

## Cheetwood Primary School Pupil Premium Strategy Statement

This statement details the school's use of pupil premium and recovery premium grant funding for the 2021 to 2022 academic year to help improve the attainment of 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   | Cheetwood Primary               |
| Number of pupils in school  | 207                             |
| Proportion (%) of pupil premium eligible pupils                         | 50%                             |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022 to 2024/2025          |
| Date this statement was published                                       | December 2021                   |
| Date on which it will be reviewed                                       | July 2022                       |
| Statement authorised by   | Barbara Oxton, Headteacher      |
| Pupil premium lead  | Tina Batkin, Deputy Headteacher |
| Governor lead for disadvantaged pupils                                  | Rev. Christine Threlfall        |

### Funding overview

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year                                    | £122,396        |
| Early Years funding allocation this academic year                                      | £2,417          |
| Recovery premium funding allocation this academic year                                 | £13,195         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0              |
| <b>Total budget for this academic year</b>   | <b>£138,007</b> |

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. ***This is outlined in the school Pupil Premium Policy and reviewed annually at the December full governing body meeting.***

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the school- led tutoring grant for pupils whose education has been worst affected, including non-disadvantaged pupils.

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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Over the past few years the school has consistently used pupil premium funding to establish a core offer that is closing the gap between the achievement of disadvantaged pupils and those without. Internal assessments indicate that there is currently no significant difference between the progress of disadvantaged pupils compared to those without. It is therefore the intention that this will be maintained by adopting an approach that consolidates and builds on current pupil premium resources while providing the flexibility and responsiveness to develop new initiatives in response to the changing needs of individual pupils and groups of learners. The effectiveness of the school's pupil premium strategy was recognised in the 2018 Ofsted Report:

- *Leaders use targeted funding well. It has a positive impact on their achievement.*
- *Disadvantaged pupils make good progress throughout the school.*
- *Leaders and teachers successfully meet the challenge of helping children to make rapid progress from their low starting points*
- *Children make strong progress in the early years, particularly in their language development.*

## Challenges

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

Further information on the contextual profile of the school and local community is included in the annual school improvement plan and the SSE documentation.

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Assessments, observations and discussions with pupils indicate underdeveloped speech, language and communication skills among many disadvantaged and vulnerable pupils. These are evident from reception through to KS2.  |
| 2                | Assessments, observations and discussions with pupils suggest that disadvantaged and pupils with other vulnerabilities can have greater difficulties with phonics than their peers. This negatively impacts their development as readers.   |
| 3                | Internal and external (where available) assessments indicate that on entry to nursery attainment is well below that expected of rising 4-year olds. Practitioners often need to plan within the 16-26 months learning and development phase of EYFS<br><br>This trend continues, with baseline assessments in October 2021 indicating that only 12% of nursery pupils were on track to meet GLD while in reception only 19% of pupils were on track to meet GLD                         |
| 4                | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.<br><br>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and maths  |
| 5                | Our assessments (including using SDQs), observations and discussions with pupils identify that a significant number of pupils experience social and emotional issues that can have an impact on self-esteem, resilience, learner confidence and general well-being. There is also evidence, gained from early help strength based conversations, of the wider impact on families. These challenges particularly affect disadvantaged and vulnerable pupils, including their attainment. |
| 6                | The school experiences high rates of transience; last academic year 78 pupils left or came to school other than at the normal time of admission. This is 41% of the school population. A high proportion of new arrivals are disadvantaged or vulnerable and these pupils and their families often need targeted support including social and emotional support, practical and financial support and access to EAL provision  |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and we will measure whether they have been achieved. ***The success criteria will be set for each academic year of the three-year plan and reviewed annually.*** The majority of the intended outcomes and success criteria are linked to the focus areas in the school improvement plan.

