



Pupil Premium Strategy Statement 2023 – 2024

This statement details our school’s use of pupil 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 effect that last year’s spending of pupil premium had within our school.

School overview

School name	Cheadle Heath Primary School
Pupils in school	316 pupils excluding Nursery, 328 including Nursery
Proportion (%) of disadvantaged pupils	24%
Academic year that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Christine Meekley (Headteacher)
Pupil Premium Lead	Christine Meekley / Tracey Vallance (Deputy Head)
Governor Lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,580 Pupil Premium plus <ul style="list-style-type: none"> • £12,650 Post LAC • £950 LAC/VST Total = £124,180 2022/23
Recovery premium funding allocation in 2023/24	£8808 (last year of this fund)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£132,988

Part A: Pupil Premium Strategy Plan

Statement of intent

It is the intent of our school to dispel the gap between disadvantaged children and their non-disadvantaged peers. Overcoming barriers, both academic and non-academic, to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per child in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

“It is vital that schools get this right. Every child who leaves school without the right qualifications faces a far more difficult path to fulfilling their potential and finding employment.

We owe it to all our young people to ensure that they are given every chance to succeed.”

Sir Michael Wilshaw - Ofsted 2012, Evaluation of the Pupil Premium Spending

Challenges

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

Challenge	Detail of challenge
1	Some Pupil Premium children are making less progress than their peers
2	Vocabulary gap between disadvantaged and non-disadvantaged pupils
3	Emotional difficulties – impacting on learning attitudes, concentration and/or behaviour
4	Multiple barriers e.g. SEND / Vulnerable / EAL / Attendance
5	Parental support/engagement is often lower for Pupil Premium children
6	Some of our disadvantaged children lack wider life experiences

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
To accelerate the progress and attainment of all Pupil Premium children.	All Pupil Premium children have made at least expected progress, leading to improved attainment.
To reduce multiple barriers through effective provision/support.	Children have accessed resources and programmes of support; regular evaluations reflect a positive impact on their progress, attainment and/or emotional well-being.
Improved attendance and punctuality for Pupil Premium children.	Punctuality, attendance and persistent absence for disadvantaged children are in line with all children and punctuality is improved.
Increased levels of parental support and engagement.	Pupil Premium parents have engaged positively with school life; attending events and supporting with homework/reading.
Improved cultural capital experiences for Pupil Premium children	Pupil Premium children will have had a range of experiences, equipping them with cultural knowledge to propel them further in their educational development.

Activity 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:

Activity	Evidence that supports this approach	Challenge addressed
Ensuring enough time is given to allow staff high quality CPD opportunities: observing Rocket Phonics sessions, online CPD, coaching and mentoring, retrieval practice review, Mastery of Maths intervention and assessment	Providing training to the staff that deliver small group support is likely to increase impact. EEF+5	1, 2
Participation in Maths Hub Programmes: <ul style="list-style-type: none"> • Developing a whole school approach to teaching for Mastery • Mastering Number programme for YR, Y1 & Y2 	Professional development on evidence-based approaches – high quality teaching and the application of metacognition and self-regulation approaches to improve children’s outcomes. EEF +7 Effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom. EEF +5	1, 2
UKS2 maths teaching – additional staff deployed	‘Additional small group support can be effectively targeted at pupils disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy.’ EEF research +4	1, 2
Reading comprehension strategies <ul style="list-style-type: none"> • Teaching explicitly and consistently; embedding and refining current practice • Diagnostic Assessments 	Reading comprehension strategies are high impact EEF +7	1, 2
UPS teacher x 2 access NPQ CPD on mentoring and coaching others	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	1, 2
Quality first teaching <ul style="list-style-type: none"> - Individualised CPD - Coaching - Subject Leader Support - Peer Support - Use of Data 	Specialist Maths Lead teacher work throughout school and in borough to support staff	1, 2

Targeted academic support:

