

Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Chuter Ede Primary School
Number of pupils in school	619
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 2024-2026
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Bernadette Hunter
Pupil premium lead	Amy Wilson
Governor / Trustee lead	Louise Howe

Funding overview

Detail	Amount 2024	Amount 2025	Amount 2026
Pupil premium funding allocation this academic year	£124,207		
Recovery premium funding allocation this academic year	-		
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-		
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£124,207		

Part A: Pupil premium strategy plan

Statement of intent

We ensure that teaching and learning opportunities meet the needs of all the pupils ensuring that the gap between children in receipt of PP and those who are not diminishes in relation to their academia, aspirations and attitudes.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals and so our structure for spending will ensure that as many pupils identified as disadvantaged will benefit as possible.

Chuter Ede Primary School's policy reflects the Gov.co.uk guidance and research by EEF, to ensure that our main priorities are whole class teaching, targeted interventions and wider strategies.

Challenges

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

Challenge number	Detail of challenge
1	Annual increase in the numbers of children in receipt of PP, including increasing numbers of children with EAL
2	High proportion of children with special educational needs/ EHCPs across the school (36% of PP children are on the SEND register and 4 of those have an EHCP)
3	School readiness, including speech, independence and maturity monitored through the WELCOMM assessment
4	Wellbeing support for children and parents supporting children, particularly anxiety
5	Children's access to high quality reading material and opportunities to develop reading for pleasure

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
Diminish the difference between the attainment of non-PP children and children in receipt of	Comparison data of children in receipt of PP and those who are not shows little/ no

PP	negative difference between KS2 attainments in RWM.
Interventions are effective, purposeful and monitored ensuring the greatest gains and best use of resources.	Interventions are well planned, resourced and purposeful, targeting specific children and tailored to their needs. Impact of interventions is monitored and action is prompt to ensure best use of time and resources. Children receiving interventions make good or better progress in the area. This is monitored and reflected upon by SLT.
A higher number of children in receipt of PP are able to access and engage with activities to promote their aspirations (such as trips/ music lessons/ clubs/ sports).	Increase in numbers of children accessing additional activities such as after school club provision or music lessons. Increase in children accessing trips and residential through contributions from school.
Children leave FS ready for more formal education.	Children's behaviour shows they are able to access formal schooling. Additional adult support will have targeted speech and language needs to enable the most children to make good or better progress.
The wellbeing of all children is monitored and supported through interventions, whole school approaches and ethos.	Wellbeing surveys show children feel positive about school, and little difference between the results of PP and non-PP. ELSA interventions show a significant impact upon children's mental wellbeing. School is able to offer a wider range of opportunities for children and families who need wellbeing support.
Children independently read for pleasure, can discuss a favourite book and are encouraged to develop their reading fluency through access to high quality texts	Reading attainment data shows that children are working at the National Standard by the end of KS2 for reading Children are able to discuss and recommend a book passed on their own reading Children are aware of their strengths when reading and what they need to do to improve Children show they are excited to read

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: £62,103

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time out of class for phonics lead to APDR and lead interventions for phonics	EEF Oral Language Interventions showed up to 6 months progress Oral language interventions EEF (educationendowmentfoundation.org.uk) EEF Small group interventions- showed up to 4 months progress Small group tuition EEF (educationendowmentfoundation.org.uk) EEF Phonics showed that successful implementation can lead to 5 months progress Phonics EEF (educationendowmentfoundation.org.uk)	3, 4, 5
Additional half termly PPA session (full day) for teachers to APDR. This session will be lead by ELSA to give every child an opportunity to receive MH support or strategies	EEF impact of interventions led by teaching assistants Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) EEF found that social and emotional learning interventions also impacted academic achievements with up to 4 months progress Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
Additional TAs across both sites to enable a mastery approach, with fewer children needing separate provision outside of the classroom	EEF have found the mastery approach to have a high impact Mastery learning EEF (educationendowmentfoundation.org.uk)	1, 2
Funding for high quality texts for each class	Attendance and reading key barriers to disadvantaged pupils'... EEF (educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £49,682

