

Pupil premium strategy statement 2021-22

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	Chenies School
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Suzanne Powell
Pupil premium lead	Suzanne Powell
Governor / Trustee lead	Elizabeth Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,760
Recovery premium funding allocation this academic year	£2,809
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	£13,569

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	Children have gaps in their knowledge as a result of learning missed due to COVID 19. 25% of our pupil Premium children have SEN
2	The parents of disadvantaged children have fewer additional resources than those of non-disadvantaged children at their disposal to enable them to help their child make progress.
3	Our disadvantaged children have lower levels of self-confidence and resilience than many of our non-disadvantaged children.
4	Our disadvantaged children have had fewer extra-curricular experiences outside of school.
5	25% of disadvantaged children have historically had poor levels of attendance.

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
Children will make accelerated progress with their reading.	Salford Sentence reading test scores will show accelerated progress for both reading age and comprehension age.
Disadvantaged children will have a positive attitude towards reading for pleasure and increase their use of the library	The children will talk positively about reading. Their library records will show an increase in the number of books they have borrowed and can talk about.
Children will achieve at least age related expectations in Reading, Writing and Maths	Assessment data will show that disadvantaged children achieved at least age related expectations in Reading, Writing and Maths

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: £4,000

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. See evidence in EEF Toolkit	1,3
Opportunities will be provided for additional staff training in the arts. 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	1,2,3,4

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

Budgeted cost: £8,500

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 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.	1,3
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.	1,2

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

Budgeted cost: £ 1,069

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children may be supported financially to attend extra-curricular clubs and music lessons.	Children with a wide range of experiences have better foundations to build on and attain more.	4
Children will be supported to express their emotions, develop confidence and increase their feelings of self-esteem through the Mind-Up programme and use of Habits of Mind	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.	1,3

Total budgeted cost: £ 13,569

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.

Desired outcomes 2020-21	Outcome Achieved 2020-21
<p>Parents will be engaging with and supporting their child's learning at home. Parents of pupils eligible for Pupil Premium funding will attend parent workshops or targeted 1:1 sessions about supporting their child.</p> <p>All Pupil Premium children will be assigned a member of staff to act as a reading buddy in school who will commit to listening to them read at least three times a week.</p>	<p>The challenges of lockdowns meant that supporting parents to support their children proved more difficult than we had hoped. We were unable to run parent workshops in school. This desired outcome is one which we will carry forward to next year.</p> <p>All pupil premium children were heard read regularly in school, within their class bubble and made progress from their baseline.</p>
<p>Pupil premium children will have increased levels of self-esteem and resilience which will increase their aspirations and motivation for learning.</p> <p>Staff will support their learning through the Mind Up programme and encourage them to use the Habits of Mind for learning to enable them to be resilient in striving to achieve further depth in their learning.</p>	<p>The children managed well with the constant changes during the year and this has helped to develop resilience. This remains an ongoing desired outcome.</p> <p>The Mind Up programme has been used successfully in bubbles and children are using Habits of Mind to think positively about the challenges they face in their learning.</p>
<p>Pupils eligible for pupil premium will have been provided with additional support, where appropriate to enable them access to an increased number of experiences of literacy and numeracy learning opportunities.</p> <p>Some opportunities to access extra-curricular activities which will be beneficial to individuals will have been provided.</p>	<p>Additional intervention support was given through online teaching sessions and in-school support for reading, writing and maths. Progress was sustained but not accelerated.</p> <p>Support was provided for music lessons but there were limited opportunities for other enrichment activities during the year due to COVID.</p>
<p>Pupils eligible for pupil premium funding will have improved levels of attendance. Attendance will be monitored regularly by the headteacher.</p>	<p>50% of children eligible for pupil premium had attendance above 96%. Due to COVID there were circumstances which meant a number of absences were not preventable. Children in receipt of pupil premium were able to access in school provision during lockdown periods.</p>

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Internal Data demonstrated that: at the end of Key Stage 2 100% of Pupil Premium children achieved age related expectations in reading and writing and greater depth in mathematics.

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
RWInc. Fresh Start	Oxford University Press

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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