

Pupil premium strategy statement – Chowbent Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data 2022/23
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mr J Randle
Pupil premium lead	Mr J Randle
Governor / Trustee lead	Mrs H Dunsby-Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,000
Recovery premium funding allocation this academic year	£2066
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*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.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	Total £76,066

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background, have equality of opportunity to succeed in both their academic and social needs. As a school we monitor the needs and progress of all pupils, but give special consideration to those who have greater challenges. We consider the needs of the child in the round and understand how background can impede progress even with quality first teaching. We look to link consideration of academic needs to potential barriers, such as attendance or issues involving other key workers outside of school so that we work to mitigate the impact of the latter on the former. Our aim is to show movement in reducing the gap in attainment between disadvantaged pupils and those who do not fall into this category. Our expectation is that all children should achieve to their true potential irrespective of any real or perceived disadvantage. Our strategy is to maintain regular and timely monitoring of pupils' needs and to target school resources where needs are identified, or to work closely with partners, to provide pastoral support, catch-up interventions or specific manual based programmes as appropriate. We will:

- act early to intervene at the point the need is identified*
- adopt a whole school approach so that there is a systematic focus on needs with clear actions and outcomes understood by all stakeholders.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Impact of the pandemic on attitudes towards school attendance</i>
2	<i>Level/Range of staffing available to support in current lower level of funding due to lower roll.</i>
3	<i>Access to parents many of whom need to work long hours in low paid work.</i>
4	<i>Assessment, observations and discussions with pupils have identified that children generally enter school with under-developed speech, communication and language skills. This is a feature seen throughout the school where the impact of a lack of a communication rich environment outside of school can impact on pupil confidence to speak and express their thoughts. This is more a feature of disadvantaged pupils.</i>
5	<i>Assessments and observations indicate that as a group disadvantaged pupils have been more severely impacted by the national lockdowns due to covid 19.</i>

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
Reduce the attainment gap between disadvantaged and non-disadvantaged pupils. In end of key stage assessments the attainment gap between these 2 groups will be reduced.	In end of key stage assessments the attainment gap between these 2 groups will be reduced to no more than 5%
Improve the speech, language and communication skills of pupils	The children will demonstrate in assessment and observations a greater degree of confidence in speaking and utilisation of the key language skills
Disadvantaged pupils will not disproportionately feature within the persistent absentee statistics	Disadvantaged pupils will not disproportionately feature within the persistent absentee statistics. The gap between disadvantaged pupils and non-disadvantaged pupils' overall attendance will be less than 5% points
Sustained levels of wellbeing as measured in observations/pastoral case studies and pupil interviews and surveys.	Sustained levels of wellbeing as measured in observations/pastoral case studies and pupil interviews and surveys
To improve the knowledge of pupils who are struggling in the early stages of reading.	Through the use of manual based interventions such as Sounds Write, support pupils to make up any shortfall from the daily phonic sessions experienced by EYFS and Key Stage 1 pupils. Progress will be shown in Sounds Write programme assessments and in attainment in Year 1 and Year 2 phonic screening tests. There should be no attainment gap in these between disadvantaged and nondisadvantaged pupils.

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)

Member of Staff	Hours	Cost
School trips / mental health and wellbeing,		£2,000
Safeguarding Lead – mentoring		£41,328
HLTA – booster	5 days per week (15 hrs)	£13,947
TA Support – SEND (VW/HS)	5 days per week (1x 15 hrs) + (1x 12.5 hrs)	£15,725
Learning Resources		£1,000
Teachers & HLTAs Soundwrite, pastoral monitoring, booster catch-up sessions after school, staff training, TESS support and NTP support.		£2066 (covid recovery premium)
	Total	£76,066 allocation 2024/2025
Activity	Evidence that supports this approach	Challenge number(s) addressed

<i>Employment of a Safeguarding & Inclusion Lead</i>	<p>The school has appointed a member of staff to become SENCO releasing capacity of the Headteacher to focus on attendance, as well as part of a succession staffing plan for 2025.</p> <p>Introduce more robust systems for monitoring attendance, SEND and safeguarding.</p> <p>Assistant Headteacher now taking the lead on safeguarding and Early Help.</p> <p>Staff training in the delivery of Sounds Write.</p>	Support for all pupils on the SEND register as well as pupil premium with additional vulnerabilities.
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

(TA support, Phonics, SEND, differentiated provision) (Teachers & HLTAs – soundwrite, pastoral monitoring booster catch-up sessions after school, staff training, TESS support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School-based tutoring</i>	<p>The school employs its own staff to deliver 1:1 or small group additional tutoring after school or through lunch hours. Tutors are selected on the basis of knowing the children targeted and making the highest chance of engagement. Tutors liaise directly with class teachers (if they are teaching support staff) to ensure work is tailored to current learning needs. Broad areas for focus are determined through regular pupil progress meetings held between the class teachers and the pastoral team.</p>	70 pupils provided tutoring interventions in 23/24.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Financial support to help cover costs of school trips and enrichment activities.</i>	Parental support for these activities is very limited as we serve an area with deprivation. The school needs to utilise some funding to subsidise activities or they would need to be cancelled.	Support for activities when voluntary contributions fall too short to be economically viable.

Total budgeted cost: £ 76,066

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school monitors the outcomes for pupil premium pupils throughout the school year through a regular programme of pupil progress review meetings. Support and interventions are directed as a result of issues raised here, or when more timely interventions are needed.

