



This statement details the school’s use of pupil premium (and recovery premium) for the 2024 to 2025 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 Community Primary School |
| Number of pupils in school | 201 – September 2022 212 - September 2023 210 – September 2024 |
| Proportion (%) of pupil premium eligible pupils | 48% - September 2022 50% - September 2023 50% - September 2024 |
| Academic year/years that our current pupil premium strategy plan covers | <u>2024-2025</u> <u>2025-2026</u> <u>2026-2027</u> |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Brian Wilkinson |
| Pupil premium lead | Brian Wilkinson |
| Governor lead for disadvantaged pupils | Yanni Selimas |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £137,640 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) <small>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</small> | £0 |
| Total budget for this academic year | £137,640 |

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.

We will consider the varying challenges faced by vulnerable pupils, such as those who have a social worker and/ or are 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.

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas:

- Quality First Teaching
- Academic Support
- Wider Approaches

High quality first teaching that is based on a well-planned and sequenced curriculum is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non- disadvantaged pupils in school. Our approach is intended to not only close the attainment gap for disadvantaged pupils but to do this while sustaining and improving the progress for non-disadvantaged pupils.

We have considered research conducted by EEF in order to support our decisions around the usefulness of different strategies and their value for money.

This strategy is intended to work alongside the wider school plans to improve the quality of education through the school action plan.

Our approach will be carefully targeted to individual needs and common challenges that are faced by our children and will not make stereotypical assumptions about the impact of disadvantage.

In addition to the academic support we will also ensure that children receive the appropriate wider support so that they have a rich cultural capital with experiences that bring their learning to life.

It is the school's intention to ensure that additional funding is used in order to improve the attainment and life chances of our disadvantaged pupils. The ultimate aim is, of course to ensure that there is no discernible gap between the performance of these and other pupils. These plans are designed to work towards this aim by narrowing the gap. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are 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.

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 | <p>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.</p> <p>In 2023, speech, language and communication remained a significant barrier for many children entering the school, particularly in the Early Years. Interventions, such as Drawing Club and Word Aware were introduced within the EYFS to support. Cheetwood Mini Explorers was launched to support children birth to 3 ahead of starting school. Attendance at Mini Explorers has further support transition for these children. We have increased Nursery intake to three points in the year to ensure children are able to access schooling when they turn 3.</p> <p>EYFS</p> <p>Baseline (autumn 22): 20% on track to achieve communication and language.</p> <p>End of Year: 61% achieved Communication and Language. (88.9% Dis)</p> <p>In 2024 additional support programs such as welcom and links with the flying start project continues to build on the previous work to address the barriers of speech, language and communication.</p> <p>Mini explores continued and the impact of this on pupils entering the school was observed in Nursery for 2023 with children who attended mini explores showing more confidence and ability to communicate with staff and other pupils. This also supported the early identification of SEND needs before entry to school.</p> <p>Baseline Autumn 2023 for Nursery: 24% on track to achieve language and communication</p> <p>Baseline (autumn 2023): 22% on track to achieve language and communication</p> <p>End of year: 70% achieved Communication and language (83% disadvantaged)</p> |

