

Henry Chadwick Community Primary School

School Lane, Hill Ridware, Rugeley WS15 3QN
Tel: 01543 490354

Headteacher
Mrs V Barnes

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Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding, for the 2023 to 2024 academic year, 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.

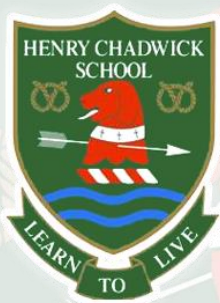
School overview

Detail	Data
School name	Henry Chadwick Primary
Number of pupils in school	101 (not including nursery intake)
Proportion (%) of pupil premium eligible pupils	16.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Vicki Barnes Head Teacher
Pupil premium lead	Vicki Barnes Headteacher
Governor / Trustee lead	Chris Gate Chair of governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,005
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£30,005

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Part A: Pupil premium strategy plan

Statement of intent

At Henry Chadwick we know that all children have the right to the best education and therefore we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education and experiences so that they can 'Learn to Live'.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:

- Remove barriers to learning which are created by poverty, family circumstance and background
- Narrow the attainment gaps
- Ensure ALL pupils are able to read fluently, with good understanding, to enable them to access the breadth of the curriculum
- Enable pupils to be aware of and look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our curriculum is designed to:

recognise and build upon children's prior learning; provide practical, memorable and engaging learning experiences; allow the children to develop essential life skills - determination, teamwork, cooperation, resilience, empathy, the ability to communicate effectively and be independent and committed learners.

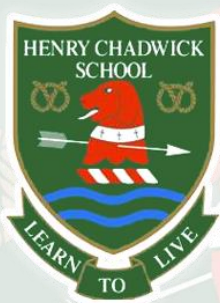
Our intention is that all pupils, irrespective of their background or the challenges they face, have the opportunity to engage in all of these learning experiences, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals. We aim with already high attaining children to escalate their progress.

We always consider the challenges faced by vulnerable pupils, including those who have a social worker, are / were looked after children and 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our culture of high expectations for all within a supportive environment is key to ensuring that all children make good progress. Therefore, implicit in the intended outcomes detailed below, is the intention that non-

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disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

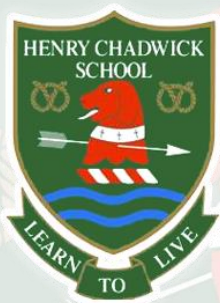
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the analysis of data. Class teachers will identify and support individual pupils which will be reviewed at least termly and discussed at progress reviews with the Senior Leadership team. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults within the school. In addition, we work closely with external agencies to provide support to children and families where needed.

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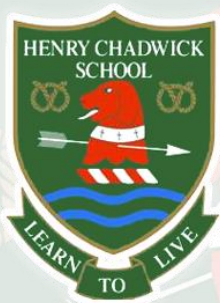
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Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Data provided is based on the 22-23 academic year and cohort.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Reading assessments show that disadvantaged children's attainment is below that of their peers. 58% of disadvantaged pupils from EYFS to Y6 are below expectation in reading.
2	Internal assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This is impacted by their attainment in phonics. 63% of disadvantaged pupils from EYFS to Y6 were below expectations in writing.
3	Internal assessments indicate that attainment in maths among disadvantaged pupils is below that of non-disadvantaged pupils. 31.6% of disadvantaged pupils are below expectation in maths.
4	Observations, discussions with pupils and parents indicate that the social, emotional and mental health of our disadvantaged pupils is having an impact on their attainment across all core subjects and results in these pupils falling further behind age-related expectations.
5	Observations, discussions with pupils and parents indicate many of our pupils' lack learning attributes such as resilience and determination which affects their wellbeing and results in disengagement.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been on average 3.4% lower than for the attendance of non-disadvantaged pupils.
7	Discussions with teachers and observations have shown that the parents of our disadvantaged pupils are less likely to attend key events such as parents' evenings, learning reviews and parent workshops.

