

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 Hulme Primary School |
| Number of pupils in school: | 283 |
| Proportion (%) of pupil premium eligible pupils: | 4.6% - 13 pupils |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022 to 2023-24 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | December 2022 |
| Statement authorised by | Elise Drake, Head of School |
| Pupil premium lead | Lauren Illidge, Assistant Head of School |
| Governor / Trustee lead | Natalie Samuels, Governor |

Funding overview

| Detail | Amount |
|--|---------------|
| Pupil premium funding allocation this academic year | £0 |
| Recovery premium funding allocation this academic year | £2,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £2,000 |

Part A: Pupil premium strategy plan

Statement of intent

Our vision is **for everyone**, regardless of background or circumstance, to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.

At Cheadle Hulme Primary School, we believe in 'Preparing our children for a world they know and one yet to be discovered.' It is this aspirational ethos that is the bedrock our Pupil Premium intent.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Our ultimate objectives for our disadvantaged children are;

- Ensuring all pupils receive a personalised offer of quality first teaching;
- Closing the attainment gap between disadvantaged pupils and their peers;
- Providing targeted academic support for pupils who are not making the expected progress;
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <i>Lost learning and missed essential knowledge as a response of the pandemic</i> |
| 2 | <i>Retention of key facts and knowledge</i> |
| 3 | <i>Acquisition of Phonics and Early Reading strategies that develop into Reading for Pleasure</i> |
| 4 | <i>Acquisition and application of Number</i> |
| 5 | <i>Personal, social and emotional needs</i> |
| 6 | <i>Communication and engagement with parents, including any technology issues</i> |

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 |
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| <p>Attainment of disadvantaged pupils will be equivalent, or greater than that of their peers with similar starting points</p> <ul style="list-style-type: none"> • Disadvantaged pupils will be making at least good progress from their respective starting points. • Disadvantaged pupils will be working at age-related expectations (at least) by the end of each key stage in Reading, Writing and Maths. • Disadvantaged pupils perform in line with non-disadvantaged pupils in EYFS, Phonics and in End of Key Stage Assessments | <ul style="list-style-type: none"> • Class Teachers will provide QFT strategies • Professional Learning schedule to prioritise aspects of SDP including staff training in relevant aspects of T&L • Summative assessments to be administered once a term • Pupil progress to be analysed and discussed through Pupil Progress Review Meetings termly • Subject Leaders will monitor pupil outcomes (through observations and book moderations) <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> • In-year assessment data using ARE tracker for all year groups • Summative tests (E.g. NFER) administered in Autumn (Year 2 onwards), Spring and Summer • End of year ARE trackers • ELG/PSC/End of Key Stage assessment outcomes in relevant year groups |
| <p>Disadvantaged pupils will be provided with targeted support based on specific academic needs, including any identified areas of learning lost as a response of the pandemic and previous learning done remotely. This will result in retention of key facts and knowledge enabling disadvantaged pupils to make progress across the curriculum.</p> <ul style="list-style-type: none"> • Class teachers prioritise the needs of disadvantaged pupils in academic capacities, resulting in the positive development of the ‘whole child’ • Class teacher, year group team and wider team including specialist teaching staff provide targeted support to ensure potential family economic or social disadvantage do not limit the child from demonstrating their true potential in academic situations • Adult intervention is carefully planned with the bigger picture in mind and in | <ul style="list-style-type: none"> • Teaching Staff will administer academic interventions to target specific academic needs • Class Teachers will analyse summative assessments and, alongside, SLT will discuss next steps in regards to targeted support including interventions • Class Teachers will provide frequent responsive feedback to immediately address identified misconceptions. • Formative assessments to feature within daily timetable across curriculum areas to assessment retention of key facts and knowledge • SLs identify areas of missed learning and communicate with CTs to amend MTPs and ensure essential knowledge is covered <p>This desired outcome will be measured using:</p> |