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| 2 | <p>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. These pupils also struggle with the transition from phonics to spelling patterns and the impact of this is seen in writing across all year groups. It remains key that Phonics and Spelling remain a priority.</p> <p>In 2023, 88.9% of disadvantaged pupils in Year 1 successfully achieved the phonics standard (90% all). In Year 2, 100% of disadvantaged pupils achieved the phonics standard (97% all).</p> <p>In 2024 86% of disadvantaged pupils in Year 1 successfully achieved the phonics standard (65% all) which indicates strong phonics attainment for disadvantaged pupils so impact of work has been strong. This needs to be maintained to ensure impact is not cohort specific and high quality first teaching alongside intervention and support strategies continue to improve outcomes in phonics and early reading for all pupils.</p> <p>Y6 writing data (77% of disadvantaged pupils achieved expected level) (58% all) with the basic skills – spelling specifically – being identified as an area of weakness.</p> |
| 3 | <p>Internal and external (where available) assessments indicate that on entry to nursery attainment is well below that expected of rising 4-year old's. Practitioners often need to plan within the 16-26 months learning and development phase of EYFS. There has also been a trend identified within EYFS cohorts of an increasing number of children with complex SEND needs attending the setting</p> <p>EYFS baseline 2022-23 indicated that 21% of pupils in Reception were on track to meet GLD. Increased numbers of pupils joining both Reception and Nursery with increase speech, language and communication difficulties.</p> <p>In 2023-24 indicates that 22% of pupils in Reception are on track to meet GLD</p> <p>In 2024-25 23% of pupils in reception are on track to meet GLD</p> <p>Increased transition activities introduced to support children starting in Nursery. This enabled the teachers to quickly baseline the children and plan accordingly. We have increased Nursery intake to three points in the year to ensure children are able to access schooling when they turn 3.</p> <p>Engagement with Rodney House Outreach services to support children entering the EYFS has continued, this has included staff support and training for children with specific identified needs to ensure staff are equipped to support pupils. There has also been a focus on linking parental engagement, staff CPD and SEND pathway support.</p> <p>Cheetwood Mini Explorers was launched to support children birth to 3 ahead of starting school. Attendance at Mini Explorers has further support transition for these children. This has continued into its second year and will be further developed to widen the impact on pupils before they enter Nursery.</p> <p>EYFS have redeveloped the curriculum, carefully planning where both skills and knowledge taught across this phase and the impact this then has on children as they move throughout their school journey.</p> |

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Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by previous partial school closures and by socio – economic challenges within the local area (including but not limited to financial poverty of families, lack of access to basic equipment such as books and stationary, lack of IT equipment, English as an additional language)

This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and maths (with writing being the biggest area of concern)

Statutory Assessments in 2023 highlighted pupil outcomes are moving in line with the school's pre-pandemic results and closer to National. However, there remain gaps for our disadvantaged children.

| | All | | Pupil Premium | |
|---------------------------|----------|---------|---------------|---------|
| EYFS | | | | |
| Good Level of Development | 61% | | 89% | |
| Key Stage One | | | | |
| Reading | EXS: 53% | GD: 10% | EXS: 46% | GD: 0% |
| Writing | EXS: 47% | GD: 7% | EXS: 36% | GD: 0% |
| Maths | EXS: 53% | GD: 13% | EXS: 55% | GD: 0% |
| Key Stage Two | | | | |
| Reading | EXS: 66% | GD: 25% | EXS: 50% | GD: 19% |
| Writing | EXS: 66% | GD: 13% | EXS: 50% | GD: 6% |
| Maths | EXS: 63% | GD: 19% | EXS: 50% | GD: 6% |
| Combined | EXS: 44% | GD: 6% | EXS: 19% | GD: 6% |

Statutory assessments in 2024 show an increasing move to reach local and national levels in early years. Also (when considering children who are new to the UK within two years) show strong outcomes for Pupil premium at the end of Y6 which indicate positive impact of work undertaken.

| | All | | Pupil Premium | |
|---------------------------|----------|---------|---------------|---------|
| EYFS | | | | |
| Good Level of Development | 70% | | 83% | |
| Key Stage One | | | | |
| Reading | EXS: 78% | GD: 10% | EXS: 83% | GD: 0% |
| Writing | EXS: 78% | GD: 7% | EXS: 83% | GD: 0% |
| Maths | EXS: 74% | GD: 13% | EXS: 83% | GD: 0% |
| Key Stage Two | | | | |
| Reading | EXS: 58% | GD: 21% | EXS: 85% | GD: 31% |
| Writing | EXS: 58% | GD: 9% | EXS: 77% | GD: 15% |
| Maths | EXS: 58% | GD: 24% | EXS: 77% | GD: 23% |
| Combined | EXS: 52% | GD: 12% | EXS: 70% | GD: 15% |

