

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	247
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
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	£78,750
Recovery premium funding allocation this academic year	
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	£78,750

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	30% of pupil premium children also have special educational needs (13% of them have an EHCP, 19% are Children Looked After or Post LAC)
3	68% of pupil premium children are in Key Stage 2
4	26% of pupil premium children are new to school (57% of them working below ARE)
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. Data will indicate that the percentage of children working below ARE will reduce.
To ensure that high achieving pupil premium children are well-supported to achieve the Greater Depth Standard in reading, writing and maths.	External data will indicate that high achieving Pupil Premium children in Year 6 will achieve greater depth in reading, writing, maths and SPaG.
To ensure that middle 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. Data will indicate that the percentage of children achieving the EXS will increase.
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. Data will indicate that the percentage of children working below ARE will reduce and percentage of children working within age-related expectations or achieving the EXS will increase.
To ensure that provision for children who have SEND is high quality and supports their progress.	Individual assessments will indicate that children are making good progress from their individual starting points.
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 national average for attendance of Non-Pupil Premium children by the end of each academic year.

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: £24,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two small Year 6 classes (with 38% PP children)	Children benefit from smaller teaching groups for Reading, Writing and Maths and throughout the curriculum.	1, 2, 3, 4
Establishment of a large Sensory Room with additional staffing to provide high quality, bespoke SEND provision.	Children with complex needs require a designated, quiet learning space with high adult to child ratios and appropriate provision.	1,2,3,4,5
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: £49,300

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, 4,5
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, 4,5
PM Comprehension groups in KS2	Supports gaps in children's reading comprehension.	1, 2, 3, 4,5
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, 4,5
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, 4,5

Third Space Online Maths Tuition	Supports the acquisition and consolidation of basic maths skills In Year 6	1,2,3,4,5
----------------------------------	--	-----------

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

Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. Clubs, 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: £78,750

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 2023 to 2024 academic year.

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

Our internal assessments at the end of 2023/24 indicate that:

Reading-

33% of children were working below age-related expectations

61% of children were working within age-related expectations with 42% meeting the Expected Standard (EXS)

5% of children were working at Greater Depth Standard (GDS)

Writing-

39% of children were working below age-related expectations

58% were working within age-related expectations with 37% meeting the Expected Standard (EXS)

4% of children were working at Greater Depth Standard (GDS)

Mathematics-

30% of children were working below age-related expectations

67% of children were working within age-related expectations with 49% meeting the Expected Standard (EXS)

4% were working at Greater Depth Standard (GDS)

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.

Key Stage 2 SATs results for our children who are entitled to Pupil Premium funding:

Reading-

56% achieved the Expected Standard (EXS)

33% achieved Greater Depth Standard (GDS)

Writing-

56% achieved the Expected Standard (EXS)

11% achieved Greater Depth Standard (GDS)

Mathematics-

89% achieved the Expected Standard (EXS)

Spelling, Punctuation and Grammar (SPaG-

44% achieved the Expected Standard (EXS)

33% achieved Greater Depth Standard (GDS)

Over the last 3 years, the attendance of Pupil Premium children has improved:

2021-22 92.3%

2022-23 92.34%

2023-24 92.74%

The gap between attendance of Pupil Premium children and non-Pupil Premium children has reduced to 2.7%

However, data indicates that individual attendance for 49% of children in receipt of Pupil Premium was in line or significantly above national average.

However, the low attendance for 51% of the children with persistent absence has hindered the acceleration of their progress. Therefore, attendance remains a focus in our new 3 year 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

