

Pupil premium strategy statement – December 2024

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	Chaddleworth St Andrew's and Shefford C.E. Federated Primary Schools
Number of pupils in school	On 09.12.24 82 pupils
Proportion (%) of pupil premium eligible pupils	On 09.12.24 15 pupils (12%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24/25 – 26/27
Date this statement was published	20.12. 24
Date on which it will be reviewed	31.12. 25
Statement authorised by	Debbie Munday Acting Headteacher
Pupil premium lead	Debbie Munday Acting Headteacher
Governor / Trustee lead	Jim Hazlewood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	24/25 - £16620 PPG £18495 24/ 25 - £2000 PP+ 1600
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1396
Total budget for this academic year	£20416 (fund 08) £20095

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A
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Part A: Pupil premium strategy plan

Statement of intent

Our two Church schools are committed to a whole school approach that enables all pupils to achieve their full potential and 'Live life in all its fullness'. We know that pupils can only achieve their full potential when everyone who cares for each individual child works together to meet their needs. Our pupil premium strategy focuses on ways to support disadvantaged pupils to ensure that those pupils who are disadvantaged have the same opportunities to explore talents, skills and experiences that help them to recognise what achieving their full potential could mean for them.

Within this plan, we include support for those who are vulnerable such as those who have a social worker or are a young carer.

Quality first teaching is at the centre of our strategic plan. Evidence shows this to have the greatest impact on closing the disadvantage attainment gap and also benefits all the pupils.

Our approach looks to address the needs of the individual child, identified through diagnostic assessment, informal assessment and also the voice of parents, carers and pupils. Evidence based strategies, interventions and actions are then matched to the needs of the child. To ensure they achieve the desired impact we will review the implementation of our plan for impact regularly and respond appropriately to the findings in a timely manner.

Challenges

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

Challenge number	Detail of challenge
1 SEND	As of December, 47% of our pupils who are in receipt of PPG also have Special Educational Needs or Disabilities (SEND). Of these pupils, there is a mix of social communication difficulties, specific learning difficulties and, or Autistic Spectrum diagnosis which has resulted in lower engagement in the learning for some, despite the use of appropriate classroom and teaching strategies.
2 Phonics	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers (and then writers).
3 Emotional wellbeing and resilience	Through discussion with pupils, parents/ carers, outside agencies and observations, the complex family and social circle situations have impacted on children's emotional wellbeing and resilience.

