Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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, the effect that last year's spending of pupil premium had within our school and our intentions for the next three years.

School overview

Detail	Data
School name	Henry Chichele Primary School
Number of pupils in school	373
Proportion (%) of pupil premium eligible pupils	10.2%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025 2025/2026 2026/2027
Date this statement was published	31st January 2025
Date on which it will be reviewed	January 2026
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	£ 69,230
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	£ 69,230

Part A: Pupil premium strategy plan

Statement of intent

It is the intent of our school to narrow 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 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 Writing	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-disadvantaged pupils is currently between 23 and 44% in 5 out of 6 year groups (Autumm 24). 2023/2024 – 25 and 50% 2022/2023 - 27 and 40% 2021/2022 – 25 and 60%
2 Maths	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 pupils and our non-disadvantaged pupils is currently between 15 and 48% in all year groups (Autumm 24). 2023/2024 – 10 and 44% (all year groups) 2022/2023 – 20 and 65% (4 of 6 year groups) 2021/2022 – 30 and 45% (4 of 6 year groups)
3 Reading	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 pupils and our non-disadvantaged pupils is currently between 9 and 52% in 5 out of 6 year groups (Autumm 24). 2023/2024 – 50 and 70% (2 of 6 year groups) 2022/2023 - 20 and 40% (4 of 6 year groups) 2021/2022 – 15 and 30% (3 of 6 year groups)
4 Well-Being Tracker	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. Currently (Spring 2024/25) there are 46 pupils receiving a well-being intervention of which 10 are disadvantaged pupils (21.7%).

<table>
<tr><td>5

Attendance</td><td>Data over the last 3 years indicates that attendance among disadvantaged pupils has been approximately 4% lower than for non-disadvantaged pupils. Currently (Spring Term 2024/25) the difference is 6.72% (Disadvantaged 88.74% Non Disadvantaged 95.46%).

Pupils who are ‘Persistently Absent’:

<table>
<tr><th></th><th>Disadvantaged</th><th>Non-Disadvantaged</th><th>Gap</th></tr>
<tr><td>Autumn Term 2024/2025</td><td>31.0%</td><td>5.36%</td><td>25.6%</td></tr>
<tr><td>Autumn Term 2023/2024</td><td>18.6%</td><td>8.38%</td><td>10.2%</td></tr>
<tr><td>Autumn Term 2022/2023</td><td>42.5%</td><td>8.45%</td><td>34.0%</td></tr>
<tr><td>Autumn Term 2021/2022</td><td>32.6%</td><td>13.7%</td><td>18.9%</td></tr>
</table>
The gap has increased by15.4% in the last year. Our assessments and observations indicate that absenteeism continues to be negatively impacting disadvantaged pupils’ progress.</td></tr>
<tr><td>6
Assessment:
Pixl and Insight</td><td>Formative assessment has been prioritised but there is a need for a consistent approach of recording and accessing data across the school and by all stakeholders. This will improve outcomes for pupils by supporting the identification of gaps in learning and for vulnerable groups such as disadvantaged pupils.</td></tr>
<tr><td>7

Technology</td><td>An audit of IT resources has identified the need for more access to technology in all year groups. This increase of resources has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</td></tr>
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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 KS1 and KS2.	KS1 and KS2 writing outcomes in 2024/25, 2025/26, 2026/27 show an increase of disadvantaged pupils meeting the expected standard.
Improved maths attainment among disadvantaged pupils.	KS1 and KS2 maths outcomes in 2024/25, 2025/26, 2026/27 show an increase of disadvantaged pupils meeting the expected standard.
Improved reading attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes in 2024/25, 2025/26, 2026/27 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. • 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.
To embed a formative assessment programme across the school to support the identification of gaps in learning and to highlight areas of need for vulnerable groups.	Accurate data will be produced and consistently analysed by teachers and leaders. This will support identification of gaps in learning and need. Pupils, including those who are disadvantaged, will receive targeted support.
To increase access to technology across all areas of the curriculum.	Pupils will be engaged and motivated to use technology to support retrieval practice and increase the retention of key ideas and knowledge.

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: £28,174

Activity	Evidence that supports this approach	Challenge number(s) addressed
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:	1

	Oral language interventions | EEF (educationendowmentfoundation.org.uk)	
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 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)	3
Invest in quality formative assessment programmes.	Formative assessment or 'Assessment for Learning' (AfL), refers to any assessment activities undertaken by teachers and pupils that provide feedback, which are then used to adapt teaching methods to meet pupil needs and improve learning outcomes. (Black and Wiliam, 1998) EFA_evaluation_report.pdf	6
Invest in technology across all year groups.	The pupils we teach do not know a life without technology. The opportunities it offers to improve education are infinite. The question is not whether technology should have a place in the classroom, but how technology can most effectively be integrated in ways which achieve improved outcomes for pupils. EEF_Digital_Technology_Guidance_Report.pdf	7

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

Budgeted cost: £31,548

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 staff to support attendance monitoring.	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) Social and emotional learning | EEF (educationendowmentfoundation.org.uk) The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance	4 and 5

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

Budgeted cost: £3800

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	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

activities, clubs, trips, uniform.		
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 Allocation: £69,230

Total Budgeted Cost: £63,522

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 2023 to 2024 academic year.

Outcomes in reading, writing and maths suggest that disadvantaged pupils continue to achieve lower attainment than 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. 73% passed in 2024. 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. CPD and monitoring is in place of the RWI scheme. Our assessments and observations indicated that low level pupil behaviour, mental health and well-being continued to be impacted last year. 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 continues to be monitored. 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 has been reviewed in line 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 assessed as within age related expectations for their emotional well-being. Assessment data for Autumn 2024 shows that 67% of our service children are working at expected or above for writing and 100% are expected or above in reading and maths.

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.
- 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.