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| | <p>KS2 assessment data includes 4 children who were new to the UK within two years of the end of KS2. Without these children included in the data outcomes the percentages attaining expected standard are: Reading: 66%, writing 66%, maths 66%, combined 59%</p> <p>Despite positive outcomes for pupil premium children at end of KS2 this remains significant area of concern and trends across other cohorts on internal tracking data indicate that some knowledge gaps still exist. Support in this area needs to continue to embed the impact seen last academic year and ensure this is school wide impact and is sustainable long term, not cohort specific in relation to high outcomes of Pupil premium children at end of KS2.</p> |
| 5 | <p>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.</p> <p>Support offered to families and individual pupils for social and emotional issues increased within 2023. The school also supported a number of families with cost of living guidance and support. These family concerns impact the pupils both in and out of school, particularly those that are disadvantaged. Cost of living page is now present on the school website and highlights all the local offerings to families, including funding through MCC. School have researched a number of Money Matter courses and are looking to implement these into the PSHE curriculum.</p> <p>In 2024 the trend continued and the inclusion team, alongside the pastoral lead and safeguarding team, worked to ensure a consistent multifaceted approach to addressing the concerns. This work was done with individuals, families and as part of the wider curriculum. School focuses on addressing concerns and core issues to ensure that children are able to come into school focused and ready to learn. The school has undertaken work to become a Rights Respecting school (achieving silver level and building towards gold) including peer mentors and a range of other internal support mechanisms to build a culture of support within school. Behaviour systems are restorative and work to educate children on choices so the impact of this work can support their development as well-rounded individuals.</p> |
| 6 | <p>The school experiences high rates of transience; with significant numbers of children leaving and entering the school at times outside that of the normal time of admission. A high proportion of new arrivals are disadvantage 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. There are also a number of children who come into the school throughout the year from outside of the UK</p> <p>Within the academic year (2022-2023) 42 pupils left and joined the school other than at the normal time of admission, this is 20% of the school population.</p> <p>Within the academic year (2023-2024) 59 pupils joined the school other than at the normal time of admission and 19 left, this is 40% of the school population.</p> <p>At the start of the academic year 2024-25 15 children joined the school and one left</p> |

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| 7 | <p>Evidence from discussions with pupils and families suggest a lack of wider experience and enrichment activities for disadvantaged pupils, this is linked to limited opportunities and economic and domestic circumstances.</p> <p>This lack of external learning experiences/life experiences has a negative impact on their wider knowledge in key subject areas such as English and science where they struggle to apply learning to real life experience.</p> <p>Pupils have limited experiences beyond their home life and immediate community.</p> <p>The school has increased the offering of trips and visits throughout the last academic year. All year groups took part in an external trip, with many attending at least two. All trips are carefully planned and make links to our broad and balance curriculum.</p> <p>There is a clear plan for trips linked to the curriculum and wider experiences e.g. if the children are undertaking a unit on the seaside in Y1 then there is a planned trip in EYFS to a seaside area to give them the first-hand experience required for their later curriculum work.</p> <p>Residential trips were reintroduced. The focus of the residential trip is to further develop team building, developing self esteem and increasing physical activity.</p> <p>Other identified opportunities are put into place with a range of smaller local trips, visitors and activities built into the school curriculum and school provision.</p> |
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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>Welcom champion to be in place in EYFS and for all appropriate training to be completed. Welcom to be used effectively to support children who require additional intervention and support.</p> <p>Target for reception in 2024-25 is to increase overall percentage of children to 75-80% for communication and language and for there to be no gap between children in receipt of pupil premium and those who are not.</p> |