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																																																																				
Daily quality first teaching for all including disadvantaged pupils.	<p>Monitoring of teaching and learning shows that all pupils are receiving quality first teaching.</p> <p>Staff CPD has a positive impact on the quality of teaching and learning. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative, as well as summative assessments.</p>																																																																				
Outcomes for pupils who are disadvantaged and also have SEND show that interventions and provision is well- matched to pupil need	<p>Staff are trained in identifying and addressing the needs of pupils with SEND and deliver effective provision as evidenced in SAP targets and outcomes.</p> <p>Support and Achievement Plans (SAPs) show that the implemented provision for pupils with SEND is enabling pupils to make at least expected progress towards their SAP targets.</p>																																																																				
Phonics teaching and learning is secure for all children, with regular timetables teaching learning, assessment and intervention as identified from EYFS and into KS1 and beyond.	<p>Our 2023/24 phonics screening results across both school sites resulted in a 75% pass in year 1 and 83% pass for year 2 retakes.</p> <table border="1" data-bbox="890 1084 1294 1189"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Year 1</th> <th colspan="3">Y1 and Y2 re-take</th> </tr> <tr> <th>2022</th> <th>2023</th> <th>2024</th> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>Chaddleshworth St Andrew's C.E. Primary</td> <td>0.0%</td> <td>60.0%</td> <td>50.0%</td> <td>0.0%</td> <td>50.0%</td> <td>66.7%</td> </tr> <tr> <td>West Berkshire</td> <td>74.3%</td> <td>75.4%</td> <td>79.0%</td> <td>68.4%</td> <td>71.9%</td> <td>74.1%</td> </tr> <tr> <td>National</td> <td>75.5%</td> <td>78.9%</td> <td>80.2%</td> <td>69.9%</td> <td>74.6%</td> <td>75.4%</td> </tr> </tbody> </table> <table border="1" data-bbox="890 1196 1294 1301"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Year 1</th> <th colspan="3">Y1 and Y2 re-take</th> </tr> <tr> <th>2022</th> <th>2023</th> <th>2024</th> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>Shefford C.E. Primary School</td> <td>92.3%</td> <td>100.0%</td> <td>100.0%</td> <td>80.0%</td> <td>100.0%</td> <td>100.0%</td> </tr> <tr> <td>West Berkshire</td> <td>74.3%</td> <td>75.4%</td> <td>79.0%</td> <td>68.4%</td> <td>71.9%</td> <td>74.1%</td> </tr> <tr> <td>National</td> <td>75.5%</td> <td>78.9%</td> <td>80.2%</td> <td>69.9%</td> <td>74.6%</td> <td>75.4%</td> </tr> </tbody> </table> <p>Pupils will have confidence to approach reading and writing using their phonics knowledge, understanding and application.</p>		Year 1			Y1 and Y2 re-take			2022	2023	2024	2022	2023	2024	Chaddleshworth St Andrew's C.E. Primary	0.0%	60.0%	50.0%	0.0%	50.0%	66.7%	West Berkshire	74.3%	75.4%	79.0%	68.4%	71.9%	74.1%	National	75.5%	78.9%	80.2%	69.9%	74.6%	75.4%		Year 1			Y1 and Y2 re-take			2022	2023	2024	2022	2023	2024	Shefford C.E. Primary School	92.3%	100.0%	100.0%	80.0%	100.0%	100.0%	West Berkshire	74.3%	75.4%	79.0%	68.4%	71.9%	74.1%	National	75.5%	78.9%	80.2%	69.9%	74.6%	75.4%
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Pupils throughout the school are articulate and confident communicators with a wide range of vocabulary. This will also be evident in reading, writing and performance opportunities.	<p>Pupils (without complex needs) use Tier 2 and 3 vocabulary both verbally and in writing (<i>Tier 2 and 3 vocabulary are terms used to describe different levels of words in the vocabulary tier system. Tier 2 words are high-frequency, academic, and nuanced words that can be used across multiple subjects or topics. Examples of tier 2 words are infer, form, analyse, and examine. Tier 3 words are low-frequency, subject-specific, and specialized words that are usually limited to a content domain. Examples of tier 3 words are lava, DNA, algorithm, and Renaissance</i>)</p> <p>Evidenced in pupil voice, lesson observations, book scrutiny and performance or presentation opportunities with an audience.</p>																																																																				

<p>To achieve and sustain improved wellbeing and resilience for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2021/22 to 2023/24 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>All pupils have appropriate opportunities to participate in enrichment activities (school trips, after school clubs)</p> <p>All pupils have appropriate uniform and equipment school.</p> <p>All pupils are aware of possible strategies to use if feeling dysregulated.</p> <p>Parents are aware, or able to enquire, about strategies to encourage their child to use if feeling dysregulated.</p> <p>School are able to signpost parents to relevant local, parenting or community support, events and opportunities.</p> <p>School staff have opportunity to access up to date and regular CPD in relation to well-being and resilience.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £500

