

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	Cholsey Primary School
Number of pupils in school	291
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Academic years 2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Heidi McSweeney Headteacher
Pupil premium lead	Kate Norman SENDCo and Designated Teacher
Governor / Trustee lead	Andy King Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,695
Recovery premium funding allocation this academic year	£4,495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,272.69
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	£49,462.69

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

At Cholsey School our mission is “to prepare children for the future through academic excellence and individual care.”

We treat all children in our care as individuals and as such, personalised support is planned to ensure that they reach their potential and beyond. Every staff member and governor at Cholsey Primary School is committed to ensuring that children are given every opportunity possible to support them to identify their strengths and further develop their interests. We want all children to have as many varied learning experiences as possible to engage them in their learning and to inspire them to continue to pursue opportunities independently when they leave our care. We firmly believe that a child’s social background should not influence their life potential and that with support, we are able to enhance the learning and life opportunities already on offer at school.

The recent pandemic has had an impact on the education of all children, but in particular, vulnerable children have missed out of the extra-curricular experiences that school would usually offer and the academic support they would usually access. Our strategy aims to provide high quality interventions and support by experienced teaching and support staff to ensure that any learning lost during the times of partial school closures are addressed and regained. These interventions will include targeted tutoring under the school-led tutoring pathway as part of the National Tutoring Programme. This will have an impact on both non-disadvantaged and disadvantaged pupils.

Our Family Support Worker provides support and advice for individual children and their families to ensure that the well-being of children is at the forefront of all decisions that are made to support them. This will impact their academic achievements by ensuring that emotional barriers to learning are reduced.

Challenges

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

Challenge number	Detail of challenge
1	Mental health and low resilience for a large number of children in receipt of PPG and their families
2	Limited vocabulary, which impacts reading and writing
3	Access to extra curriculum activities to enhance educational experience.
4	A number of children did not attend school during COVID-19 partial school closures (54%) and will have gaps in learning
5	A significant number of children in receipt of PPG are also on the SEND register. (37%)
6	A significant number of children in receipt of PPG have/are having involvement from Family & Children's Services (31%)

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
1	More children in receipt of PPG will have greater resilience and self-esteem and be able to deal with conflict independently and appropriately	In school behaviour and personal development tracking will show improvements in scores
2	Improved spoken language skills	Improved assessment scores in spoken language.
3	All children in receipt of PPG will have access to extra-curricular activities to enhance educational experience.	There will be apposite impact on the children's wellbeing as measured using QCA questionnaires.
4	Children who did not attend school will catch up academically and emotionally	Assessments throughout the year will show increase in progress
5	Children on both SEND register and in receipt of PPG will make accelerated progress towards ARE.	Data will show more children in receipt of PPG and on the SEND register are making individual accelerated progress
6	Fewer families will need support from Family & Children's Services	Fewer TAFs and external agency assessments will have taken place

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Consistent use of TAs to fill gaps in children's understanding.</p>	<p>EEF Closing the attainment gap report <i>'What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes.'</i></p> <p>EEF – Making Best Use of Teaching Assistants</p> <p><i>Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes.</i></p>	<p>2,4,5</p>
<p>Music lessons to be offered to children in receipt of PPG</p>	<p><i>Research has shown a direct link between music and improved reading ability in children. It shows that pupils who were given certain types of music instruction had improved reading comprehension compared to those who did not.</i></p> <p>DFE – The Importance of Music 2011</p>	<p>1,3</p>

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

Budgeted cost: £11,727.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions where necessary.	EEF Closing the attainment gap report <i>'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment'</i>	2,4,5
Booster/catch up sessions,	EEF Closing the attainment gap report <i>'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment'</i>	2,4,5
Tutoring (partially funded by school led tutoring grant)	EEF Education Evidence <i>'Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.'</i>	2,4,5

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

Budgeted cost: £ 19,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from the FSW including focus on Early Help Assessments (EHAs)	Department of Children and Youth Affairs, Department of Education and Skills, TUSLA Children and Family Agency, <i>'Longer term impacts of the home-school link worker/service show 'clear evidence that achievement in reading and mathematics' had increased Although the difference was 'statistically significant and was found at all grade levels', it was 'most marked among pupils with lower levels of achievement'</i>	1,6
Access to extra-curricular clubs and educational visits for all	An Unequal Playing Field – Social Mobility Commission 2016 <i>'too many young people from disadvantaged backgrounds never get</i>	1,3