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| <p>Improved reading attainment among disadvantaged and vulnerable pupils.</p> | <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>Target setting will be used to carefully identify children who need adapted teaching or additional support in reading to ensure that they make better than expected progress to close attainment gaps.</p> <p>Children who are at the higher level will be challenged and their progress will reflect this level of challenge and expectation.</p> <p>Clear use of assessment strategies allow gaps and misconceptions to be addressed at cohort, small group and individual levels. With lowest 20% of readers clearly identified and those in receipt of pupil premium carefully tracked.</p> <p>Internal tracking of all year groups will show an increase in pupils making accelerated progress and attaining the expected standard in phonics and reading.</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>Assessments and observations including teacher assessment and monitoring will show disadvantaged learners making good progress in all areas of learning (dependent on their start points and any additional needs) especially the prime areas, closing the learning gap created by a lack of prior knowledge with their peers</p> <p>Pupil discussions and assessment will show that effective curriculum content, small group intervention, experience based learning and high quality first teaching provides a wider experience base for disadvantaged pupils, ensuing gaps in learning close between them and their peers</p> |
| <p>To narrow the gap between disadvantaged pupils and non-disadvantaged pupils in writing and across both key stages. This will support the increase in the number of disadvantaged children attaining the combined standard at the end of KS2.</p> | <p>There will be an increase in the percentage of disadvantaged and vulnerable pupils making accelerated progress, based on their start points and considering any SEND needs, and meeting the expected standards at the end of each year. Target group of identified learners will be tracked, gaps and misconceptions identified and addressed through a range of high quality first teaching, in class support and appropriate interventions. There will be no significant difference in the outcomes for disadvantaged learners when compared to those without disadvantage.</p> |

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| | <p>Interventions, catch up and support are carefully sequenced to ensure there is no narrowing of the curriculum for disadvantaged pupils.</p> <p>Internal assessment data will show attainment gap in writing between disadvantaged pupils and non-disadvantaged pupils has decreased.</p> <p>The proportion of disadvantaged children attaining the combined score at the end of KS2 will be in line with non-disadvantaged children.</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 incidents of racism, homophobia and other behaviour issues</p> <p>Whole school approach to wider child and family support will be seen through the development of the inclusion team.</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> <p>New admission meetings will be in place to support pupils that join the school outside of the normal time of admission.</p> <p>Pupils are base lined on entry and tracked throughout the year.</p> <p>Pupils who require it access Flash Academy (Accessible learning that provides equal opportunities for learners to fulfil their academic potential and develop better social relationships). And the impact of this is monitored</p> <p>Increased timetable of transition for new starters in EYFS, including stay and play sessions.</p> <p>Links with previous schools and wider family conversations further developed in order to understand more about each pupil before they start.</p> <p>Parental feedback about levels of support for the children and families when starting at the school is monitored and feedback is positive – where elements are not working as well as wish these are quickly acted on.</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: **£47,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Subscriptions to standardised diagnostic assessments such as Nessy Reading, Reading Eggs and Phonics Tracker, word wasp</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</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 Welcom Champion will be trained and staff will access welcome training to support pupil's speech and language.</p> <p>Further consultant support at Cheetwood Mini Explorers and parent workshops</p> <p>Staff champion to work alongside the flying start project – time is required to implement each strand of this program</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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182242/DFE-RR077.pdf</p> | <p>1,3,4,6</p> |
| <p>Enhancement of current phonics and early reading offer-through focused staff training and Whole school training on</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>2,4,6</p> |

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| <p>phonics as new staff have joined school.</p> <p>Purchase additional materials and resources to supplement the synthetic phonics programme and associated reading books to secure stronger phonics teaching for all pupils.</p> <p>Review and purchase Phonics to spelling programme.</p> | <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | |
| <p>Parent workshops to support the development of Early Reading and Phonics</p> <p>Introduce increased parent workshops to further support the teaching of core subjects</p> | <p>Focus on key skills that can be supported by parents at home, this will strengthen the educational offer and support parents in reinforcing learning which takes place in school.</p> | <p>2,4,6</p> |
| <p>Maintaining the high quality of quality of social and emotional (SEL) learning.</p> <p>Developing the Inclusion team to provide wider support which includes qualified SENDCo and a mental Health champion.</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | <p>4,5,6</p> |