Activity	Evidence that supports this approach	Challenge addressed
<p>Interventions include:</p> <ul style="list-style-type: none"> • Ready to Progress and Maths Screening Interventions 1:1 reading / small group guided reads and minute reads to focus on sight reading of high frequency words. • Reading interventions take place during Do It Now sessions • Social communication • Speech & language intervention • Wellcomm • Phonics 1:1 and small groupwork as well as phonics intervention: TELL Phonics • Writing, Punctuation and Grammar small group sessions • Plus 1 maths • Power of 2 maths • Pre-teaching • Adaptive teaching <p>Year 6 Breakfast Booster sessions – arithmetic & SPaG</p> <p>Provision Map to record, monitor and evaluate impact</p> <p>Rocket Phonics programme delivered in small groups and being monitored closely.</p> <p>Rocket Phonics training for all staff</p>	<p>One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>Language interventions with frequent sessions over a sustained period may have a greater impact, overall. Approaches that are delivered one-to-one also have greater impact. EEF +5</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading EEF +5</p> <p>Work with the NW1 Maths Hub and Edgeley cluster to ensure progress scores for disadvantaged pupils are in the positive range at the end of KS2</p>	<p>1, 2</p>

School Led Tutoring	The most experienced teachers should work with of the most vulnerable children so that they are getting quality personalised support. EEF +4	1, 2
To reduce staff to pupil ratio in KS1, due to these pupils having a disrupted early childhood experience, resulting in positive progress gains as they start KS2.	<ul style="list-style-type: none"> • Run the classes as separate year groups under 25 to support transition of to KS2 and support disadvantaged. • To upskill support staff with appropriate approaches and pedagogy to teaching interventions • To identify pupils who may require more targeted support on a daily basis 	1, 2
1:1 pupil progress meetings with teachers and the headteacher & Deputy	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for Pupil Premium children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	All

Wider strategies for current academic year:

Activity	Evidence that supports this approach	Challenge addressed
Pastoral Lead: <ul style="list-style-type: none"> • ELSA training • Social and emotional learning interventions • Attendance monitoring and support for families 	Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. Alongside academic outcomes, these interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. EEF +4 Targeted parental engagement	3
Emotional Literacy Sessions delivered by Pastoral Lead and TA	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. EEF +4	3
Zones of Regulation <ul style="list-style-type: none"> • Training for new staff by Pastoral Lead • Embed in classrooms • Replenish resources 	The Zones of Regulation is a metacognitive framework for regulation. The approach is based on evidence in the fields of autism, attention deficit disorders (ADD/HD), and social-emotional theories. It integrates best practices around Trauma Informed Care and mental health support. EEF +4	3, 4
One to one parent meetings/support Pastoral Lead, SENCo, HLTAs Phase Leaders monitoring: homework returns, reading at home, personalised targets, SEMH needs – with parent/carer follow up.	Parental engagement - involving parents in supporting their children's academic learning. Encouraging parents to support their children with, for example, reading or homework; The involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. EEF +4 There are higher impacts for pupils with low prior attainment.	4, 5

<p>Pupil Premium children supported to attend educational and residential activity visits. Theatre experience for all – Pantomime / Y6 Lowry as part of the North West Children’s Shakespeare</p>	<p>Outdoor education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge.</p> <p>Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved.</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>EEF +3</p>	<p>2, 3, 4, 6</p>
<p>Homework books provided for all children. Tasks to follow on from lessons.</p> <p>Homework club at lunchtime/after school -PP children targeted</p>	<p>Homework has a positive impact on average.</p> <p>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported.</p> <p>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</p> <p>It is important to make the purpose of homework clear to pupils.</p> <p>EEF +5</p>	<p>1, 2, 5</p>
<p>Extra-curricular clubs</p> <ul style="list-style-type: none"> • Extend offer of extracurricular activities • Outside agencies – review range and explore new possibilities • Pupil Premium pupils to receive free charge for some paid for clubs 	<p>Outdoor education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge.</p> <p>Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved.</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p>	<p>2, 3, 4, 6</p>
<p>Forest School Lead</p> <ul style="list-style-type: none"> • Enhance pupils’ cultural capital by providing a breadth of experiences • Forest school leader to develop practical skills and enable these pupils to work outdoors and develop skills such as resilience which will be transferred to the classroom. 	<p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>EEF +4</p>	<p>3, 4, 6</p>
<p>Attendance Officer</p> <ul style="list-style-type: none"> • To improve attendance & progress of disadvantaged pupils and improve in line with national expectations 	<p>Addressing attendance through breakfast clubs, CPOMS, pastoral support. Provide behaviour and pastoral support for small minority of PP children.</p> <p>EEF +3</p>	<p>4</p>
<p>Assistant Headteacher</p> <ul style="list-style-type: none"> • appointed January 2022 	<p>Assistant Headteacher to lead on, and support, mental health and wellbeing, behaviour and safeguarding. To meet the SEMH and/or health needs of all Pupil Premium learners to ensure that they are ready to learn.</p>	<p>4</p>