

Cheddington Combined School

Pupil Premium Strategy



Review Cycle: Annually

Pupil premium strategy statement – Cheddington Combined School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Gilly Brown
Pupil premium lead	Rebecca White
Governor / Trustee lead	Vicki Jeffery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,555.00
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£30,555.00

Part A: Pupil premium strategy plan

Statement of intent

At Cheddington Combined School, we strive to:

- Remove barriers that may be caused by poverty, family circumstance or background
- Ensure all children make progress across the curriculum, including those who are already high attainers
- Narrow the attainment gap between disadvantaged and non-disadvantaged children from both a within-school comparison and a national comparison
- Encourage independence of working and resilience in the face of challenge, promoting strategies that support this
- Encourage emotional awareness in the self and others
- Develop confidence in their ability to communicate across a range of contexts
- Foster positive relationships with all members of our community, particularly those from a disadvantaged background, creating partnerships
- Offer and support pupils and their families to overcome barriers of multiple disadvantage that can make it difficult to access opportunities offered by the school which includes access to the full and extended curriculum

In order to achieve our aims, we:

- Provide 'quality-first' teaching with staff undertaking regular, continued professional development to ensure this continues
- Assess children at regular intervals. Data is reviewed and analysed to ensure progress is monitored and that learning remains challenging and accessible for all
- Provide additional learning programmes to address areas of learning insecurity which are facilitated by qualified members of staff. These areas are usually centred around English writing, reading, GPS (grammar, punctuation and spelling), and maths, and can support learning from other areas of the curriculum. These can be in small groups or on a one-to-one basis depending on need
- Hold regular progress meetings between the teaching staff, SENDCo, Deputy Headteacher and Headteacher to ensure all pupils are being offered tools to support learning and ensure progress is being made
- Offer regular meetings with parents and carers to discuss aspirations, challenges and successes both in and out of school, with additional meetings set for families from disadvantaged backgrounds

- Provide some children with the necessary tools that enables them to access the full curriculum e.g., trips and visits, uniform - including PE kits - and stationery
- Disadvantaged children are offered the opportunity to access extra-curricular activities and clubs
- Children may be assisted in class by additional adults who are deployed where the need is greatest
- Provide access to Emotional Literacy Support Assistants where required to assist in creating strategies to support self-awareness and communication skills

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap for disadvantaged pupils in maths
2	Narrowing the attainment gap for disadvantaged pupils in reading
3	Narrowing the attainment gap for disadvantaged pupils in writing
4	Social, emotional and mental health vocabulary and opportunities to talk – improve oracy skills
5	Equity of experience

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 end of year outcomes for maths (attainment gap is becoming narrower)	End of year data will show a reduction in the gap of ARE attainment between PP and Non-PP groups
Improved end of year outcomes for Reading (attainment gap is becoming narrower)	End of year data will show a reduction in the gap of ARE attainment between PP and Non-PP groups
Improved end of year outcomes for writing (attainment gap is becoming narrower)	No More Marking – quantitative data comparable to a larger sample across the country will show a reduction in the attainment gap between PP and Non-PP groups

<p>Disadvantaged pupils will have an enrichment to their learning, providing experiential learning where appropriate</p>	<p>Wider strategies (EEF)</p> <p>Attendance will improve (last academic year PP attendance – 91% versus 95% Non-PP)</p> <p>Enhanced learning opportunities will be promoted and accessed where appropriate</p> <p>Positive outcomes to questionnaires distributed to PP children and their families regarding opportunities of enrichment</p> <p>Embedded knowledge with increase – assessment data across the curriculum</p>
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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

Budgeted cost: £5,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils – Release time for CPD	EEF tiered approach states that quality first teaching should be a top priority and will have the biggest impact.	1 ,2, 3
CPD to enrich maths teaching; Teacher release to allow engagement with Enigma MathsHub and subsequent cascading of best practice	Subject matter is broken into ‘easy to manage’ blocks with specific objectives and outcomes. Criteria is usually in excess of 80% success in tasks and any pupils who don’t achieve mastery will have additional support e.g., through small group work, tutoring and intensive teaching among others. Mastery learning (EEF +5)	1
CPD for Support staff and CPD for effective deployment within class setting	Best practice is for support staff to be deployed for targeted interventions with individual pupils or small groups. Teaching assistance interventions (EEF +4)	1, 2, 3, 4

Targeted academic support

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted, small group work for reading	<p>Strategies in becoming a 'reader' encourage children to look beyond the text provided. Teaching skills such as comprehension, fluency and inference have a positive impact on reading and can be used across the curriculum enabling access to other subjects.</p> <p>Reading comprehension strategies (EEF +6)</p> <p>Best practice is for support staff to be deployed for targeted interventions with individual pupils or small groups ensuring the texts have high interest and are appropriately challenging for the children.</p> <p>Teaching Assistant interventions (EEF +4)</p> <p>Using trained teachers to deliver high-quality learning programmes to small groups to enable learning insecurities to be addressed and to facilitate pre-teaching and exposure to tier 3 vocabulary has been shown to have a positive effect particularly in primary age children.</p> <p>Small group tuition (EEF +4)</p>	2, 4
Purchase of standardised assessments to ease the identification of areas of learning insecurity	<p>Targeted small group work to learn techniques which will enable children to comprehend texts. Individualised, regular reading opportunities 1:1</p> <p>Reading comprehension strategies (EEF +6)</p> <p>Constructive, timely feedback providing next steps refocuses the learner to the desired goal and minimises misconceptions.</p> <p>Feedback (EEF +6)</p>	1, 2, 4

Wider strategies

Budgeted cost: £6,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA provision	Improved emotional wellbeing supports academic attainment as it improves interaction with others and self-esteem Social and emotional learning (EEF +4)	4, 5
A choice of extra-curricular clubs and activities made accessible to provide enrichment opportunities	Increased accessibility to social interactions enabling oracy skills to develop supports academic attainment as it can improve interactions and self-management of emotions Social and emotional learning (EEF +4) Arts participation (EEF +3)	4, 5
Increase in parent communications to promote positive partnerships	Schools supporting parents to support their children's academic learning can include better access to technology, the ability to be more involved in learning activities. Parental engagement (EEF +4)	1, 2, 3, 5

Total budgeted cost: £ 30,555

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Formative and summative assessments show that some core skills are not as well developed in children from a disadvantaged background. The purchase of training and resources began, creating a solid foundation on which to build future learning
- Attainment at Key Stage 2 shows work is required to further reduce the impact of disadvantage on academic achievement. The implementation of standardised additional learning programmes, particularly targeting reading and mathematical skills, allowed us to track progress in more granular detail and deliver needed assistance with immediacy
- Regular pupil progress meetings between class teachers and senior leaders ensured progress is monitored and enabled a holistic approach to individual's education
- Children's social, emotional and mental health/wellbeing were particular issues for some of our disadvantaged pupils. Funding for training and cover for staff to provide support for children where required will continue
- External visits were funded for our disadvantaged pupils to support access to wider experiences and personal development, providing the opportunity of equity of experience

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

