

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	Cheadle Primary School
Number of pupils in school	269
Proportion (%) of pupil premium eligible pupils	15.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	20/12/2021
Date on which it will be reviewed	By 20/12/21
Statement authorised by	Karen Leech
Pupil premium lead	Karen Leech
Governor / Trustee lead	Clare Welch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,040.00
Recovery premium funding allocation this academic year	£2,320.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£49,360.00

Part A: Pupil premium strategy plan

Statement of intent

We believe that children's emotional well-being and good mental health are pivotal for optimum achievement, progress and attainment.

It is crucial that we provide support to promote positive mental health, emotional resilience and self-esteem. Focused work on emotional well-being impacts on attitudes and relationships which puts children in the best place to learn and allows them to make sustained progress. Timely, bespoke provision supports children so that they are able to learn effectively.

We pride ourselves on being an inclusive school with a relentless drive to give all our pupils the very best education possible. We strive to enable all our disadvantaged children to achieve, as well as their non-disadvantaged peers.

Our Pupil Premium strategy is designed to support our disadvantaged pupils to achieve as well as their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	60% of pupil premium children have low attainment on entry
2	26% of pupil premium children also have special educational needs
3	67% of pupil premium children are in Key Stage 2
4	Children across school: 50% of the pupil premium children are working below age related expectations in reading. 64% are working below age related expectations in writing. 45% are working below age related expectations in maths.
5	Attendance

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
Accelerate progress for all pupil premium children and increase the percentages of children working at age-related expectations in reading, writing and maths.	From their individual starting points, pupil premium children will make good progress in reading, writing and maths.
To ensure that middle achieving pupil premium children are making expected or better progress across the curriculum.	Middle achieving pupil premium children will meet end of year expectations.
To ensure that high achieving pupil premium children achieve great depth standard in reading, writing and maths.	High achieving pupil premium children in Year 6 will achieve greater depth.
All disadvantaged pupils will meet the national expectations for attendance.	For disadvantaged pupils to meet the attendance target of 95% by the end of the academic year.
To ensure that low attaining pupil premium children are well supported so that their learning is accelerated.	From their individual starting points, pupil premium children will make good progress in reading, writing and maths. The percentage of pupil premium children achieving age-related expectations will increase and/or clear steps forward will be evidenced in their assessments.

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: £13,122

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Language Links diagnostic speech & language programme.	Results provide a clear diagnosis of strengths and weaknesses in language comprehension. Bespoke follow-up work to target the weaknesses.	1, 2, 3, 4
Purchase Third Space Learning – 1 to 1 maths tuition.		1, 2, 3, 4

Purchase No-Nonsense spelling strategy – Years 2 – 6.	A systematic and well planned spelling scheme from Year 2 to Year 6 which provides a consistent approach to spelling throughout school.	1, 2, 3, 4
Purchase Bug Club Reading Comprehension & Guided reading.	A clear scheme for teaching guided reading and reading comprehension which will consolidate teaching throughout school.	1, 2, 3, 4
Purchase reading resources.	Guided reading resources and decodable books to support gaps in learning identified in bench-marking.	1, 2, 3, 4

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

Budgeted cost: £25,938

Activity	Evidence that supports this approach	Challenge number(s) addressed
Numbersense in KS1 & KS2	With small group, targeted support, children's progress in basic skills in maths is accelerated.	1, 2, 3, 4
Establish measurable phonics intervention programmes in KS1 & KS2.	Children focus on learning a small number of letter sounds before moving on. Learning is consolidated using this approach.	1, 2, 3, 4
Guided reading intervention groups KS2	Supports gaps in children's comprehension.	1, 2, 3, 4
Bespoke individual speech & language intervention	This addresses gaps in children's understanding of language which supports their development of reading.	1, 2, 3, 4
Individual Reading	It allows the adult to identify areas for further targeted support.	1, 2, 3, 4
Social Stories Groups	Improves children's knowledge and understanding of the world.	1, 2, 3, 4, 5
Motor Skills United Groups	Supports fine & gross motor skills, physical development and writing skills.	1, 2, 3, 4
Additional teacher support in Year 3	Children will benefit from smaller teaching groups.	1, 2, 3, 4

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

Budgeted cost: £10,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health First Aid Training & Elsa Training and support for children.	We are able to provide timely in house mental health support to our pupils which ensures that they are able to learn effectively.	1, 2, 3, 4, 5
Mental Health resources	Helps support mental health work completed in the classroom.	1, 2, 3, 4, 5
Activities/Trips	Children are included and benefit from wider learning opportunities and the opportunity to participate in activities that they otherwise may not be able to access. Educational trips and visits help to develop skills such as resilience, self-confidence and motivation.	1, 2, 3, 4, 5

Total budgeted cost: £49,360

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 2020 to 2021 academic year.

Our internal assessments during 2020/2021 indicated that, from their individual starting points, across school, the vast majority of pupils made at least expected progress in reading and mathematics. 70% of Pupil Premium children made at least expected progress in writing.

Data also indicates that due to low starting points, approximately 50% of Pupil Premium children were working below age-related expectations.

75% of Pupil Premium children in Year 2 achieved the phonics check in December 2021.

During lockdown, we provided flexible and inclusive remote education and we had a very high uptake of remote learning including with our Pupil Premium children which helped to mitigate the difficulty of not receiving face to face teaching.

Attendance of Pupil Premium children in 2020/2021 was significantly lower than non-Pupil Premium children. The figures were 90.16% and 94.69% respectively. This difference has hindered the acceleration of progress for some children. Therefore, we have made attendance a focus in our current plan.

Pupil mental health, well-being and behaviour for all pupils including Pupil Premium children remained positive. This is due to our long-standing commitment to providing quality in house, timely support to our children and families. After each lockdown, our children came back to school eager and ready to learn. There were very few issues with friendships, concentration or behaviour and children were able to return to their learning very quickly.

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

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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.