

Pupil premium strategy statement

"Every child I have come into contact with – whether they know who I am (whose parent I am) – or not, has smiled, or said hello, or held a door open, or helped carry things without being asked. Always a pleasure to come into school and proud to be a parent of a school that teaches proper values."

This statement details our use of pupil premium funding for the 2022 to 2023 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for the coming three years; how we intend to spend the funding in this academic year; and the effect that last year's spending of pupil premium has had within our school.

School overview

Detail	Data
School name	Cheddington Combined School
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2022-23 2023-24 2024-25
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	K Tamlyn: Head Teacher and Pupil Premium lead
SENDCo and supporting Pupil Premium lead	A Bateman: SENDCo
Governor lead	Dr S Aulton: Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,315
Recovery premium funding allocation this academic year	£3078
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our aim and intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their best 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 employ staff trained to deliver targeted programmes of learning and support, including Emotional Literacy Support. In addition, so that no child is unable to participate fully in school life, we subsidise the total cost of all educational visits including residential; music lessons if the child wishes to learn; participation at breakfast club if required; daily milk; and the annual contributions towards Curriculum Enrichment costs.

We consider the challenges faced by all vulnerable pupils. The activities which we outline in this statement are also intended to support their needs, regardless of whether they are classed as disadvantaged or not.

High-quality teaching for all children is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has been proven to have the greatest impact on closing the disadvantage attainment gap; and at the same time will also benefit the non-disadvantaged pupils in our school. Our intention is 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 Tutoring Programme for pupils whose education has been most impacted by the lockdown periods of the global pandemic, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils achieve their potential. 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

Challenges

The key challenges to achievement that we have identified among our disadvantaged pupils are:

Challenge number	Detail of challenge
1	Assessment, observation and teaching suggest that writing and mathematical skills are not as well developed in children from a disadvantaged background
2	Assessment, observation and teaching indicate that reading attainment and levels of oracy are not as well developed in most children from a disadvantaged background
3	Social and emotional issues particularly affect our disadvantaged pupils
4	Communication from families indicated that of access to enrichment activities is more challenging for disadvantaged pupils in our school

Intended outcomes

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
Improved skills in writing and mathematics	Assessment and observation demonstrate improved attainment in these areas amongst disadvantaged pupils
Improved reading and oracy attainment	Formative and summative assessment show all disadvantaged pupils are making at least expected progress
Good levels of well-being for all pupils, particularly the disadvantaged	Qualitative data demonstrating high levels of well-being – teacher feedback, pupil voice and parent feedback
Engagement in enrichment opportunities is provided such that all pupils can access appropriate offers	High participation in enrichment activities across the school, particularly amongst the disadvantaged group.

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching

Budgeted cost: ~ £4,000+

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised assessments to increase insight into specific strands where gaps exist which can then be addressed through recovery strategies and tutoring	Tests which are standardised can inform decisions around additional support provision https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Gathering-and-Interpreting-Data-Summary.pdf	1, 2
ELSA training and provision of a dedicated space	Significant evidence exists that associates childhood social and emotional wellbeing with improved educational outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Purchase of additional phonics resources	Research demonstrates that a positive impact can be obtained for a relatively low cost when a strong and	1, 2

	consistent approach to phonics is in place, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonicsresearch	
<i>Purchase of 'real readers' to support the reading scheme was actioned in the summer term 2022</i>	<i>Strong evidence exists that improved reading skills, particularly comprehension skills, can significantly enhance educational attainment.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2

Targeted academic support

Budgeted cost: ~ £21,000 which includes staffing for ALPs

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted one to one school led tutoring focussed particularly on disadvantaged pupils (15 hours over the school year)	One to one tuition is effective at addressing learning gaps identified by teacher observation and strand analysis of standardised tests. This is particularly so when used in combination with activities carried out in class. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2
Additional learning provision from experienced staff (minimum of 8 sessions per ALP)	Additional Learning Programme (ALP) opportunities in small groups is an effective way to improve attainment, particularly if delivered in short sharp bursts focussed on gaps identified by formative and summative assessment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2

Wider strategies (related to behaviour and well-being)

Budgeted cost: ~ £5000+

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA intervention and provision for all pupils	Childhood social and emotional wellbeing, and the development of resilience, is significant in enhancing academic achievement and success in future life. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Access to enrichment opportunities	For disadvantaged pupils, access to enrichment activities can be challenging without support. Such activities provide a well rounded and culturally rich educational experience. This important for all.	4

	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	
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Total budgeted cost: ~£30,000

Note: Our provision includes a further financial commitment from our School budget in order to secure learning and personal development for our disadvantaged pupils.

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 2021 to 2022 academic year.

Assessment, observation and teaching indicate that writing and mathematical skills are not as well developed in children from a disadvantaged background. Using funding to provide training and resources for staff, plus assess to one to one and small group tuition has enabled this group's attainment to improve.

In addition, assessment, observation and teaching suggest that reading attainment and levels of oracy are lower for our disadvantaged pupils. Again, funding to provide training and resources for staff, plus assess to one to one and small group tuition has enabled this group's attainment to improve.

However formal and teacher assessments in Summer 2022 suggest that a number of our disadvantaged pupils continue to have been disproportionately affected by the disruption of the pandemic. This correlates with the experience of schools across the country.

Investment in resources, in training and in targeted interventions will continue, to ensure that areas of learning insecurity are effectively addressed.

Following the disruption of learning between March 2020 and September 2021 due to the pandemic, during the academic year 2021 – 2022 considerable support and tutoring were in place to secure areas of learning insecurity. Consequently progress was made by our vulnerable pupils, though still affected by unprecedented absence due to on-going national restrictions and Covid-19 outbreaks. We funded all external visits for our vulnerable pupils to support their wider experiences and personal development as well as providing before school and holiday provision for those who wished to participate. These options enrich the vulnerable pupils' educational experiences.

Our assessments and observations indicated that pupil social, emotional and mental health and wellbeing were particular issues for our disadvantaged pupils. We used pupil premium funding to provide well-being support for all pupils, and targeted intervention where required. We are building on that approach moving forward with the activities detailed in this plan.

Home circumstances, including lack of parental support, remains a challenge for some children.

Further information (optional)

Due to the small percentage of the school who are categorised as disadvantaged, it would be inappropriate to include specific data in the strategy, as this could lead to children being identified.