



Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Chorlton CE Primary
Number of pupils in school	225 (including Nursery)
Proportion (%) of pupil premium eligible pupils	
Free School Meals	12 pupils (5.3%)
Pupil Premium +	24 pupils (10.7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22/23/24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Phil Trohear
Pupil premium lead	Phil Trohear/ Claire Gunn (LAC)
Governor	Ken Flood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,657.00: comprised of: FSM £6,925.00 Post LAC £65,070.00 Service £320.00 EY PP £342.00
Recovery premium funding allocation this academic year	£4,350.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£ 77,007.00

Part A: Pupil premium strategy plan

Statement of intent

Without exception, every child at Chorlton C of E is valued. We recognise that every child is unique, therefore we endeavour to empower our pupils and provide them with opportunities to develop and flourish irrespective of their individual learning difficulties. We are committed to discovering and supporting the individual potential of every child and we aim to provide teaching and learning experiences that are an exciting and fulfilling experience for everyone at our school. As a Rights Respecting School (silver award), we strive to create an environment where children have access to their 42 rights at all times (Convention of the Rights of the Child, UNC, 1989)

We ensure that the teaching and learning opportunities meet the needs of all the pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making the provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for a free school meal. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress gaps between PP and national in reading, writing and maths are diminished
2	More able and disadvantaged pupils are making comparative progress as their peers
3	Loss of learning time due to pandemic. COVID experiences and the impact of digital access, lockdown and bubble closures
4	Loss of learning time due to pandemic reduces number of pupils meeting phonics check
5	Pupils with SEMH/SEND through experience of early trauma and/or sensory needs struggling to regulate and access learning. - escalations in behaviour
6	Speech, language & communication needs are addressed through NHS First Response and ELKLAN interventions and subsequent referral made to NHS therapist and clinic
7	Gap in achievement between Sen Support pupils and their peers nationally at the end of KS2 SEN pupils making appropriate progress in line with peers
8	A school with little cultural diversity, much in family and ability, not wanting any group with a protected characteristic to be at any disadvantage

Intended outcomes

This lays 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
Difference between PP and national attainment in reading, writing and maths is diminished	Expected + attainment for majority of pupils
Pupils that are more able and disadvantaged are making the same progress as their peers	Expected + progress for majority of pupils
Catch up and intervention supports pupils in meeting age related expectations and above	Recovery and school led tutoring makes impact above
Catch up and intervention supports pupils in meeting phonics check	Majority of pupils meet Phonics Check
Staff understanding of early trauma increased and strategies employed to support learning	Pupils' supported to regulate and return to learning more quickly and effectively through better understanding of need
Sensory needs are being met through individualised sensory diets	More individualised timetables incorporating sensory circuits meet the above
Therapeutic interventions in place to support pupils and therefore improve learning	SEMH interventions allow pupils to access learning appropriately
Speech, language & communication needs are addressed through Nelli, Wellcomm & ELKLAN interventions and subsequent referrals made to NHS therapist and clinic.	Pupils with language & communication needs have appropriate intervention in school and via NHS and are able to access their learning, making progress and meeting ARE

Strive for more Sen Support pupils to achieve in line with their peers nationally at the end of KS2 To ensure those SEN pupils working within B-Squared (EHCP) achieve the appropriate percentage of progress within their progression step eg. 30% to be expected	SEN support and pupils with EHCP making expected progress with peers or within B-Squared
To further implement to rights respecting ethos by Chorlton C.E Primary gaining the 'Gold Level' RRSA award	– Increase the opportunities of pupil voice, inside and outside the school environment – To increase the awareness of children's rights and the expectations that come with their rights – To increase confidence and self-esteem for all pupils, especially vulnerable and SEMH – For the rights respecting ethos to be the golden thread that goes through all elements of school life

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: £38,659.00 (plus cost of Nurture Nest)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments -NFER £943.46	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1,2,3,7

	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils- Little Wandle £4000 initial cost £750/ year subscription £3000 additional resources (books, cards, online access)	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3,4,7

Key Therapist & Th.Inc Lead full time - access for all £20,455.00	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,5
Dyslexia teacher one day weekly able to carry out assessment and intervention £10,535.00 for the Academic year	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,3,4,6,7
For Chorlton C.E Primary School to gain the 'Gold' level award for Rights respecting School £800	To increase the opportunities of pupil voice, inside and outside the school environment. Chorlton C.E Primary aim to increase the awareness of children's rights and the expectations that come with their rights. Through the rights ethos, we aim to increase confidence and self-esteem for all pupils, especially vulnerable and SEMH, Pupil Premium +	5,8
To increase Mathematics fluency Interventions led by HLTAs, throughout the year £2,176.20	To implement the Mastering Maths approach (NCETM) from Reception to Year 6 at the start of Maths lessons. The approach will have impact on fluency, research shows accelerated progress for vulnerable and pupils below ARE	All

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

Budgeted cost: £26,747.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions led by HLTAs, TAs across the school throughout the year - Inference, Write away, Phonics, maths etc. £11,110 for the PP pupils Sensory Circuit led by TA for PP pupils £1,557.27 Forest School for PP pupils £2,176.20	As above for Dyslexia. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition At Forest School children work together, sharing tools and ideas. Children learn about teamwork and the consequences of their actions on others. Language development is a key to future learning in young children; forest school enables an environment where pupils can develop communication and language skills. As a result of being and learning outdoors children develop stamina, strength and fine and gross motor skills, which in turn, help them access and achieve in many other areas of learning. Forest School is a way of offering children risk-taking experiences in a supported learning environment helping them to self-regulate and manage risks in their everyday lives.	1,2,3,4,6,7

School Led tutoring £4,050.00 - this is the 23/24 amount, based on what we receive, plus what we have to pay to top it up.	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,3,4,6,7
Sensory OT £7,854.00	As above	5

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

Budgeted cost: £13,834.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Team Teach £780.00	According to <u>figures</u> from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time. If interventions take up more classroom time than the disruption they displace, engaged learning time is unlikely to increase. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	All
EP SLA £12,200.00	Ed Psych supports strategies within school as well as for EHCP applications. Evidence above covers all.	All
Development of Nurture Nest to support regulation and well-being £844.00	As above	All

Total budgeted cost: £ 79,230.47

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.