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| <p>sensitive consideration to the individuals' current circumstances</p> <ul style="list-style-type: none"> • Pupils feel confident and able to participate in all aspects of school life in a way that they feel is the same as their peer group | <ul style="list-style-type: none"> • In-year assessment data using ARE tracker for all year groups • In-year monitoring (observations and pupil outcomes) including specific focus on disadvantaged pupils' outcomes • Entry and exit information for any adult-led intervention using quantitative and qualitative data, including pupil voice • Summative tests (E.g. NFER) administered in Autumn (Year 2 upwards), Spring and Summer • End of year ARE trackers • ELG/PSC/End of Key Stage assessment outcomes in relevant year groups |
| <p>Disadvantaged pupils will be confident and successful learners who are aware and comfortable with their strengths and targets for development</p> <ul style="list-style-type: none"> • Pupils demonstrate positive attitudes towards learning, presenting outcomes neatly and valuing resources and personal belongings • Pupils respond well to marking and feedback, both written and verbal • Pupils are set challenging expectations in all subjects and are encouraged to meet, or exceed, at least age related expectations (where appropriate), exuding an increasing sense of confidence and pride in their abilities | <ul style="list-style-type: none"> • Class Teachers will ensure pupils understand strengths and targets and encourage and support in progressing learning forward • Class Teachers will clearly communicate strengths and next steps with parents/carers and identify extra support that is available • Pupils will take pride in their learning and demonstrate organised and respectful attitudes towards this and outcomes associated • Pupils will regularly reflect on marking and feedback (including peer) and be able to identify strengths and next steps in their work across a range of subjects • Pupils are confident in demonstrating their potential and remaining resilient in the face of increasing levels of challenge <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> • Monitoring of pupil outcomes through observations of pupils in sessions and book moderations (disadvantaged book moderations in addition to core subject book moderations and Home Learning) • Pupil voice relating to attitudes towards learning • Adult observations and knowledge of the child(ren), alongside parent/carer views |

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| <p>Targeted support and quality teaching will ensure disadvantaged children are confident, competent readers who find life-long joy in reading.</p> <ul style="list-style-type: none"> • Assessment of phonics is rigorous and targeted support is put into place quickly to close any emerging gaps • Disadvantaged children will achieve in line with their peers in end of Key Stage statutory assessments inc PSC • ALL children have access to varied, high quality texts both at home and school. • ALL children will be able to select books to share and enjoy independently • Appointment of Reading Lead (TLR) to champion Reading for Pleasure and ensure high quality teaching of reading is present across school. • Expansion of RRSA Pupil Parliament to include Department for Education (Reading focus) | <ul style="list-style-type: none"> • Class teachers supported by reading lead, ensure early readers experience high quality Systematic Synthetic Phonics • A wide variety of high-quality texts will be accessible through additional library visits • Timely intervention will be employed to address gaps in reading/Phonics • 1:1 Daily reading will take place for those who have been identified as requiring additional practice • Disadvantaged children will talk positively about books • Continued use of book banding into KS2 • Children engaging positively in RRSA DfE led activities • Celebrations of Nationally recognised reading days will raise the profile of authors, books and poetry • Author visitors and local library visits will enrich the cultural capital of ALL children. <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> • Monitoring of pupil outcomes through observations of pupils in sessions and book moderations (disadvantaged book moderations in addition to core subject book moderations and Home Learning) • Pupil voice relating to attitudes towards reading • Monitoring of termly internal data through pupil progress meetings and End of Key Stage assessments • Monitoring of parental engagement of reading at home • PSC data analysis and subsequent planning |
| <p>Targeted support, based on pastoral needs, provides personal, social and emotional guidance for disadvantaged pupils to enable them to feel confident within themselves allowing them to focus and progress academically</p> <ul style="list-style-type: none"> • Disadvantaged pupils' personal, social and emotional needs are met through pastoral support – this is carefully planned with the bigger picture in mind and in sensitive consideration to the individuals' current circumstance | <ul style="list-style-type: none"> • Teachers review pastoral needs and progress within core subjects with SLT each term (PPR meetings and additional PP meetings) – updating child profile as part of this • Pupil voice is captured through adult-led interventions and reflect a positive experience from the perspective of the child • Pupils are seen to be confidently participating in academic and social situations within and across all aspects of school life |

