

# 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	77
Proportion (%) of pupil premium eligible pupils	16%
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	September 19 <sup>th</sup> 2023
Date on which it will be reviewed	June 2024
Statement authorised by	A Goldsworthy
Pupil premium lead	A Goldsworthy
Governor lead	Jenny Reeves

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,685
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	£20,685

## 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 difficulties leading to a small number of pupils displaying a lack of resilience and self-regulation when dealing with conflict or challenge.

## 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.	<ul style="list-style-type: none"> <li>School attainment for disadvantaged pupils will meet Hampshire percentages across reading, writing and maths.</li> <li>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.</li> <li>50% of pupil premium children to be making accelerated progress and closing gaps on peers.</li> <li>All children can confidently talk about their learning across all subjects</li> </ul>
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. All children to demonstrate positive learning behaviours as a result of increased self-awareness	<ul style="list-style-type: none"> <li>Greater independence shown in class when engaged on learning tasks in 80% of disadvantaged pupils.</li> <li>All children have confidence to self-edit and improve their outcomes without prompting.</li> <li>All children are inquisitive about their learning asking relevant and meaningful questions</li> <li>All children can enthusiastically articulate their learning processes</li> </ul>
Curriculum provision and enhancements motivate all children resulting in high levels of engagement	<ul style="list-style-type: none"> <li>All children have an understanding of their educational journey through their current units of work, across the year and across the school.</li> <li>Children demonstrate enthusiasm for learning across the curriculum and can make links to their current and future lives</li> </ul>

<p>Targeted children will have a greater access to educational experiences through increased attendance rates at school or at Alternative Provisions.</p>	<ul style="list-style-type: none"> <li>• School attendance rates overall will be at least in line with national data</li> <li>• The number of absences among children eligible for PP will be reduced.</li> </ul>
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## 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: £11,000

Activity	Success criteria	Evidence that supports this approach	Challenge number(s) addressed
Focused teaching of reading based on accurate assessment of reading skills including assessment of eye movement, saccadic length using Lexplore system (subscription to be paid)	<ul style="list-style-type: none"> <li>Lexplore test carried out at regular intervals and results analysed to identify areas for improvement</li> <li>Additional teaching in place to support area of need</li> <li>End of year test shows improvement</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  <a href="https://lexplore.com/en-gb/research-reading-ai">https://lexplore.com/en-gb/research-reading-ai</a>	1
Implementation of approved synthetic phonics programme		<p>Supporting high quality teaching is pivotal in improving children's outcomes and narrowing the disadvantaged gap.</p> <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports</a>  <a href="https://iammetacognition.wixsite.com/metacognition">https://iammetacognition.wixsite.com/metacognition</a>  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation</a>  <a href="https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/1-high-qualityteaching">https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/1-high-qualityteaching</a>	1,2
Use of LSAs and teachers to deliver 1:1 phonics tutoring	All children will keep up with the required progress in phonics over time.	<p>There is strong evidence both nationally and within the school historically that reducing the group size with bespoke focus on eliminating gaps with experienced professional improves the progress of all pupils including disadvantaged</p> <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1,2

		<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a>	
Professional development of staff to improve the practice of teachers and LSAs	Curriculum provision and enhancements motivate all children resulting in high levels of engagement	<a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	1,2,3,4
Use of pre-teaching to prepare children for next steps in learning	Children in receipt of pre-teaching demonstrate better confidence in lessons and make improved progress.	<a href="https://www.ntu.ac.uk/_data/assets/pdf_file/0041/856967/Pre-teaching-presentation.pdf">https://www.ntu.ac.uk/_data/assets/pdf_file/0041/856967/Pre-teaching-presentation.pdf</a> <a href="https://www.atm.org.uk/write/MediaUploads/Journals/MT262/MT26213.pdf">https://www.atm.org.uk/write/MediaUploads/Journals/MT262/MT26213.pdf</a>	1,2,3
Financial support to allow children to attend after school clubs and receive musical tuition	PP children participating in paid clubs or aware that they could if they wished to. Pupil conferencing to show involvement in clubs is boosting self confidence, fitness, involvement in music,	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	3
Close tracking and target setting for PP children	All staff aware of PP children's barriers to learning and next steps needed. Class observations and book looks show that PP children's specific identified needs are being planned for		

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach		Challenge number(s) addressed
Use of LSAs and teachers to deliver 1:1	All children will keep up with the required progress in	There is strong evidence both nationally and within the school historically that reducing the group size with bespoke focus on eliminating gaps with experienced professional improves the progress of all pupils including disadvantaged	1,2

phonics tutoring	phonics over time.	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Develop strategies for supporting children with sensory needs</i>	<a href="https://www.childrenschoicetherapy.co.uk/sensory-circuits/#:~:text=The%20sensory%20circuit%20aims%20to,activity%20that%20children%20enjoy%20doing.">https://www.childrenschoicetherapy.co.uk/sensory-circuits/#:~:text=The%20sensory%20circuit%20aims%20to,activity%20that%20children%20enjoy%20doing.</a>	3
<i>Retention of Emotional Literacy Support Assistant</i>	<p>Mental health and wellbeing of pupils is vital in their ability to self-regulate and demonstrate resilience to learning challenges.</p> <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</a>  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviourinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviourinterventions</a>	3
<i>Implement Sensory Circuits for</i>	<a href="https://sensorysurroundings.co.uk/blogs/news/five-benefits-of-sensory-circuits-for-children">https://sensorysurroundings.co.uk/blogs/news/five-benefits-of-sensory-circuits-for-children</a>	3

<i>all Children who may benefit</i>		
<i>Regular tracking of attendance of all pupils with timely actions, including parental contact, taking place</i>	<a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1698905535">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1698905535</a>	1
<i>Targeted children will have a greater access to educational experiences through increased attendance rates at school or at Alternative Provisions.</i>		2,3,4
<i>Develop the role of Learning Mentor within current staff to support PP children in need of this.</i>	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproaches">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproaches</a>  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mentoring</a>	1,

**Total budgeted cost: £21,000**



## 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 2022 to 2023 academic year.

Phonics scores in Year 1 were 90% compared to 78% nationally. The 2 children who did not pass in Year 1 last year passed the check in Year 2. The phonics scheme and the use of 1:1 tuition to support children at risk of falling behind has been very effective for all children.

Reading, writing and maths combined scores at KS1 were 81.8% with national being 56%.

Reading, writing and maths combined scores at KS2 were 66.7% compared to 59% nationally.

At end of KS2, writing scores have improved but further work is needed to improve the children's progress in this area.

Pupil conferencing has shown that PP children feel that they can do any of the clubs on offer and were engaging with pupil led clubs at lunchtime as well as after school clubs and music tuition.

### 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
Read Write Inc	Ruth Miskin/ Oxford Uni Press
Lexplore	Lexplore analytics

## 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.*