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

Budgeted cost: **£65,369**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Additional targeted support to provide individual and small group interventions, reactive teaching and catch up activities to identified learners.</p> <p>Delivery of interventions and support focused on gaps in prior learning for disadvantaged pupils and cohorts.</p> <p>Delivery of evidence based interventions that have a direct impact on outcomes. 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.</p> <p>High quality effective timetable of interventions to support children both within the classroom and through targeted withdrawal individually or in small groups.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> | 1, 2, 3, 4,5,6 |
| <p>Intervention training packages and resource to support (including word wasp and welcome resources)</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><u>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</u></p> | 1,2,3,4,5,6 |
| <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> | 2, 4 |

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|--|--|-------|
| | Phonics Toolkit Strand Education Endowment Foundation EEF | |
| Continuing to provide disadvantaged and vulnerable learners with high quality targeted support that improves the social and emotional learning through the Head of Pastoral Care. Additional training opportunities for the head of pastoral care to support in the delivery of wider care and interventions (including play therapy, therapeutic play, anger management, social skills, team building and a more bespoke individual mentoring and support) | 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 Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | 4,5,6 |

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

Budgeted cost: **£25,271**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| 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. | 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: https://www.bell-foundation.org.uk/news/blog-new-research-on-eal-learners-shows-the-importance-of-looking-behind-headline-attainment-data/ | 4,6 |
| Parental engagement workshops and wider parental engagement activities – including the application of a wider parental communications system, to engage parents in their children’s | Parental coffee mornings, Community Services Day, Parent and toddler sessions, work with your child day, parental events | 1,2,3,4,5,6,7 |

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| learning and develop parental support and skill levels. | EEF Guidance about Wider strategies focusing on Parental <u>Wider strategies EEF</u> | |
| Subsidised school educational trips and visits which are linked to the curriculum so the children have experiences which link to subsequent learning to support the embedding of the key knowledge and skills in all subject areas. | EEF Physical activity (+1) supports outdoor learning opportunities and increases pupils' attendance and retention. As well as being crucial in increasing pupil' general physical activity and wellbeing. Collaborative learning (+5), linked to outdoor adventurous activities, has a positive impact on raising attainment and approaches to learning. This supports pupils to develop independence in preparation for high school. | 7 |
| Create Music Ukulele sessions – Year 5 Singing Assembly and Choir | EEF Arts participation evidence (+3) can have a positive impact on academic outcomes as well as other areas of the curriculum, including positive attitudes to learning and wellbeing. This allows pupils to be exposed to wider opportunities that may not be otherwise available. | 5,7 |
| Contingency fund for acute issues | 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. | All |

Total budgeted cost: £137,640

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 [2023 to 2024](#) academic year.

Target:

1. 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

In 2023-2024 pupil premium funding continued to be 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.

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.

High levels of engagement and support provided to families supported the ability for children to access their learning without additional factors inhibiting their participation or progress and therefore had a positive impact on pupil attainment.

Wide range of support was offered including pastoral, behavioural, money management, wider family support, bereavement. Wider initiatives were also led across the whole school including revised behaviour policy to include wider restorative practice and zones of regulation to help support self-regulation of pupils behaviours and choices.

Learning and pastoral support continues to be child centred and coherently planned. The school continues to develop positive and supportive relationships with both pupils and their families.