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| <ul style="list-style-type: none"> • Targeted support to ensure potential family economic or social disadvantage do not limit the pupils from demonstrating their full potential in social situations • The pastoral needs of disadvantaged pupils are targeted to ensure development of 'whole child' and are happy at school • Disadvantaged pupils feel confident, and are supported, in participated in all aspects of school life in a way that is no different to non-disadvantaged peers | <ul style="list-style-type: none"> • Parent views relating to their child's academic and pastoral development are positive and are shared with class teachers through verbal and written means of communication (e.g. pupil profiles, Parents' Evening, Home Learning, Reading Record books and as part of more informal exchanges at the beginning / end of the school day) <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> • In-year monitoring documents (e.g. ARE Tracker, Pupil Progress Review Meetings, Pupil Profiles – including pupil voice) • Entry and exit information for any adult-led intervention using quantitative and qualitative data (including pupil voice) • Adult observations and knowledge of the children, alongside parent/carer views |
| <p>Communication and collaboration with disadvantaged pupils' parents and carers will support provision offered in school.</p> <ul style="list-style-type: none"> • Parents and Carers will actively engage with school and in their child's education. • All parents and carers will be clear on school communication protocols and have adequate access to the technology required to access them. • Parents and carers will have a clear understanding of how school is supporting their child and know how to support their child at home. | <ul style="list-style-type: none"> • Parents and carers will attend and positively engage with school events. E.g. Parents evenings • Parents and carers will communicate openly with school in the best interests of their child(ren). • Parents and carers will support home learning. E.g. Reading, Spellings... • Parents and carers will send their child(ren) to school prepared for the day. E.g. PE kit, forest school equipment, reading books... <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> • Day-to-day communication with class teachers • Monitoring of parental engagement of school events or meeting pertaining to their child(ren) • Parent and child views (PPP) • Observation and feedback from class teachers • Parental engagement in all aspects of home learning |
| <p>Disadvantaged children will receive targeted intervention to ensure number fluency is embedded and early identification of gaps in learning are identified and addressed through QTF and intervention.</p> | <ul style="list-style-type: none"> • Introduction of maths knowledge organisers to identify key learning • Responsive maths interventions will target current learning gaps • Multiplication and division fluency will increase through the introduction of |

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| <ul style="list-style-type: none"> • Disadvantaged children achieve MTC in line with their peers • All children demonstrate fluency in the use and application of number • Outcomes in statutory End of Key Stage maths assessments are in line with, or above National average • QFT of mathematics is consistent and progressive throughout school | <p>TT Rockstars in Key Stage 2 for use at home and school</p> <ul style="list-style-type: none"> • Implementation of Maths Teaching and Learning Guidance will ensure rigor and progression of strategies and mathematical concepts • Children will develop number fluency through the introduction of daily morning arithmetic tasks <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> • In-year monitoring documents (e.g. ARE Tracker, Pupil Progress Review Meetings, Pupil Profiles – including pupil voice) • Entry and exit information for any adult-led intervention using quantitative and qualitative data (including pupil voice) • Adult observations and knowledge of the children, alongside parent/carer views • Statutory end of key stage assessment analysis including MTC (Year 4) |
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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: £500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Professional Learning allowing for studying of theories with direct links to implications for the classroom (Action Research Community – ARC)</p> <p>Professional Learning enabling staff to become experts in teaching reading (Action Research Community – ARC)</p> <p>Professional Learning to develop staff expertise in inclusion focusing on anti-racism (Action Research Community – ARC)</p> | <p>Reading Framework 2021</p> <p>EEF Improving Literacy</p> | 1, 2 and 3 |
| <p>Developing vocabulary – Subject Leads to identify tier 2 and tier 3 words relevant for subject</p> | <p>Vocabulary knowledge is a predictor of achievement and is often related to socio-economic status</p> <p>EEF’s Guidance Reports (Improving Literacy in KS1, Improving Literacy in KS2 and, most recently, Preparing for Literacy)</p> | 1, 2 and 3 |
| <p>Subject Leads to develop Knowledge Organisers and teaching and learning sequences (including regular low stakes testing and time for retrieval)</p> | <p>Short, regular tests can increase long-term memory of key facts and of using self-testing to achieve the same ends.</p> | 1, 2 and 4 |
| <p>Professional Learning - Developing Oracy across the curriculum by developing our staff as experts of talk</p> | <p>Oracy Framework (Voice 21)</p> | 1, 3 and 5 |
| <p>Disadvantaged pupils receive targeted support for both their academic and pastoral needs</p> | <p>Small group teaching and individual 1:1 teaching with experienced, specifically trained teachers can have valuable impact (EEF T&L Toolkit). This research states that ‘effects on pupils from disadvantaged backgrounds also tend to be particularly positive’. Utilising the skills and expertise of</p> | 1, 5 and 6 |