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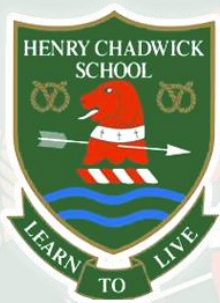
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Intended outcomes

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
Improved reading attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes will improve year on year. Due to small cohorts, a specific percentage for 26/27 would not measure progress effectively.
Improved writing attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes will improve year on year. Due to small cohorts, a specific percentage for 26/27 would not measure progress effectively.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes will improve year on year. Due to small cohorts, a specific percentage for 26/27 would not measure progress effectively.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• Evidence through engagement in lessons and progress in all areas of the curriculum• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils• Promotion of 'Learning Super powers' throughout school, ensuring disadvantaged pupils are offered opportunities to demonstrate these
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none">• the overall attendance rate for all pupils being above 96% with a target of 97% with disadvantaged pupils in-line with their peers.
To engage with parents where it will be a benefit to the child's learning outcomes.	Increased levels of participation in workshops Increased attendance at parent's evenings.

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Activity in this academic year

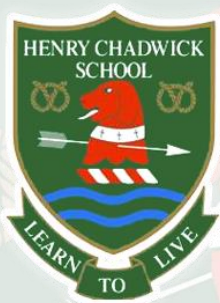
This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (CPD, recruitment and retention)

Budgeted cost: £3256.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff to ensure the fidelity to the phonics programme. Purchasing of additional resources to support the phonics teaching in school.	Strong phonics teaching has a positive impact on the accuracy of word reading (though not necessarily comprehension) particularly for disadvantaged pupils. This impacts on all areas of the curriculum. £46.50 per hour X 3 hours = £139.50 Resources £150.00	1,2,4,5,
Whole staff training on developing the use of metacognition to develop teaching and learning techniques.	Research has shown that learning in small, manageable chunks focusing on retrieval and cognitive load can benefit pupil's attainment. Teachers will better understand the pedagogy and apply this to their teaching which will promote success as well as develop confidence in our learners. £699 + VAT = 838.80	1,2,3,4,5
Rosenshine's Principles Training and delivery for all staff	The Principles of Instruction are closely linked to metacognition and quality first effective teaching. Training sessions for all staff to build on embed knowledge £50 x 6 = £300	1,2,3,4,5
Whole staff training on developing the ethos and culture of the school - high expectations accompanied by restorative behavior techniques.	An effective pupil culture is beneficial to pupils in the long- and short-term. Building an effective pupil culture is a proactive approach to shaping beliefs and behaviours which create conditions for pupils to succeed. £179.20	1,2,3,4,5,6.

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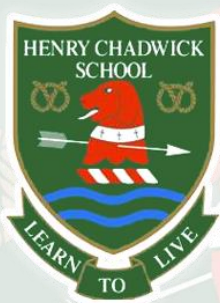
<p>Enhancement of maths teaching and curriculum planning with concrete resources.</p> <p>Additional staff to deliver small group teaching. Teaching year groups separately (3/4).</p>	<p>The CPA approach uses scaffolds to support the learning and ensures that all children can succeed at mathematics. This approach leads to generalisation of the maths, and the ability to apply it to multiple contexts and solve problems.</p> <p>Resources £450</p>	3,5
<p>Improve the well-being of pupils and their social and emotional development.</p> <p>CPD for staff</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower skills are linked with poorer mental health and lower academic attainment. Understanding emotional self-regulation in turn improves academic attainment.</p> <p>ELSA training for 1 member of staff: £618 + 581.40</p>	1,2,3,4,5,6

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

Budgeted cost: £13,780.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of phonics intervention following the Read Write Inc Programme to close the learning gaps for pupils in KS1 and lower KS2.	<p>Strong phonics teaching has a positive impact on the accuracy of word reading (though not necessarily comprehension) particularly for disadvantaged pupils. This impacts on all areas of the curriculum. Targeted interventions support pupils to bridge the gap with their peers.</p> <p>3 hours per week x 20 weeks x £16.15 = £969.00</p>	1,2,4,5
Graduated reading 1:1	<p>One to one support with word reading and developing comprehension skills through questioning is very effective at improving pupil outcomes.</p> <p>Costs for 1:1 reading with Adult (based on TA costings) = £3100.80</p>	1,
Reading Rockstars- Reading books for all PP children to encourage a love of reading	Evidence suggests that children who have a love of reading and choose to read are more likely to succeed, regardless of their socio-economic background.	1,4,