Target:

1. Improved speech language and communication skills among disadvantaged pupils and vulnerable learners
 2. Improved outcomes in EYFS for disadvantaged and vulnerable learners
- Disadvantaged pupils in Reception achieved GLD above their cohort.
 - Disadvantaged pupils in Reception achieved GLD significantly above local authority average (LA average – 53.6%, School 83.3%)
 - 83.3% of disadvantaged and vulnerable learners in Reception attained early learning goal in Communication and language, this is higher than cohort average (70%) and higher than local authority average (70.6%)

- Disadvantaged and vulnerable children in Y1 achieved significantly higher outcomes in their phonics screener checks than other pupils in the cohort with 86% pass rate (65% whole class average)
- 100% of children in Y2 who did not previously pass the phonics screener check in Y1 did achieve the standards.

School expanded its inclusion team and engaged with the Kickstarter project to further support speech, language and communication.

School maintained specialist teacher to support pupils who required extra intervention with EAL.

Target

1. Improved reading attainment among disadvantaged and vulnerable pupils.

Significant work was done to put support in place for reading across both key stages. Small group interventions, the introduction of whole class reading structures, the clear identification and tracking of pupils working at the lowest 20% in each cohort, with focused support then put into place for these children. Work was also undertaken to support parents with reading at home and the provision of books for pupils who had limited access to high quality texts at home. English curriculum was structured around high-quality texts to support reading development.

The impact of these interventions has been seen in the attitudes and confidence in reading for these children and has had an immediate impact on increasing the attainment of disadvantaged pupils. This remains a target for the next year of the plan to ensure the work is built upon and the impact is sustained.

- Disadvantaged pupils in Key Stage One achieved in line with their peers at Expected in Reading and Maths based on internal tracking data
- Internal tracking data for all year groups indicates no significant differences between pupils identified as disadvantaged and those who are not classified as disadvantaged in reading outcomes.
- Disadvantaged pupil performed significantly better than their peers in reading at the end of KS2 with 85% attaining the expected standard compared to 58% whole cohort .
- Disadvantaged pupil performed significantly better than their peers in reading at greater depth level with 31% attaining greater depth

Target:

1. Improved outcomes in maths and writing for disadvantaged and vulnerable learners pupils at the end of KS1 and KS2.

- Disadvantaged pupils in Key Stage One achieved in line with their peers at Expected in writing and Maths based on internal tracking data
- Internal tracking data for all year groups indicates no significant differences between pupils identified as disadvantaged and those who are not classified as disadvantaged in maths and writing outcomes.
- Disadvantaged pupil performed significantly better than their peers in maths at the end of KS2 with 77% attaining the expected standard compared to 58% whole cohort .
- Disadvantaged pupil performed significantly better than their peers in writing at the end of KS2 with 77% attaining the expected standard compared to 58% whole cohort .
- Disadvantaged pupil performed slightly better than their peers in writing at greater depth level with 15% attaining greater depth

- Disadvantaged pupil performed slightly below than their peers in maths at greater depth level with 23% attaining greater depth

The impact of work and initiatives in writing and maths, alongside revisions to the curriculum structures, has had an immediate impact on increasing the attainment of disadvantaged pupils. This remains a target for the next year of the plan to ensure the work is built upon and the impact is sustained and further revisions of the curriculum structures to support improved outcomes.

Maintaining the impact of the strategies put into place, the additional support levels and the wider work with families as well as Attainment at expected and higher standard remains a key priority of our pupil premium strategy as we move into the next year of the three-year plan.

Transience remains high at Cheetwood. Families moving locally, nationally or internationally are supported by a robust induction process. This starts with a thorough welcome meeting whereby we establish any strengths or areas of concern. Class teachers and other staff working with the pupils are updated and, where necessary, provision is planned in advance of the child's start date.

We continue to have high aspirations for all pupils at Cheetwood, particularly our disadvantaged pupils. The school improvement priorities are guided by the information above, local and national data and changes within our local context.

Externally provided programmes

| Programme | Provider |
|-------------------------------|----------------------|
| Twinkl Phonics | Twinkl |
| White Rose Premium | White Rose Maths Hub |
| Flash Academy | Flash Academy |
| Speech and Language Therapist | SLT for Kids |