

# Pupil premium strategy statement 2022-2023 As part of our 3 year strategy SEPT 2021- JULY 2024

This statement details 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Cheriton Primary School
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022, 2022-2023, 2023-2024
Date this statement was published	
Date on which it will be reviewed	December 2022
Statement authorised by	A Goldsworthy
Pupil premium lead	A Goldsworthy
Governor lead	C Hackett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,105
Recovery premium funding allocation this academic year	£5296
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	£27,401

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that **all** pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subjects. The aim of our pupil premium strategy is to support disadvantaged or previously 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 activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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	<i>Progress in developing the expected, age appropriate reading skills</i>
2	Progress in developing the expected, age appropriate writing skills

3	Progress in developing the expected, age appropriate maths skills
4	Social and emotional, and executive functioning difficulties.

## 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 reading attainment among disadvantaged pupils.	School attainment for disadvantaged pupils will meet Hampshire percentages across reading, writing and maths. Progress measures will indicate that all children make good progress from their relative starting points. This will be tracked through internal data, pupil progress meetings and teachers will be able to demonstrate progress for all children.
Improving maths attainment amongst disadvantaged pupils	
Improved writing attainment for disadvantaged pupils at the end of KS2.	
Improved self-regulation / executive functioning demonstrated during the school day.	Greater independence shown in class when engaged on learning tasks in 80% of disadvantaged pupils.

## 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: £18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accurate assessment of reading skills including assessment of eye movement, saccadic length using Lexplore system	EEF toolkit- Reading Comprehension Strategies	1
Purchasing of materials in order to deliver approved synthetic phonics programme (R,W Inc)	DFE Stat guidance	1&2
Purchasing resources identified by maths subject leader and SENDCo to support learning in maths.		3
Resource the use of Stile (LDA) as a systematic approach to the teaching of PNS Framework for Literacy.		2
Development of teaching skills to ensure they deliver high quality, inclusive teaching including use of feedback.	EEF toolkit	1,2,3
Purchase of digital resources such as "Nessie" do develop reading and spelling skills.	EEF toolkit- Reading Comprehension Strategies	1,2
Develop staff understanding of sensory issues in children to allow them to cater for identified needs.		4

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Tutoring for maths using Third Space Learning	EEF Toolkit	3
<i>Maths on the Move programme</i>		3
<i>1:1 Tutoring</i>		1, 2, 3

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

Budgeted cost: £3300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Leader in Me Programme	<a href="https://www.leaderinme.org/elementary-school/">https://www.leaderinme.org/elementary-school/</a>	4
<i>Financial support to allow children to attend after school clubs and receive musical tuition</i>		4
<i>Support with Attending school trips</i>		4

**Total budgeted cost: £27,300**

## 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.

*Internal data has demonstrated that 1:1 tutoring in maths and/ or involvement in the Maths on the Move programme had a positive impact on standardised scores achieved in NFER tests for Years 3 to 5. Teachers are reporting that these interventions have improved the children's attitude towards maths and are approaching lessons and tasks with greater confidence and an improved growth mindset.*

*The new Synthetic phonics scheme (Read,Write inc) has been purchased and staff training has been booked for early next term (October). Although primarily aimed at KS1, the training and resources will be used to impact on the learning of those PP children who are still unable to successfully decode using their phonic knowledge. The initial signs are that this is having a measurable impact on the phonic awareness of the older children receiving additional teaching in this area.*

*Reading progress has seen a small but positive improvement for PP children. This will be a clearer focus for these children going forward.*

*The continued implementation of the Leader in Me programme this year has focussed on developing the children's understanding of the 7 habits. There has been a noticeable improvement in the children's ability to be proactive and show initiative in the classroom. The possession of a positive mindset has also been a focus for all children and these initiatives together have led to an improvement in many children's feelings of self-worth and being part of the class and school community. Also the importance of setting goals for oneself and breaking down the steps needed to achieve this goal has begun to be illustrated to children through this programme with clear links to learning goals.*

### 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
Lexplore Analytics	Lexplore Analytics Ltd

Leader in Me	United Education Group
Maths on The Move	Aspire Training Solutions (UK) Limited.

## Further information (optional)

<https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf>

[https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF\\_Maths\\_EY\\_KS1\\_Guidance\\_Report.pdf](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf)

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>