Reception:

70% of pupils achieved GLD in Reception, clear progress from Autumn baseline.
Huge impact from implementing 'Little Wandle' phonics programme

Expected level for reading 87% (26/30 children)

Expected level for writing 87% (26/30 children)

Expected level for number 77% (23/30 children), Patterns 80% (24/30 children)

Year 1:

ARE in Maths at 86%

1 out of 2 EHCP reached in reading

29% of SEN reached in reading

76% of White pupils reached in reading, compared with 95% in maths

81% in writing

43% of SEN support reached in writing

57% of SEN support reached in maths

94% of girls reached in maths

77% of boys reached in maths

Year 2:

Combined Reading, Writing and Maths +19% (61%)

All areas above predicted, maths +25% (82%)

Boys reading at ARE +25% and GD +28%

Lower attainers at ARE in reading +22% (50%)

Middle attainers reaching GD in Reading +29% (43%)

50% of SEN reaching ARE in reading (2 out of 4)

Girls reaching ARE in writing +16% (64%)

Middle attainers reaching ARE in writing +16% (93%)

0 SEN or EHCP reaching ARE in writing

Lower attainers reaching ARE in maths +33% (64%)

Middle attainers reaching GD in maths +30% (43%)

75% of SEN reached in maths (3 out of 4)

Year 3:

Writing at 63% (-15%) for ARE and 17% for GD (-12%)

Maths GD at 23% (-12%) • 100% of higher attainers reached GD in reading

0% of middle attainers at GD for reading (-32%)

71% of SEN at ARE in reading, and 1 out of EHCP

Middle attainers in writing at ARE 77% (-17%) and GD 0% (-22%)

43% of SEN at ARE in writing (-30%)

Girls at ARE in maths 69% (-14%) and GD 15% (-13%)

Middle attainers in maths at ARE 77% (-16%) and GD 0% (-28%)

57% of SEN at ARE in maths (-17%)

Year 4:

Maths, reading and combined broadly in line with predictions.

GD Writing -15% (11%) • Higher attainers reaching GD in reading +30% (88%)

Middle attainers reaching GD in reading +16% (100%)

Lower attainers reaching ARE in reading -26% (17%)

Neither PP children reached ARE in reading

25% of SEN support reached ARE in reading

Boys reaching ARE or GD in writing -15%

No lower attainers reached ARE in writing

Higher attainers reaching GD in writing -17% (38%)

No SEN support or PP reached ARE in writing, but 1 EHCP did.

Higher attainers reaching GD in maths +25% (88%)

Lower attainers reaching ARE in maths -34% (17%)

Neither PP child reached ARE in maths • 1 SEN and 1 EHCP reached ARE in maths

Year 5:

- Combined and RWM all in line with predictions.

Boys reaching EXP +15% (100%) and GD +24% (64%) in reading

Higher attainers +27% (90%) in GD reading

Lower attainers reaching EXP in reading +27% (67%)

SEN support reaching EXP in reading -23% (67%)

100% of EAL reaching EXP in reading

Girls reaching EXP -13% (75%) and GD -11% (25%) in writing

Lower attainers reaching EXP in writing +22% (67%)

SEN support reaching EXP in writing -62% (33%)

Boys reaching GD in maths +14% (64%)

Girls reaching GD in maths -17% (17%)

Lower attainers reaching EXP in maths +23% (67%)

SEN support reaching EXP in maths -25% (-67%)

Year 6:

Combined, writing and maths broadly in line with predicted, reading +12%

Higher attainers reaching GD in reading +30% (100%)

Middle attainers reaching GD in reading +18% (100%)

100% of SEN support reached EXP in reading

Boys reaching GD in writing -23% (0%)

No lower attainers reached EXP in writing

SEN support reaching EXP in writing -24% (57%)

100% EAL reached EXP in writing

Girls reaching EXP in maths -10% (73%)

Boys reaching GD in maths -11% (27%)

Higher attainers reaching GD in maths +17% (88%)

No lower attainers or PP reached EXP in maths (2 pupils)

SEN support reaching EXP in maths -21% (57%)

In the school year 22/23, the majority of pupils made expected or more than expected progress across the subjects.

Attainment wise across the school majority of pupils met their ARE+ for Reading and Maths, there was more challenge to achieve this in writing.

Therapeutic intervention continues to be an integral part of breaking down barriers for our PP pupils, allowing better access to learning for our most disadvantaged children. Staff training to support regulation (zones of regulation) and de-escalation strategies had a significant impact on pupils, supporting them to remain calm and ready to learn.

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
n/a	

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	1 service pupil - £ 320 Small group HLTA support for GD
What was the impact of that spending on service pupil premium eligible pupils?	Pupil made expected progress across subjects, Exceeding in reading and maths and secure in writing