School: Chowbent Primary School
DFE number: 3023

Section 8: Key Stage 2
Test: Disadvantaged Pupil Groups

Key stage 2: Test - Reading, GPS & Maths - Disadvantaged Summary

		No. in cohort	B		NS		AS		110+		Average Scaled Score
			Pupils working below the standard of the test		Pupils who took the test but didn't achieve the expected standard		Pupils achieving the expected standard		Pupils achieving the higher standard		
			No.	%	No.	%	No.	%	No.	%	
Reading	All	19	1	5	5	26	13	68	2	11	104
	Boys	9	0	0	2	22	7	78	2	22	105
	Girls	10	1	10	3	30	6	60	0	0	103
GPS	All	19	1	5	2	11	16	84	7	37	107
	Boys	9	0	0	1	11	8	89	4	44	108
	Girls	10	1	10	1	10	8	80	3	30	106
Maths	All	19	1	5	3	16	15	79	1	5	104
	Boys	9	0	0	1	11	8	89	1	11	104
	Girls	10	1	10	2	20	7	70	0	0	103

Key stage 2: Teacher Assessment - Writing - Disadvantaged Summary

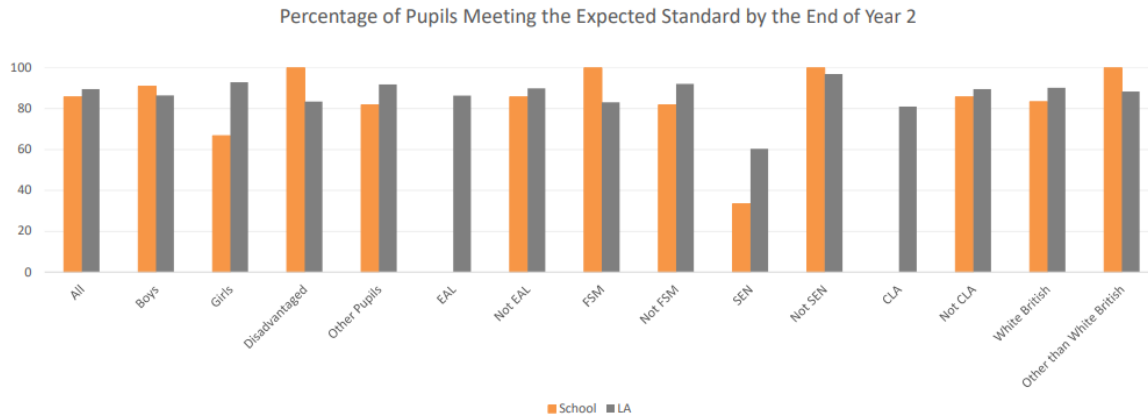
		No. in cohort	EM		PK1 to PK6		WTS		EXS		GDS	
			Working below the level of the national curriculum		Pre-key stage standards 1 to 6		Working towards the expected standard		Working at the expected standard		Working at greater depth within the expected standard	
			No.	%	No.	%	No.	%	No.	%	No.	%
Writing	All	19	0	0	1	5	2	11	15	79	1	5
	Boys	9	0	0	0	0	2	22	7	78	0	0
	Girls	10	0	0	1	10	0	0	8	80	1	10

	No. in cohort	Average Multiplication Tables Check Score by Pupil Groups				
		School	Consortia	School/Consortia Gap	LA	School/LA Gap
All	16	24.0	21.3	3	21.0	3
Boys	6	25.0	21.5	3	21.3	4
Girls	10	23.4	21.1	2	20.7	3
Disadvantaged	7	24.3	20.0	4	19.2	5
Other Pupils	9	23.8	22.0	2	21.8	2
EAL	1	25.0	23.4	2	22.1	3
Not EAL	15	23.9	21.2	3	20.9	3
FSM	7	24.3	20.0	4	19.1	5
Not FSM	9	23.8	22.1	2	21.9	2
SEN	4	24.5	17.4	7	17.2	7
Not SEN	12	23.8	22.3	2	21.9	2
CLA	0		22.0		18.2	
Not CLA	16	24.0	21.3	3	21.0	3
White British	14	24.6	21.1	3	20.9	4
Other than White British	2	20.0	22.9	-3	21.8	-2

Key stage 1: Teacher Assessment Attainment by Disadvantaged

		% Not achieving the expected standard			% Working at the expected standard or above			% Working at greater depth within the expected standard		
		2022	2023	2024	2022	2023	2024	2022	2023	2024
All Pupils	RWM	45	52	43	55	48	57	5	4	0
	Reading	35	33	21	65	67	79	20	33	29
	Writing	40	52	43	60	48	57	5	4	0
	Maths	35	37	21	65	63	79	10	22	14
Disadvantaged	RWM	43	0	33	57	100	67	0	14	0
	Reading	29	0	0	71	100	100	29	57	0
	Writing	29	0	33	71	100	67	0	14	0
	Maths	43	0	33	57	100	67	14	29	0
Other Pupils	RWM	46	70	45	54	30	55	8	0	0
	Reading	39	45	27	62	55	73	15	25	36
	Writing	46	70	45	54	30	55	8	0	0
	Maths	31	50	18	69	50	82	8	20	18

Percentage meeting the expected standard in 2024				
	School	Consortia	LA	National
By the End of Year 2	86	93	90	N/A



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider