

# Pupil premium strategy statement

This statement our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	Chuckery Primary School
Number of pupils in school	449
Proportion (%) of pupil premium eligible pupils	41.3% Nat: 25.9% (2023-24: 36.8%)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2023-24 – 2025-26
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	James Pearce
Pupil premium lead	Angela McMorrow
Governor / Trustee lead	Nicola Rudge, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£219,585.00
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£

## Statement of intent

Our intention is that appropriate provision is in place so that all pupils, but particularly disadvantaged pupils, make progress that will ensure their attainment is in line with national expectations in the core subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching, delivered by staff employed at Chuckery, is at the heart of our approach. 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. We deliver an inspiring curriculum tailored to provide opportunities to develop skills and explore concepts which will empower children to become motivated learners who will discover and build on their interests. In addition, regular progress reviews, pupil conferences, supported self-reflection and data analysis ensure appropriate and timely adaptations to learning are made for disadvantaged children to achieve individual targets.

We know that children learn best when they attend school regularly. In our strategy we focus on encouraging attendance through our family support worker, our pupil premium champion and outside agencies actively engaging with families to encourage and support good attendance in school. We also ensure vulnerable families engage in the holiday activities programme.

There continues to be a high level of pupils with significant emotional and social needs that impact on learning and exacerbate disadvantaging factors. Our strategies to overcome these factors include an HLTA who is trained to meet the SEMH needs of children. We will provide advice to teachers and targeted interventions for children. Education Mental Health Practitioners are also an integral part of the school. They provide regular support and advice for parents, sessions with identified children and staff training.

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 are 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 attainment and wider achievement.
- develop relationships based on mutual respect, trust and support.

## Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across reading, writing and maths. Including achieving greater depth
2	To improve outcomes for disadvantaged children in the Early Years
3	To support children understand their emotions and use coping strategies to deal appropriately with strong feelings in order to be emotionally resilient.
4	Improve attendance by reducing high numbers of pupils who are persistently absent or who have unauthorised school absences

## 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
<p>Outcomes for disadvantaged pupils in reading writing and maths are in line with the national picture.</p> <p>The gap between disadvantaged and non-disadvantaged attaining Greater Depth decreases.</p>	<p>Difference between disadvantaged and non-disadvantaged pupils eradicated.</p> <p>School outcomes at KS2 at least in line with national and increased for EYFS and KS1.</p> <p>The percentage of disadvantaged children attaining a higher score, or greater depth increases and the gap closes with all other pupils</p>
<p>Outcomes for disadvantaged pupils in Reception improve with particular focus on communication and early literacy skills and the gap between and non-disadvantaged decreases.</p>	<p>The percentage of disadvantaged children achieving GLD at the end of Reception is in line with national non-disadvantaged children.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school,</p>	<p>Higher levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from parent discussions and teacher observations</li> </ul>

particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• quantitative data from student surveys</li> <li>• a reduction in behaviour and school concern incidents</li> <li>• an increase in participation in enrichment activities</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Improved attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• children with persistent absence are identified and appropriate action is taken.</li> <li>• attendance of disadvantaged children is carefully monitored, and action is taken when it falls below expected (93%);</li> <li>• overall attendance for all groups is in line with national.</li> <li>• the percentage of persistently absent pupils who are disadvantaged is significantly reduced.</li> </ul>

## 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: £22,587

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training, monitoring, and support with maths provision to improve the teaching of maths in line with DfE and NCETM materials.</p> <p>Funding and purchase of resources, training and release time.</p>	<p>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. It identifies core concepts that are needed for pupils to progress and demonstrates how pupils can build their understanding of these concepts from Y1-Y6.</p> <p><a href="#">DfE Guidance I Teaching Mathematics in Primary Schools I June 2020</a></p> <p><a href="https://www.nhttps://www.ncetm.org.uk/teaching-formastery/mastery-materials/primary-masteryprofessional-development/cetm.org.uk/teaching-formastery/mastery-materials/primary-mastery-professional-development/">https://www.nhttps://www.ncetm.org.uk/teaching-formastery/mastery-materials/primary-masteryprofessional-development/cetm.org.uk/teaching-formastery/mastery-materials/primary-mastery-professional-development/</a></p> <p>Maths number fluency is a challenge for disadvantaged children.</p>	1
<p>Training, monitoring and support to implement pedagogical strategies: Teach Like a Champion and Oracy</p> <p>Funding and purchase of resources, training and release time.</p>	<p>Evidence from the Teaching and Learning Toolkit alongside finding from recent EEF projects report that oral language interventions (also known as oracy) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Sutton Trust has shown that many of the approaches with high potential gains take place in the classroom and quality first teaching is key. Quality professional development in key areas can raise attainment of disadvantaged pupils.</p>	1
<p>Ensuring teachers have release time to review and analyse interventions and</p>	<p>There is strong evidence to suggest that metacognitive strategies and self-regulation strategies have a significant impact on children's learning. Using these strategies independently and habitually, enables</p>	1

adaptations for individual children.	disadvantaged children to manage their own learning and overcome challenges themselves in the future. <a href="#">EEF   Teaching and Learning Toolkit   Metacognition and self regulation</a>	
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## Targeted academic support

Budgeted cost: £102,894

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group targeted phonics groups in Early Years and KS1 to secure stronger phonics teaching for all children.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">EEF   Teaching and Learning Toolkit   Phonics</a>	1,2
Scripted individual and small-group language teaching sessions to improve early language skills.	Research shows that oral language skills, the foundations of which are developed by age four, are strongly associated with children's literacy, numeracy and educational attainment. However, there exists a gap between the language skills of disadvantaged children and their more advantaged counterparts. EEF evidence shows that Nuffield Early Language Intervention has an impact of +3 months. <a href="#">EEF   Teaching and Learning Toolkit   NELI</a>	2
Purchase of Lexia to improve reading skills for struggling readers.	EEF research has identified use of technology as being particularly practical for lower attaining pupils, particularly those with SEN or from disadvantaged backgrounds in providing personalised learning matched to pupils' individual abilities and needs. <a href="#">EEF   Projects and Evaluation   Lexia</a>	1

## Wider strategies

Budgeted cost: £94,104

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEL approaches from work undertaken for the AATI Gold Award will be sustained in universal routine practices.</p> <p>School have funded an HLTA and a play therapist to provide targeted group and individual support for children so that behavioural and emotional issues evident since the onset of Covid-19 disruption are appropriately addressed for disadvantaged pupils in order for them to be emotionally resilient and prepared to learn.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. <a href="#">EEF   Social and Emotional Learning</a></p>	3
<p>The Family Support Worker will monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence and work in partnership with families to address needs which impact attendance.</p>	<p>DfE's <a href="#">Improving School Attendance</a> advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>The PP Lead will ensure parents of disadvantaged children are fully engaged in parents evening and workshops. Targeted children and parents will meet regularly with teachers to share learning successes.</p>	<p>Evidence suggests that a critical dimension of effective teaching and learning is the relationship between the teacher, their pupils and their parents. The degree and quality of engagement that parents have with their child's learning is a crucial factor outside the school environment. DfE best practice review <a href="#">EEF   Teaching and Learning Toolkit   Parental Engagement</a> +4 months</p>	1, 2,3

**Total budgeted cost: £ 219,585**