| Intended outcome   | Success criteria  |
|--|---|
| Improved speech language and communication skills among disadvantaged pupils and vulnerable learners | <p>Assessments and observations indicate significantly improved outcomes with accelerated progress and an increase in the percentage of pupils meeting age related expectation. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. There will be no significant difference in the outcomes for disadvantaged learners when compared to those without disadvantage Further details are included in <i>the EYFS and Identified Groups of Learners School Improvement Plans.</i></p> <p><b>2021-2022 Targets:</b></p> <p>Communication and Language Nursery: To increase from 6% to 50%</p> <p>Communication and Language Reception: To increase from 23% to 65%</p> <p>Target pupils will make measurable progress within catch up interventions such as Early Talk/Talk Boost, social communication and early language groups</p>  |
| Improved reading attainment among disadvantaged and vulnerable pupils.                               | <p>KS1 outcomes in reading/phonics and KS2 will show that there has been an increase in the percentage of disadvantaged and vulnerable pupils meeting the expected standard. There will be no significant difference in the outcomes for disadvantaged learners when compared to those without disadvantage. Further details are included in the <i>Literacy and Identified Groups of Learners Action Plans.</i></p> <p><b>2021-2022 Targets:</b></p> <p>The percentage of pupils meeting the expected standard in reading will increase by 17% in Year 2 and 16% in Year 6</p> <p>Pupils in the reading target groups will make accelerate progress of 7 steps (6 in Year 1)</p> <p>Pupils receiving targeted support including subject specific interventions such as Nessy and/or receiving tuition will make measurable progress in line with set targets</p> <p>82% of pupils will meet the expected standard in the Y2 phonics screening (December 2021)</p> <p>80% of pupils will meet the expected standard in the Y1 phonics screening (June 2021)</p> |

|   |   |
|---|---|
| <p>Improved outcomes in EYFS for disadvantaged and vulnerable learners</p>  | <p>There will be an increase in the percentage of pupils meeting the expected standards. There will be no significant difference in the outcomes for disadvantaged learners when compared to those without disadvantage Progress for vulnerable and disadvantaged learners will be accelerated. Further details are included in the <i>EYFS Action Plan</i>.</p> <p><b>2021-2022 Targets</b></p> <p>Nursery: Percentage of pupils achieving GLD to increase to 50%</p> <p>Reception: Percentage of pupils achieving GLD to increase to 65%</p>  |
| <p>Improved outcomes in maths and writing for disadvantaged and vulnerable learners pupils at the end of KS1 and KS2.</p>   | <p>There will be an increase in the percentage of disadvantaged and vulnerable pupils meeting the expected standard. Target group of identified learners will make accelerated progress. There will be no significant difference in the outcomes for disadvantaged learners when compared to those without disadvantage. Further details are included in the <i>Literacy, Maths and Identified Groups of Learners Action Plans</i>.</p> <p><b>2021-2022 Targets:</b></p> <p>The percentage of pupils meeting the expected standard in writing will increase by 25% in Year 2 and 23% in Year 6</p> <p>The percentage of pupils meeting the expected standard in maths will increase by 29% in Year 2 and 12% in Year 6</p> <p>Pupils receiving targets support including subject specific intervention such as Dynamo Maths and/or receiving tuition will make measurable progress in line with set targets</p> <p>Pupils in the target groups will make accelerate progress of 7 steps (6 in Year 1)</p> |
| <p>To provide all pupils (and their families) with access to high quality pastoral and therapeutic support ensuring a sustained improved in wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>   | <p>High levels of wellbeing will be evidenced in qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>SDQ scores for pupils accessing the Oasis Room will improve; improved social and emotional skills will result in pupils starting to make improved progress in class based learning</p> <p>Low levels of referrals to LOFT and Think Room will be maintained as will the number of incident of racism, homophobia and other behaviour issues</p>   |
| <p>To maintain good outcomes for disadvantaged and vulnerable learners that join the school other than the normal time of admission including those that are new to, or in the early stages of English language acquisition</p> | <p>Observations, assessments and pupils voice activities will evidence that pupils settle quickly, are included in friendship groups and develop positive relationships with key adults in school.</p> <p>Assessment information will provide evidence that for disadvantaged and vulnerable learners new to Cheetwood there will be no significant difference in outcomes when compared to those pupils without disadvantage.</p>  |