<p>children in receipt of PPG</p>	<p><i>the chance. As a result, they lose out on the benefits – increased confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of wellbeing and belonging.'</i></p> <p>11th October 2021 Coronavirus Communication from DFE</p> <p><i>Research shows that participating in organised sports and joining after school clubs can help to improve children's academic performance, as well as their social, emotional, and behavioural skills.</i></p>	
<p>Educational Assistance Dog therapy</p>	<p>Dogs for Good: https://www.dogsforgood.org/community-dog/community-dogs-schools/community-dog-for-schools-benefits/</p> <p><i>Dogs in school can impact: 'A greater enjoyment of being in the school environment, improved attendance and a greater willingness to learn and participate.</i></p> <p><i>Improved behaviour, social interaction and sense of responsibility in the classroom.'</i></p>	<p>1,2,6</p>

Total budgeted cost: £49,462.69

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.

During the year 2019-2020, all pupils were impacted by the first national lockdown and subsequent partial school closure. Despite prioritising disadvantaged children, the uptake on school places for these children was low. There were fewer opportunities to communicate with teachers, and engagement in our online learning offer was inconsistent. During the second national lockdown in 2021, we invested time in our family support worker contacting and encouraging families to take advantage of the school places and uptake was far higher. The children's engagement in online learning was improved by the distribution of laptops and mobile data, with any children who were not seen in online learning opportunities contacted the same day.

In October 2020 it was found that disadvantaged children in the Foundation Stage had gaps in their speech and language development. We invested in staff undertaking training and implemented NELI, an early language and literacy programme. The targeted children made better than expected progress and have been assessed in year 1 as not needing further intervention for this.

In October 2020 the Year 2 cohort were assessed as working considerably below their chronological age in reading, with only 8 children working either at or above this level. The disadvantaged group were working further below their peers, with 60% working more than two years below their chronological age.

We invested heavily in reading recovery strategies for year 2 children moving into KS2, releasing a teacher for two afternoons each week to both run a reading recovery style intervention and to train other adults to implement it, leading to larger numbers of children in lower Key Stage 2 being supported. We also invested in the IDL programme, an online platform focusing on both reading and maths, which children can access independently in their classrooms.

The intervention was able to be continued over the second national lockdown owing to more of the targeted group of children being in school. Their initial progress was maintained over the lockdown and improved again in the summer term.

The summer term data showed children in the targeted group made, on average, 18 months progress over the year with the reading recovery and IDL interventions. In other areas of the school better progress was seen in the children using the IDL programme than in those who were simply having daily reading practice.

Our Term 1 data in 2021 revealed that most children have sustained this progress, despite the summer holidays, and, although a number remain below ARE, they are in a better starting position than they were at the start of the summer term. The reading recovery programme is continuing for those children still working well below their chronological age, with IDL being used to plug the gaps for children still working slightly below their expected levels.

Our assessments and observations of all children returning to school after the second national lockdown was that their behaviour for learning, resilience and mental health were impacted significantly. We have the benefit of a full-time family support worker who supports children on a regular, weekly basis. Some children have structured, evidence-based intervention, such as drawing and talking, whilst others benefit from the opportunity to talk and share games with a trusted adult.

We are continuing to build on the success of these approaches with the interventions outlined in this plan.

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
Maths Tuition 1:1	Third Space Learning
Maths and Literacy interventions	IDL

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

- We are investing in the 'Brilliant Schools' programme, focusing on positivity and improved mindset. This has been a whole-school project, with a common language of positivity used across the school.
- We provide workshops for appropriate disadvantaged children to learn life skills such as cooking
- Art Therapy sessions are arranged for children identified as needing this intervention to support their emotional and behavioural needs
- Supervision for teams of staff working with high level needs children takes place weekly to ensure consistency and support is appropriate
- We continue to work collaboratively with the three other schools in the OPEN Academy Trust to offer and receive support and to share best practice, as well as valuable CPD for staff