

## 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	305
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Academic years 2022/23-2025/26
Date this statement was published	7 <sup>th</sup> December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Heidi McSweeney
Pupil premium lead	Charleii Stanley
Governor / Trustee lead	Andy King

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,245
Recovery premium funding allocation this academic year	£5,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£56,900

## Part A: Pupil premium strategy plan

### Statement of intent

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 on 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.

Our Educational Assistance Dog works on an ad-hoc, and planned basis to support children to develop resilience and self-esteem which will have an impact on other areas of their learning experience.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set

- act early to intervene at the point need is identified
- 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	A large number of children and their families in receipt of the Pupil Premium Grant have low resilience and mental health challenges.
2	Observations and assessments show that many children in receipt of the Pupil Premium Grant have limited vocabulary, which impacts reading and writing
3	A large number of children in receipt of the Pupil Premium Grant don't have access to extra curricular activities which would support a growth mindset and increase their confidence and skill set.
4	A significant number of children in receipt of Pupil Premium Grant are also on the SEND register. (26%)
5	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been approximately 2% lower than for non-disadvantaged pupils.

## 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
More children in receipt of the Pupil Premium Grant 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
Children in receipt of the Pupil Premium Grant will have improved vocabulary skills	Improved scores in SALFORD comprehension assessment. Higher level vocabulary will be applied in writing.
All children in receipt of the Pupil Premium Grant will access to extra-curricular activities and trips including residential.	There will be appositve impact on the children's wellbeing as measured using QCA questionnaires. Observations will show an improvement in self-esteem. Personal development tracking will show improvement in scores.

<p>Children on both SEND register and in receipt of Pupil Premium Grant will make accelerated progress towards ARE.</p>	<p>Data will show more children in receipt of Pupil Premium Grant and on the SEND register are making individual accelerated progress</p>
<p>Attendance for children in receipt of the Pupil Premium Grant will be inline with non-disadvantaged children.</p>	<p>Attendance tracking will show a rise in attendance data.</p>

## 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</p>
<p>Music lessons to be offered to children in receipt of Pupil Premium Grant</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: £16,245

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
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
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

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

Budgeted cost: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from the FSW including focus on Strengths and Needs and Attendance	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>	1,5
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 the chance. As a result, they lose out on the benefits – increased confidence</i>	1,3

<p>children in receipt of Pupil Premium Grant</p>	<p><i>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>11<sup>th</sup> 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: <a href="https://www.dogsforgood.org/community-dog/community-dogs-schools/community-dog-for-schools-benefits/">https://www.dogsforgood.org/community-dog/community-dogs-schools/community-dog-for-schools-benefits/</a></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>1,2,5</p>

**Total budgeted cost: £51,245**

## 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 2021 to 2022 academic year.

During the year 2021-2022, all pupils were still feeling the impact of the national lockdowns and subsequent partial school closure.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

There is a gap between the attainment achieved by non-disadvantaged pupils compared to disadvantaged and this strategy aims to address and reduce that gap.

Absence among disadvantaged pupils was 2% higher than their peers in 2021/22. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

The amount of social care that was needed to support families of children in receipt of the Pupil Premium Grant was significantly reduced throughout the academic year 2021-22. The strategies implemented around this supported the positive outcome. We will continue to build on successful strategies in the coming year.

## 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*

<b>Programme</b>	<b>Provider</b>
Tutoring	NTP school funded
Maths and Literacy interventions	IDL

## Further information (optional)

- 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
- Play 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 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