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| | our SENDCo to identify appropriate and targeted support for disadvantaged pupils | |
| Pupil Progress Review Meetings | | 1, 2 and 4 |
| Subject monitoring | Teaching Schools Council report on Effective Pupil Premium Reviews cites importance of a cycle of monitoring and evaluation of current practice | 1, 2, 3 and 4 |
| QFT Strategies | Small group teaching and individual 1:1 teaching with experienced, specifically trained teachers can have valuable impact (EEF T&L Toolkit). This research states that 'effects on pupils from disadvantaged backgrounds also tend to be particularly positive' | 1, 2, 3 and 4 |
| Pupils are inspired by reading within the curriculum and are motivated to widen their independent reading choices/efforts as a culture of 'reading for pleasure' is further embedded across the curriculum | On average, reading comprehension approaches deliver an additional six months progress' (EEF Reading Comprehension Strategies). Engaging pupils in a wider range of texts will expose them to a wider vocabulary, styles of writing and lead them to be better equipped as writers themselves | 3 |
| Introduction of Maths Teaching and Learning Guidance and increase in arithmetic practise through daily morning tasks and introduction of TT Rockstars | EEF Improving Mathematics in the Early Years and Key Stage 1 suggests introducing maths throughout the day E.g. morning activities, and developing practitioners understanding of how children learn mathematics will improve the quality of learning. | 2 and 4 |
| The appointment of a Reading Lead (TLR) with a focus on early reading inc SSP, storytelling and Reading for Pleasure | The DfE Reading Framework (2021) prioritises SSP, early reading skills reading for pleasure has a significant impact on both reading and wider curriculum success. | 3 |

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

Budgeted cost: £1,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Support pupil progress by considering individual needs - Class teacher led interventions (including 'extra curricula Club' where needed) | DfE Report (Nov 2015) cites 'paired or small group additional teaching' as having a positive impact on progress of PP pupils | 1, 3 and 4 |
| Needs of pupils are known and matched to support | Teaching Schools Council report on Effective Pupil Premium Reviews cites | 4 |

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| | importance of a cycle of monitoring and evaluation of current practice | |
| FFT Lightning Squad | Gov recommended intervention | 1 and 3 |
| Nuffield Early Language Intervention (NELI) | The EEF Teaching and Learning Toolkit states; 'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.' | 1, 3 and 5 |
| Book in a Box – encouraging reading for pleasure | The 2016 Progress in International Reading Literacy Study (PIRLS) assessment showed that the year 5 pupils in the survey who liked reading the most scored, on average, 45 points more than those who said they did not like reading | 1, 3 and 5 |
| Pastoral Support - The 'whole child' is developed alongside academic progress being made | DfE Report (Nov 2015) indicates that successful schools have 'an individualised approach to addressing barriers to learning and emotional support' – this will be done by utilising the skills and expertise of our SENDCo who will identify appropriate and targeted support for disadvantaged pupils | 5 |
| Evidenced based Interventions | EEF Teaching and Learning Toolkit states 'Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.' | 1, 2, 3 and 4 |

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

Budgeted cost: £500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Parent/Carer views taken into consideration on Pupil Profiles | Research from the Education Endowment Fund (EEF) cites parental involvement as a key factor in whether pupils succeed in school. | 6 |
| Parent workshops | EEF Teaching and Learning toolkit suggests, 'By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.' The EEF Guidance Report for Working with parents to support children's learning states; 'Provide practical strategies to support learning at home', | 6 |

