

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Village Primary School
Number of pupils in school	248
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2024
Date this statement was published	3/11/23
Date on which it will be reviewed	By 31/12/24
Statement authorised by	Karen Leech
Pupil Premium Lead	Karen Leech
Governor Lead	Clare Welch

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,320
Recovery premium funding allocation this academic year	£2,827.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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	£71,147.50

# 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	55% of pupil premium children had low attainment on entry
2	21% of pupil premium children also have special educational needs
3	73% of pupil premium children are in Key Stage 2
4	Children across school: 21% of the pupil premium children are working below age related expectations in reading. 29% are working below age related expectations in writing. 19% are working below age related expectations in maths.
5	20% of pupil premium children have English as an additional language.
6	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 and some will achieve Greater Depth Standard.
To ensure that high achieving pupil premium children achieve Greater Depth Standard in reading, writing and maths.	High achieving Pupil Premium children in Year 6 will achieve greater depth.
The attendance gap between Pupil Premium pupils and non - Pupil Premium children will reduce and more children will meet the national average for attendance.	For Pupil Premium pupils to meet the attendance target of 95% by the end of each 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: £20,236

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two small Year 5 classes (with 37% of PP children)	Children benefit from smaller teaching groups for Reading, Writing and Maths and throughout the curriculum.	1, 2, 3, 4

Maths Mastery Sustainability Training	Provision of high quality maths lessons.	1, 2, 3, 4
Adaptive Teaching	High quality inclusive lessons which ensure high expectation for all and allows all children to successfully access lessons.	1, 2, 3, 4

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

Budgeted cost: £42,661.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Numbersense in KS1 & KS2 – TA led	With small group, targeted support, children's progress in basic skills in maths is accelerated.	1, 2, 3, 4
Measurable phonics intervention programmes in KS1 & KS2 – TA led	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 groups KS2	Supports gaps in children's comprehension.	1, 2, 3, 4
Bespoke individual speech & language intervention – TA led	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
Third Space Online Maths Tuition	Supports the acquisition of basic maths skills	

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

Budgeted cost: £8,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Mental Health and Well-Being 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 eg. school residential. Educational trips and visits help to develop skills such as resilience, self-confidence and motivation.	1, 2, 3, 4, 5

**Total budgeted cost: £71,147.50**

## 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.

55% of our children entered school working below age-related expectations in reading, writing and mathematics.

Our internal assessments during 2022/2023 indicate that, now, only 21% of children were working below age-related expectations in reading, 79% of children across school were working within age-related expectations (23%), at the expected standard (42%) or were working at greater depth (15%).

In writing, 29% of children were working below age-related expectations; 29% were working within age-related expectations; 33% were working at the expected standard and 8% are working at greater depth standard.

In mathematics, only 19% of children were working below age-related expectations; 27% were working within age-related expectations; 42% were working at the expected standard and 8% were working at greater depth standard.

This data clearly indicates that the attainment gap between disadvantaged and non-disadvantaged children is narrowing and that Pupil Premium children in Cheadle Village Primary School make good or better progress with us.

End of KS2 data indicates that 17% of Pupil Premium children achieved the Expected Standard (EXS) and 50% the GDS in reading, 50% of Pupil Premium children achieved EXS and 50% achieved GDS in SPaG, 50% achieved EXS and 17% achieved GDS in mathematics and 50% of Pupil Premium children achieved EXS in writing.

Whilst attendance of Pupil Premium children has improved (92.30% in 2021-22 to 92.34% in 2022-23), the gap between attendance of Pupil Premium children and non-Pupil Premium children has widened (non-Pupil Premium 95.2% and Pupil Premium 92.34%) a difference of 2.9%.

However, data indicates that individual attendance for 59% of children in receipt of Pupil Premium was in line or significantly above national average. This has increased by 11% since 2021-2022 which is a significant improvement.

However, the low attendance for 41% of the children with persistent absence has hindered the acceleration of their progress. Therefore, attendance remains a focus in our current plan.

Pupil mental health, well-being and behaviour for all pupils including Pupil Premium children remains positive and the vast majority of children come into school happy and ready to learn which has ensured that no learning time has been lost.

## 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