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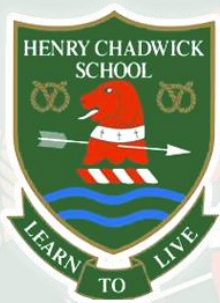
	Providing individual books relating to each child's interests will develop a culture of reading. $£8 \times 17 \times 3 = 408$	
Delivery of 1:1 well-being intervention.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional skills at all ages than their more affluent peers. Providing targeted 1:1 support allows children to improve their emotional literacy which impacts on attainment. JS + BH @ $£16.15 \times 2 \text{ hours} \times 39 = £2519.40$	4,5
Small writing groups allows for more individual, targeted support	Small group intervention has a positive impact on attainment. TA costs at 1.25 hours per week per class = $£2261$	1, 2,
Small group maths interventions based on targeted assessment.	Small group intervention has a positive impact on attainment. TA costs at 1.25 hours per week per class = $£2261$	3
Small SEMH interventions to support children with emotional dysregulation etc	Small group intervention has a positive impact on attainment, SEMH of pupils, attendance TA costs at 1.25 hours per week per class = $£2261$	1, 2, 3, 4,

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

Budgeted cost: $£6013.75$

Activity	Evidence that supports this approach	Challenge number(s) addressed
School attendance Well-being support and mentoring for families with poor attendance and particularly children with emotionally-based school avoidance.	Evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. Working with families by offering mentoring and in-school intervention - See ELSA delivery for costing.	6
Parental Engagement	EEF research suggests that personalised messages and direct contact with parents can promote positive interactions, particularly for	1,2,3,4,6,7

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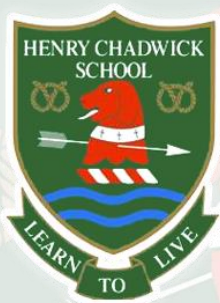
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	parents of EY and primary aged children. Positive impact can contribute to 4 months additional progress, 30 minutes a week of dedicated teacher time to engage and support parents with specific concerns and needs related to learning via 1:1 telephone conversations: $\pounds 46.50 \text{ per hour} \times .5 \text{ hours/week} \times 35 = \pounds 813.75$	
Supplement the cost of a school minibus	Access to a school vehicle will enable teachers to arrange more cost-effective school trips to enhance learning and engagement. Extra-curricular clubs and sporting events will also be made accessible to all pupils. $\pounds 100 \times 52 = 5200$	4,5,6

	Cost
Teaching (CPD, recruitment and retention)	3256.90
Targeted academic support (for example, tutoring, one-to-one support structured interventions)	13,780.20
Wider strategies (for example, related to attendance, behaviour, wellbeing)	6013.75
Total	23050.85

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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 2022 to 2023 academic year.

Positive learning behaviours are improving - there has been an improvement in engagement, resilience and determination - monitored through Learning Walks and pupil voice. Supplemented by the introduction of Restorative Practice, a behaviour management approach, has ensured consistency and high expectations across the school, benefitting the wider school community and the disadvantaged pupils. Research suggests that children who are in a setting with clear boundaries and routines are more likely able to concentrate on the learning taking place, which then impacts positively on attainment.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were a significant challenge last year, being particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Many children's self-esteem improved as a result of targeted PHSE sessions, ELSA sessions and daily emotional regulation such as sensory circuits, a daily intervention. We are building on that approach with the activities detailed in this plan. We have a high number of children currently on the waiting list for ELSA, over 50% of which are disadvantaged pupils who have not yet accessed the programme.

Small group interventions were able to run, mostly without interruption and have therefore enabled us to match if not exceed the national averages in KS2 for reading, writing and maths this academic year.

Our funding has supported a number of our disadvantaged pupils to participate in residential trips in KS2, local trips and extra-curricular activities, such as Young Voices. In addition, 58% of disadvantaged pupils have been given personalised book choices to boost their love of reading with our Reading Rockstars initiative. The children have responded incredibly positively to this so we are developing the initiative for the next academic year.

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