

Pupil Premium Strategy Statement

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	Great Chesterford C. of E. Primary Academy
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	12.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sarah Mitchell Executive Headteacher
Pupil premium lead	Sarah Mitchell / Amy Sargeant Headteachers
Governor / Trustee lead	Joe Edwards Pupil Premium Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,256.00
Recovery premium funding allocation this academic year	£2,211.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£27,467.25

Part A: Pupil premium strategy plan

Statement of intent

At Great Chesterford C. of E. Primary Academy, we value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum and have high expectations of all children. The achievements, attitudes and well-being of all our children matter.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. In our school, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

We are committed to ensuring that Pupil Premium funding is used to:

- Narrow or close the achievement gap of disadvantaged pupils with their peers.
- Raise pupil attainment through the provision of a variety of educational support programmes.
- Address underlying inequalities between disadvantaged pupils and their peers with regard to pupil well-being, as well as academic development.

Our strategy is also integral to wider school recovery plans. Notably to support the social and emotional well-being of pupils through therapist work and mentoring, including support for disadvantaged pupils. High-quality inclusive teaching is at the heart of our approach which research states will have a positive impact on all pupils and will also support our desire to close any achievement gap between disadvantaged and non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Attendance for disadvantaged pupils
2	Social Emotional Needs of disadvantaged pupils
3	Specific Educational Needs of disadvantaged pupils
4	Limited additional enrichment opportunities for disadvantaged pupils compared to peers

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
To achieve and sustain improved attendance for all pupils, especially disadvantaged pupils.	Attendance for disadvantaged pupils to be within 5 -10% of peers.
To continue to meet the well-being needs of all pupils but especially disadvantaged pupils to reduce potential barriers to their learning.	Well-being needs do not affect learning. Disadvantaged pupils make at least expected progress.
To meet Specific Educational Needs across the curriculum with a particular focus on reading, language acquisition and mathematical fluency.	All interventions have a positive impact on children's learning. All children are clear on what they need to do to improve their learning. Support staff deliver high-quality, targeted interventions. Staff can identify and implement the most effective intervention. Phonics teaching is systematic and consistently applied. Pupils use phonics knowledge to support their reading and writing skills.
To provide opportunities to raise attainment and aspirations through greater exposure to rich life-experiences.	All pupils' aspirations are raised but particularly disadvantaged pupils. Pupils' vocabulary and cultural capital are developed.

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: £5,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training staff to ensure phonics is taught effectively and consistently.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading	3

Continue to fully implement the validated phonics scheme – Little Wandle – which focuses on decoding, fluency and prosody.	(though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF	
Enhance our early maths teaching through participation in Mastering Number scheme.	There is some evidence that targeted early numeracy approaches, including small group activities, can help children from disadvantaged backgrounds catch up with their peers in the early years. Early Numeracy Approaches EEF	3
Review strategies for giving feedback to all pupils to ensure that they are clear of their next steps.	Providing effective feedback is well evidenced as having a high impact on learning outcomes. Feedback EEF	2, 3

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

Budgeted cost: £10,230.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance our early support for language development through Nuffield Early Language Intervention and other language interventions.	Studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. Communication and Language Approaches EEF	3
Support staff to carry out targeted social skills interventions.	Alongside academic outcomes, social interventions have a valuable impact on attitudes to learning and social relationships in school. Social and emotional learning EEF	2
Additional LSA interventions to support closing the educational gap between disadvantaged pupils and their peers.	Evidence shows deployment of LSAs/TAs can improve outcomes if used for targeted individual or small group support. Teaching Assistant Interventions EEF	3

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

Budgeted cost: £11,986.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a therapist to support pupils' social and emotional well-being.	Targeted approaches to social and emotional learning can support the academic outcomes as well as valuable impact on attitudes and social relationships in school. Social and Emotional Learning EEF	2
Learning Mentor sessions carried out by TAs for identified pupils.	Research shows that mentoring can positively impact students for non-academic outcomes such as attitude, and self-esteem. Mentoring EEF	2
Promote parental engagement by hosting workshops and events and signpost specific family help when needed.	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some causes of educational disadvantage such as attendance. Parental Engagement EEF	1, 3, 4
Fund Breakfast Club as appropriate to support punctuality.	Additional wrap around care can facilitate a smooth start to the school day and improve punctuality.	1
Provide enrichment opportunities for all pupils to increase aspirations, engagement, and enjoyment. This may be, but not limited to, funding music lessons, extra-curricular clubs and trips.	Arts participation and experiences rich in language can increase confidence and engagement of all pupils and narrow the disadvantage gap. Arts Participation EEF	1, 2, 4

Total budgeted cost: £27,467.25

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.

We have analysed the performance of our school's disadvantaged pupils using Early Years data, Key Stage 1 and 2 performance data, phonics check results, multiplication check results, national data, our own internal assessments and attendance information. To help us gauge the performance of our disadvantaged pupils, we compared their results to those for disadvantaged pupils nationally and to results achieved by our non-disadvantaged pupils.

	School 2023 disadvantaged meeting the expected standard	School 2023 non-disadvantaged meeting the expected standard	National 2023 disadvantaged meeting the expected standard
EYFS GLD	75%	88%	52%
Year 1 Phonics	25%	78%	67%
Year 2 Phonics	0%	60%	
Year 2 Reading	0%	68%	54%
Year 2 Writing	0%	64%	44%
Year 2 Maths	0%	82%	56%
Year 6 Reading	100%	89%	60%
Year 6 Writing	100%	82%	58%
Year 6 Maths	100%	89%	59%

Of the Year 4 disadvantaged pupils who sat the MTC, 67% achieved full marks. This compares favourably to the 41% of non-disadvantaged pupils who achieved full marks.

Our data shows a significant overlap (32%) between the disadvantaged and those children with identified SEND needs. This does impact outcomes, but our disadvantaged are on track from their starting points.

The average attendance among disadvantaged pupils was 84.89% compared to 96.33% average of non-disadvantaged. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. Outcomes are impacted where attendance is poor, and we continue to work with parents and external agencies on this for a very small number of pupils.

The implementation of the new phonics scheme has taken a proportion of the budget in terms of staff training costs as well as the physical resources and human resources. This will continue to be a focus next year as we embed this further.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including behaviour and well-being. This data demonstrates that there was an increase in SEMH needs over 2022-2023 for disadvantaged pupils and that more disadvantaged pupils had dysregulated instances in school. Support from our school therapist, learning mentors, Educational Psychologist, Educational Health Care Practitioner from Mind and social care has been sought and implemented. Seeking external support for pupils SEMH and well-being needs will remain a priority for 2023-2024.

All disadvantaged pupils attended available school day trips. Where classes had the opportunity to access swimming lessons or sporting events with their class, all

disadvantaged pupils accessed these. Where additional extra-curricular activities were available such as music lessons or clubs, 40% of our disadvantaged pupils accessed at least one of these opportunities. Supporting these enrichment opportunities will remain a priority for the academic year 2023-2024 due to the cost-of-living increases many families are facing.