage pupils was between 25 and 50% in all year groups, with the exception of Year 3 and Year 4. (20/21), between 25 and 60% in 3 out of 6 year groups. (21/22) and is between 27 and 40% in 4 out of 6 year groups. (22/23)
2	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. The gap between the attainment of our disadvantaged pupil and our non disadvantage pupils was between 20 and 75% in all year groups. (20/21), between 30 and 45% in 4 out of 6 year groups. (21/22) and is between 20 and 65% in 4 out of 6 year groups. (22/23)
3	Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. The gap between the attainment of our disadvantaged pupil and our non disadvantage pupils was between 50 and % 70 in year 2 and Year 5. (20/21), between 15 and 30% in 3 out of 6 year groups (21/22) and is between 20 and 40% in 4 out of 6 year groups (22/23)
4	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. Teacher referrals for support markedly increased during the pandemic. 127 (29 of whom are disadvantaged) currently require additional support with social and emotional needs, all of whom are receiving small group or 1:1 interventions. This was 74 (33 of whom are disadvantaged) in 21/22 and 116 pupils (27 of whom are disadvantaged) in 20/21.
5	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%. Current data (autumn 2023/24) indicates that 18.6% of disadvantaged pupils have been 'persistently absent' compared to 8.38% of their peers. Data indicated that 42.5% of disadvantaged pupils were 'persistently absent' compared to 8.45% of their peers(autumn 2022/23) and 32.6% of disadvantaged pupils were 'persistently absent' compared to 13.7% of their peers. (autumn 2021/22) Although the gap is narrowing, our assessments and observations indicate that absenteeism continues to be negatively impacting disadvantaged pupils' progress
6	Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general more prevalent among our disadvantaged pupils 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
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: • 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:

	• 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: £2080.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in consultancy Talk for Writing training. Invest in handwriting programme – Kenetic Letters.	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: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1
Invest in consultancy maths training. Invest in White Rose Maths resources. Collaborate with the Maths Hub	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2
Invest in RWI –training.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics	3

	interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. Phonics | Toolkit Strand | Education Endowment Foundation | EEF	
Invest in SEND consultancy Staff CPD to focus on adaptive teaching and removing barriers to learning.	Special Educational Needs in Mainstream in Mainstream Schools Guidance report –EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	
Invest in quality reading CPD. – Roade Reading Hub Literacy Shed resources	The **aim** of our **Hub** is to support schools **to achieve excellence in early literacy teaching through an** initial focus on: **Developing early language and closing the word gap Developing early reading through systematic,** synthetic phonics. Roade English Hub Reading comprehension strategies are high impact on average (+6months). Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £61,108.62

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement One to One tutoring programme across KS1 to provide targeted phonics intervention support for identified pupils.	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. Phonics | Toolkit Strand | Education Endowment Foundation | EEF	3

Two additional members of staff in inclusion team to support well-being and pastoral provision offered to individual pupils and families. Parent workshops offered by inclusion team to support disadvantaged families. (Solihull) Member of support staff to complete ELSA training to improve quality of social and emotional learning.	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) EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	4
SALT to be employed (1 day a week) to complete assessments and provide recommendations to staff. SALT to provide CPD sessions for school staff.	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: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	6

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

Budgeted cost: £6694.04

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.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4

Additional staff within inclusion team to support families with attendance and acute need	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance	5
Contingency fund for acute issues.	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.	All

Total budgeted cost: £69,883

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 2022 to 2023 academic year.

Outcomes in reading, writing and maths suggest that disadvantaged pupils continue to achieve lower attainment that their peers. We will use the pupil premium funding to target the development of reading, writing and maths teaching next year with the activities detailed in this plan.

Investment in a new phonics scheme (RWI) and CPD on developing the teaching of phonics impacted on the outcomes for children in the phonics screening check, where 70% passed, including 50% of disadvantaged pupils. Although this is not in line with national averages, there is an upwards trend. We now have a consistent and stable staffing structure and will continue to build on this approach with the activities detailed in this plan.

Our assessments and observations indicated that low level pupil behaviour, mental health and well-being continued to be impacted last year, primarily due to COVID-19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide pastoral support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Attendance has been impacted through term 1 (2023/24) due to a high level of illness across the school. We have used pupil premium funding to employ a member of staff, within the inclusion team to support families with attendance and acute need. We are building on this approach to ensure attendance data is consistently monitored and timely support is provided where there is an identified need. The attendance policy will has been reviewed inline with government guidance.

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

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?	We consistently assessed pupils well-being using our well-being tracker across the school. This enabled us to track the emotional well-being of our service children. We employed 2 additional members of part time staff within the inclusion team, this increased our capacity to deliver pastoral intervention groups. A member of our support staff completed the ELSA qualification. Pupil progress presentations were delivered by teaching staff at assessment points, to SMT and the inclusion team. 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.
What was the impact of that spending on service pupil premium eligible pupils?	Our well-being tracker indicates that 100% of our service children have been assesses as within age related expectations for their emotional well-being. Assessment data for July 2023 shows that 67% of our service children are working at age related expectations or better for reading and maths. This is 33% for writing.

Further information (optional)

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.