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| Extra-Curricular clubs/activities | The Social Mobility Commission (2016) examines the importance of extra-curricular activities and notes numerous positive outcomes. | 5 and 6 |
| Class Teachers have more ownership and are more accountable for progress of Disadvantaged pupils | As the adults in school who know the pupils the best, we believe Class Teachers should have an input into how the funding is spent (Pupil Premium Profile) | 2, 3 and 5 |
| All staff have raised expectations of disadvantaged pupils and positively discriminate towards their potential success | Andy Cope's work in 'Positive Psychology' challenges generalisations and draws attention to potential distraction and distortion of the view(s) that teachers may develop towards individuals/groups within their class/cohort. Use this research to shift towards a culture of optimism and positivity towards challenging aspects of the role of a teacher and those pupils that may find learning difficult as a result of their academic, pastoral or economic background | 5 |

Total budgeted cost: £2,000

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 objectives for the small number of disadvantaged children (<10) were;

- Ensuring all pupils receive a personalised offer of quality first teaching;
- Closing the attainment gap between disadvantaged pupils and their peers;
- Providing targeted academic support for pupils who are not making the expected progress;
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital

All these objectives have been met and the evidence of impacts includes:

EYFS – 75% of children in receipt of PP funding achieved their Good Level of Development (GLD) at the end of Reception.

Phonics – 100% of children in receipt of PP funding achieved a pass of more than 32 in their Phonics Screening Check (PSC).

Writing – 100% of children in receipt of PP funding achieved Age Related Expectations (ARE) in Writing at the end of KS1.

| Activity | Impact |
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| Professional Learning - Closing the Vocabulary Gap | Developing all staff's awareness of importance of vocabulary |
| Remote Provision – including those invited into school Disadvantaged pupils received targeted support for both their academic and pastoral needs | High-quality remote provision (including daily live lessons for Maths, English, Reading/Phonics and Foundation sessions) to replicate the 'typical school day'. Small group teaching and ability to 'stay on a call' enabled Class Teachers to continue to provide support and challenge. Regular pastoral check-ins with Class Teacher and Pastoral Manager helped to support our pupils in adapting to the situation Pupils in school during closure were supported by Class Teachers and LSAs in both accessing live lessons and securing key knowledge across the curriculum. Online platforms (such as TT Rockstars and Spelling Shed) were utilised to support learning |
| Improved metacognition and self-regulation in | Work has been done on developing staff attitudes towards writing and inspiring this within pupils (with a particular focus on audience and |

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| teaching and learning activities | purpose) – this continued through remote provision and more input given to staff on returning to full opening in Spring term. Work has been done on encouraging pupils to reflect on their learning through using knowledge organisers to summarise and explain different concepts within different subject areas. |
| Pupils retain taught facts and can apply these to new contexts | Review of Learning and daily arithmetic ‘tests’ continued through remote provision and was used to regularly identify gaps in learning. ‘Low-stakes testing’ has been used across other curriculum areas as a way of assessing whether key facts from previous learning has been retained, this enables class teachers to plan next steps and address ‘lost learning’ more effectively to support progress across the curriculum |
| Baseline Assessments provided opportunity for Class Teachers and SLT to identify areas of lost learning and adapt curriculum appropriately | Subject Leaders identified core learning through timely assessments, which recognised gaps in learning quickly. This resulted in Class Teachers adapting their curriculum to meet the needs of the pupils, alongside quality first teaching and interventions that addressed identified gaps. |
| Support pupil progress by considering individual needs and supporting these through a range of tailored small-group interventions | ARE tracking document used to summarise and track pupils. PP pupils discussed as part of Pupil Progress Review meetings resulting in interventions being adapted to suit needs. |

Externally provided programmes

| Programme | Provider |
|---------------------|-------------------------------------|
| Lightning Squad | Fischer Family Trust |
| Office 365 | Microsoft |
| NELI | Nuffield Foundation |
| TT Rockstars | Maths Circle |
| Wellcomm | GL Assessment |
| Motor Skills United | Stockport Occupational Therapy Team |