Support staff CPD & facilitating additional phonics support- £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for staff to increase the quality of teaching and learning	<p>EEF guide to the Pupil Premium EEF “Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.”</p> <p>Ensure all relevant staff have up to date training in the effective implementation of first quality teaching using the EEF implementation of CPD guide to ensure effective implementation of training.</p> <p>Subject coordinators to monitor the teaching and learning of their subject and provide, or signpost appropriate CPD and support when needed. The EEF document states that good quality teaching helps every child.</p>	All
Ongoing CPD for staff in identifying SEND and planning and implementing effective provision	<p>EEF Summary of recommendations for SEN in Mainstream Schools</p> <p>“Recommendation 2: Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.”</p>	1
Ongoing training for staff in delivering effective one to one interventions for pupils with SEND	<p>Teaching Assistant Interventions</p> <p>Evidence from EEF shows that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</p>	1
<p>Purchase and renewal of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Phonics lead teacher to have leadership time to track and overview</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p> <p>Note: Completed Sept 2022. Ongoing training and staff CPD.</p>

<p>teaching, learning, ongoing assessment and intervention.</p>		
<p>Employment, training and supervision for ELSA practitioners to provide Emotional Literacy Support opportunities for identified pupils.</p>	<p>ELSA stands for Emotional Literacy Support Assistant. ELSA support in schools is a project designed to help schools support the emotional needs of their pupils. ELSA acknowledges that children and young people learn best when they feel happier and their emotional needs are being addressed.</p> <p>The role title of ELSA may only be taken by someone who:</p> <ul style="list-style-type: none"> -Has attended a full ELSA training course. -Regularly attends supervision groups led by educational psychologists. - Currently, are developing bespoke programmes to support the emotional needs of children in their school. - ELSAs are trained to plan and deliver programmes of support to pupils in their school who may be experiencing temporary or long term additional emotional needs. <p>Resources for Emotional Literacy Support Assistants - ELSA Support</p>	<p>3</p>

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

Budgeted cost: £17800

1:1 and intervention staffing £13300

Including ELSA £2000

Music lessons - £500

Payment to Pru £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one teaching assistant support for disadvantaged pupils with SEND	Teaching Assistant Interventions Teaching Assistants to deliver targeted evidence based interventions for example precision teaching or SNAP 2 Maths and also interventions based on advice from outside agencies such as a Speech and Language Therapist.	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the School Led Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3

<p>Improve the quality of social and emotional learning through the deployment of an Emotional Literacy Support Assistant, Breakfast Club and After School Clubs</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF evidence for impact of social and emotional skills</p>	<p>3</p>
<p>Access to 1:1 peripatetic music lessons</p>	<p>Music, as a curriculum subject, extended opportunity for 1:1 learning in particular instruments (such as piano, drums or woodwind instrument). The Children's Society has researched and concluded that music has been proven to have far-reaching positive effects on our mental health. The magic of music on children's emotional wellbeing The Children's Society</p>	<p>3</p>

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

Budgeted cost: £1795

Whole staff CPD to from TTT and virtual schools - £384

Educational activities from external providers – trips and residential- £1016

Diversity texts and CPD £395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Therapeutic Thinking which includes behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	All
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ £20416

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.

First quality teaching resulted in the majority of disadvantaged pupils making at least progress in reading, writing and maths with most progress being made in maths. (75% of pupils made at least expected progress compared to 56% in writing and 69% in reading.) Where less progress has been made, interventions have been shown to have had impact on attendance, catch up and resilience.

75% of pupils who are disadvantaged also have SEND. Interventions and provision is well-matched to pupil need. For example, two disadvantaged pupils in different classes, both with SEND, made 25 mths progress in reading fluency.

Evidence in books continues to show that the vocabulary of disadvantaged pupils has increased in both subject specific words and also formal vocabulary following teacher training, pre-teaching with a tutor and teaching assistants. As a result of oracy training, taught and targeted support, pupils know use 'Agree, Build, Challenge' to explore thinking. All disadvantaged pupils in Red Kites participated in acting roles for the Watermill Theatre production.

More disadvantaged pupils are able to articulate ways to improve their own resilience as a result of ELSA, more disadvantaged pupils have participated in clubs or 1:1 music lessons and report that they feel proud of their achievements, more disadvantaged pupils report that they have a good sense of belonging as a result of ELSA and staff training. As a result of training, staff know how to respond to incidents of dysregulation and incidents are well-managed.

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