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistants for specific classes to support	EEF Oral Language Interventions showed up to 6 months progress Oral language interventions EEF (educationendowmentfoundation.org.uk) EEF Small group interventions- showed up to 4 months progress	1,2,3

modelling language and play and in lessons and positive behaviour	Small group tuition EEF (educationendowmentfoundation.org.uk) EEF Best use of TAs https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
1:1 Thirdspace maths tuition	One to one tuition EEF (educationendowmentfoundation.org.uk)	1
ELSA teachers out of class in the afternoons to work with	EEF Emotional and wellbeing support showed up to 4 months progress Social and emotional learning EEF (educationendowmentfoundation.org.uk) OFTSED (2013) Schools using PP effectively ensured TAs were highly trained in the intervention with time to maximise the impact https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf Peters, Sue; (2020) Exploring the experience for young people of the Emotional Literacy Support Assistant (ELSA) intervention: Doctoral thesis (D.Ed.Psy), UCL (University College London). https://discovery.ucl.ac.uk/id/eprint/10101254/	2, 4
SALT specialist teaching assistants to work one-to-one with individuals	EEF Oral Language Interventions showed up to 6 months progress Oral language interventions EEF (educationendowmentfoundation.org.uk) OFTSED (2013) Schools using PP effectively ensured TAs were highly trained in the intervention with time to maximise the impact https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf EEF Best use of TAs https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2, 3

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

Budgeted cost: £12,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of new behaviour system, including rewards, training for middays, resources ect.	DFE (2017) Consistent school behaviour management systems led to increase in quality first teaching https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602506/Behaviour_Management_Case_Studies_Report.pdf Bennett, T (2017) School culture- successful schools implemented consistent approaches which raised attainments https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf	1
Paid Rock Band places for children in receipt of PP	Ongoing trials into the effect of cultural learning 400 schools wanted to take part in cultural learning trials EEF (educationendowmentfoundation.org.uk)	4
Implementation of the allocation system to support families with purchasing uniform, paying for trips, music lessons etc. and removing the stigma surrounding FSM to enable those who really need extra support the help to access it.	OFSTED (2012) recommends schools should be able to provide for children on an individual basis in some cases and be accountable for what money has been spent rather than it being absorbed into the budget. Schools should also reduce the stigma around FSM to encourage more parents to apply for it. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-used-the-funding	1, 4

Half termly parent workshops with a speaker and refreshments, developing a sense of community, opportunities for support and greater understanding of difficulties parents are facing	Parental engagement EEF (educationendowmentfoundation.org.uk)	4
Implementation of outdoor play approaches, including forest schools, after school clubs, play leaders with a focus being on children's wellbeing	Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) Physical activity EEF (educationendowmentfoundation.org.uk)	4

Total budgeted cost: £ 124,207

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.

2023-2024

Assessment

- Data showed very little discrepancy between non-PP children and children in receipt of PP for reading comprehension, writing and maths.
- On the whole, all subjects showed better than expected progress with maths being the strongest subject.

Y2-6	PP	NonPP	Difference
Maths	0.3	0.35	-0.05
Reading	0.21	0.18	+0.03
Writing	0.15	0.1	+0.05

- 964 attainment interventions- Teachers recorded individual impact on the tracker
- 232 aspiration opportunities – teachers recorded individual impact on the tracker
- 133 attitude intervention/opportunities- Teachers recorded individual impact on the tracker
- 40 children had in-school SALT – Individual assessments, targets and progress recorded
- 125 ELSA sequences - Individual assessments and progress recorded

Attendance

- Average PP eligible 94.45% (Whole school 95.2%)

Wellbeing

- 80% of PP children they feel happy 'Always' in school
- There was a decrease in the number of PP children sometimes feeling angry at school from 26% to 5%

Externally provided programmes

Programme	Provider
Thirdspace Maths 1:1 Tuition	Thirdspacemaths.app.uk