## 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: **£70,636**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Subscriptions to standardised diagnostic assessments such as Nessy Reading, Dynamo Maths and Phonics Tracker</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>   | <p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>  | <p>1, 2, 3, 4</p>             |
| <p>Embedding speech, language and communication activities and interventions across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>A specialist ELKLAN trained teacher will be funded to lead on coordinating and delivering targeted interventions throughout school</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182242/DFE-RR077.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182242/DFE-RR077.pdf</a></p> | <p>1,3,4,6</p>                |
| <p>Enhancement of current phonics offer and purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Whole school training on phonics</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | <p>2,4,6</p>                  |

|  |  |                |
|--|--|----------------|
| <p>Embedding and enhancing of EYFS provision and activities to ensure that pupils make rapid progress across the curriculum</p> <p>A teaching assistant level 2/play worker will be funded to boost attainment in the early years</p>  | <p>Providing pupils with a high quality early years environment and targeted support from experienced and skilled practitioners has a positive impact on outcomes.</p> <p>Implementation of a programme of high quality interventions to promote physical, personal and social development provides opportunities to develop the skill needed to make progress within both the prime and specific areas of learning</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</a></p> | <p>1,2,3,5</p> |
| <p>Maintaining the high quality of quality of social and emotional (SEL) learning.</p> <p>Contribution to the salary of the Head of Pastoral Care. This leadership role ensures that effective and consistent approaches will be embedded into routine educational practices and supported by professional development and training for staff. This includes more personalised coaching and ‘surgeries’ for individual members of staff.</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):</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>  | <p>4,5,6</p>   |

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

Budgeted cost: **£58, 305**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Funding for a TA2 and contribution towards the salary of a TA3 to provide individual and small group support to identified learners. The teaching support staff will also deliver evidence based interventions that have a direct impact on outcomes.</p> | <p>Interventions such as colourful semantics and are recommended by the speech and language service. The school uses resources taken from the NHS Speech and Language First Response Tool Kit. This is considered best practice for as recommended by the Clinical Lead for schools in Manchester.</p> | <p>1, 2, 3, 4,5,6</p>         |

|   |   |                |
|---|---|----------------|
| <p>This will include evidence base programs such as those for reading comprehension and developing language and grammatical structures as well as the delivery of booster sessions and precision teaching approaches to improve motor skills and other basic skills</p>   | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> |                |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>  | <p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | <p>2, 4</p>    |
| <p>Continuing to provide disadvantaged and vulnerable learners with high quality targeted support that improves the social and emotional learning.</p> <p>Contribution to the salary of the Head of Pastoral Care. The head of pastoral care is able to provide a range of interventions including play therapy, therapeutic play, anger management, social skills, team building and a more bespoke individual mentoring and support</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):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>   | <p>4,5,6</p>   |
| <p>Engaging with the National Tutoring Programme to provide a blend of tuition, and school-led tutoring and other interventions 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.</p>   | <p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | <p>1,2,3,4</p> |



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

Budgeted cost: **£9,434**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Contribution towards funding of pastoral support and targeted support for disadvantaged and vulnerable learners including those that are admitted at times outside of usual transition points, international new arrivals and refugee and asylum seeker families.</p> | <p>The school has 96% of pupils from ethnic minority backgrounds with 82% of pupils speaking English as an additional language (24% are in the early stages of English Language acquisition. The school follows best practice strategies to support these learners as evidenced by research on supporting EAL pupils:<br/> <a href="https://www.bell-foundation.org.uk/news/blog-new-research-on-eal-learners-shows-the-importance-of-looking-behind-headline-attainment-data/">https://www.bell-foundation.org.uk/news/blog-new-research-on-eal-learners-shows-the-importance-of-looking-behind-headline-attainment-data/</a></p> | <p>4,6</p>                    |
| <p>Contingency fund for acute issues.</p>  | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>  | <p>All</p>                    |

**Total budgeted cost: £138,375**

## 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 internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than it had been in the years prior to disruption caused by the global pandemic. This negative impact of Covid-19 disrupted all our subject areas to varying degrees, with schools across the country experiencing the same issues. Research indicated that national school closures and periods of blended learning was most detrimental to disadvantaged pupils and many were not able to benefit from the pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

However, the impact of this was mitigated by our resolution to maintain a high quality curriculum; provide continuity of speciality support and a highly effective programme of social and emotional support for pupils and their families. In 2020-2021 pupil premium was used to maintain experienced and specialist staff including a head of pastoral care, speech and language therapist, EYFS play worker, Interventions/ELKLAN/EMA teacher and teaching assistants experienced in delivering targeted interventions and support. Much of this support was successful adapted during periods of blended learning ensuring that pupils (and their families) continued to have access to high quality learning and pastoral support.

