



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	215
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22/23
Date this statement was published	September 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Vicki Foreman
Pupil premium lead	Vicki Foreman/ Claire Gunn (LAC)
Governor	Ken Flood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,657.00: comprised of: FSM £4155.00 Post LAC £57840.00 Service £320.00 EY PP £342.00

Recovery premium funding allocation this academic year	£4495.00
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	£ 67152

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.

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 is diminished.
2	More able and disadvantaged pupils are making the same progress as their peers
3	Loss of learning time due to pandemic
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 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
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. Sensory needs are being met through individualised sensory diets Therapeutic interventions in place to support pupils and therefore improve learning.	Pupils' supported to regulate and return to learning more quickly and effectively through better understanding of need. More individualised timetables incorporating sensory circuits meet the above. 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 bring about long-lasting change and impact whole school leadership learning, policy and practice through exploring Race & Identity	Pupils, staff, community will: – Develop the agency, confidence and racial literacy necessary to effectively tackle and explore issues around race in their individual school contexts – Overcome the emotional and psychological barriers associated with discussing race (e.g. fear of making mistakes or causing offence) – Create and refine personalised strategic approaches to best support the achievement and experience of pupils of different races and backgrounds – Develop more inclusive and anti-racist school cultures where pupils and staff alike feel listened to and understood

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: £25,354

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments -NFER £1294.24	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 £10,000	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 £5805 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
Race, Identity & School Leadership Programme with Integrity coaching Advance their knowledge on key issues and principles of racial equality, race	– Develop the agency, confidence and racial literacy necessary to effectively tackle and explore issues around race in their individual school contexts – Overcome the emotional and psychological barriers associated	All

socialisation and social justice £1799	with discussing race (e.g. fear of making mistakes or causing offence) – Create and refine personalised strategic approaches to best support the achievement and experience of pupils of different races and backgrounds – Develop more inclusive and anti-racist school cultures where pupils and staff alike feel listened to and understood	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,636.53

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	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	1,2,3,4,6,7
School Led tutoring £7290- this is the 22/23 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 £10236.53	As above	5

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

Budgeted cost: £13,174

Activity	Evidence that supports this approach	Challenge number(s) addressed
Team Teach £650	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 £11,680	Ed Psych supports strategies within school as well as for EHCP applications. Evidence above covers all.	All
Development of Calm room to support regulation and well-being £844	As above	All

Total budgeted cost: £ 67,164.53

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.

60% of PP children across KS1 and KS2 reached age related expectations in reading and maths. 30% of PP children reached age related expectations in writing.

In the school year 21/22 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 as part of the 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