As a result, internal assessment data, outcomes of school improvement plans and consultation with parents and pupils provide strong evidence that the strategic use of pupil premium funding continued to have a positive impact on pupil outcomes:

- There was accelerated progress across the school in all areas of learning providing strong evidence of a well-planned and effective recovery curriculum that had a direct impact on pupil outcomes
- On average progress was 25% above what would have been expected and rates of progress increased throughout the year providing evidence that high quality and effective teaching and learning was maintained throughout periods of remote learning and right through to the end of the summer term.
- There was significant difference in progress of pupils with disadvantage and those without, but in some cohorts progress of disadvantaged is higher than those without. Any differences were in relation to the composition of the individual pupil groups in each of the class data sets.
- Although there was no statutory testing at the end of Year 6 internal data provides evidence of a significant increase of the percentage of pupils meeting age related expectations over the academic year. From low starting points in September 2020 there was an increase of 34% in reading, 27% in writing and 37% in maths. Progress in Y6 was exceptionally strong at 48% above what would usually be expected. As a result, the core cohort of Ever Cheetwood achieved age related outcomes of 69% in reading, 62% in writing and 62% in maths.

- At the end of Year 2, internal data provides evidence of a significant increase of the percentage of pupils meeting age related expectations over the academic year. From low starting points in September 2020 there was an increase of 30% in reading, 42% in writing and 34% in maths.
- In the autumn term 2020 only 7% of children within reception met the age related equivalent standard for GLD; by July 2021 this had risen to 48% despite the challenges and barriers faced through blended/remote learning
- More recent data taken from school’s internal data system (Target Tracker) indicates that there continues to be no significant difference in the progress of pupils with disadvantage compared to those without and progress for groups of identified learners is especially strong indicating that targeted teaching and specialist intervention is helping to close the gap for disadvantaged pupils. The school has invested in specialist teaching and learning programs such as Nessy and Dynamo Maths and pupils learning within these programmes are making accelerated progress
- During periods of school closure or class isolations, the learning and pastoral support provided was pupil centred and coherently planned, positive and supportive relationships were maintained through regular calls home and emails to pupils. In the whole school Parent View Survey 2021, comments from parents included ‘Cheetwood Primary staff have always engaged parents and supported children throughout every situation – thank you’
- Vulnerable and disadvantaged learners were offered a place in school to remove any barriers towards their learning. These pupils received face to face teaching following the school’s agreed curriculum. When consulted in April 2021 all parents of these pupils agreed that their child was provided with learning activities that met their individual needs and that their child was provided with the additional support to meet their needs (44% strongly). Parents unanimously agreed (44% strongly) that their child continued to make progress with their learning and that their child felt safe in school, enjoyed being there and found lessons interesting.
- The work led by the head of pastoral care continued to have a positive impact on pupils experiencing social and emotional barriers to learning as the following evidence confirms:
  - pupils receiving pastoral support made progress in personal, social and emotional areas of learning from identified starting points in SDQs. 100% of the 16 pupils supported had SDQ scores that decreased
  - personalised behaviour support plans which supported individual pupils resulted in them improving their conduct and being able to self-regulate their behaviour more during the day. This was particularly the case for a group of Y5 pupils
  - Assessments undertaken by the head of pastoral care provide measurable evidence to show progress/improvement for pupils who participated within specific interventions to support with their personal, social and emotional well-being and/or behaviour

## Externally provided programmes

| Programme  | Provider             |
|--|----------------------|
| Maths Intervention Programme – National Tutoring | Third Space Learning |
|  |                      |