

Pupil Premium and Recovery Premium Strategy Statement for Chelveston Road School

The 'Pupil Premium' Grant (PPG) is funding given to the school for the purpose of raising the attainment and progress of disadvantaged pupils of all abilities to reach their potential. The money is allocated to the school to support those pupils identified as being entitled to and in receipt of free school meals (FSM) or who are 'Looked After' (LAC).

For the 2021-2022 Academic Year, we expect to receive £15.420. The funding is the equivalent of £955 Pupil Premium Grant and £290 Recovery Premium per pupil for the 11 pupils on the FSM registrar and £2,345 plus Recovery Premium per LAC pupil (1). The 2021/2022 PPG and Recovery Premium allocation is based on the eligible pupils recorded on the October 2021 census and allocations will be paid in the ***Spring of 2022.**

This statement details Chelveston Road School's use of Pupil Premium and Recovery Premium for the 2021 to 2022 academic year. It outlines our pupil and recovery premium strategy -how we intend to spend the funding in this academic year. The funding aims to raise the attainment of disadvantaged pupils of all abilities to reach their potential.

School overview

Detail	Data
School name	Chelveston Road School
Number of pupils in school	27
Proportion (%) of pupil premium eligible pupils	44.4%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mark Adams Headteacher
Pupil premium lead	Linda Mitchell
Governor / Trustee lead	Mike Fargher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Estimated £11,940
Recovery premium funding allocation this academic year	£3,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 (new school)

Total budget for this academic year	£15,420
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Part A: Pupil premium strategy plan

Statement of Intent

At Chelveston Road School we have identified key areas where Pupil Premium and Recovery Premium funding will best support our students. We have produced a clear policy on spending the funding which is publicised on the school website.

Our overarching intentions are:

High Quality Teaching

- Provide training for staff to ensure that they are systematically focused on providing the best education and positive outcomes for our pupils.
- Ensuring support staff are highly trained and understand their role in helping pupils to achieve.
- Ensuring that class and subject teachers know which pupils are eligible for the Pupil/Recovery Premium so that they can take responsibility for accelerating their progress.
- Recovery Focus- Rebuild and strengthen relationships across the school
- Recovery Focus- Rebuild resilience and independence throughout all areas of the curriculum.

Targeted Academic Support

- Provide well-targeted support, in the form of a Pastoral Care Worker for social, self -esteem, health and mentoring programmes
- Recovery Focus-ICT: Purchase of I-Pads/Laptops to support pupils' learning and progress.
- Provide and support individualised timetables/work schedules: personalised learning.
- Recovery Focus-Additional TA support for specific interventions, identified by class teachers and support staff.

Wider Strategies

- Support the purchase of school uniform to promote self-esteem, confidence and self-awareness of all pupils.
- Recovery Focus- Establish routines to support students and parents/carers.
- Develop the Enrichment Curriculum to ensure all pupils have access to lunchtime clubs and trips outside of school.
- Ensure effective working relationships with parents and carers to maximise learning potential.

The strategies used are under constant review for effectiveness and value for money by the Head of School, Staff and Governors.

Our aim is to use Pupil Premium and Recovery Funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school

when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching and learning and pastoral support for pupils with low self-esteem and mental health needs. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Identifying robust and fit for purpose CPD to ensure staff are able to provide a wide range of different approaches and opportunities to develop pupil engagement, learning and achievement. Some staff are from mainstream settings and need support/mentoring to develop effective practices with a diverse range of learners, including disadvantaged pupils with SEND. Providing appropriate and effective training for staff to promote and support the mental health needs of students.
2	EHCP, feeder school data, our assessments, observations and discussions with pupils show that our pupils with low ability reading ages do not engage with reading books suitable for their reading age. They need access to age- appropriate books to develop self-esteem and engagement with literacy and other areas of the curriculum
3	Our assessments, observations and discussions with pupils show us that literacy difficulties impact negatively on pupils' learning across the curriculum.
4	Education and Health Care Plans (EHCPs), our work with pupil, parents and other professionals inform us that pupil outcomes are affected by their emotional well-being.
5	Our assessments, observations and discussions with pupils show that our pupils have challenges around communicating and expressing their needs, including non-verbal, limited language and social interaction difficulties.

6	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to enhance their experiences and widen their knowledge of different places, impacting on their ability to develop cultural capital outside of school.
7	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often feel isolated or 'different' if they haven't got a school uniform, impacting on low self-esteem and behaviour.
8	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

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. (Year 1 of 3-Year plan 2021-2)

Intended outcome	Success criteria
High Quality Teaching	
<p>Develop robust and research led CPD to ensure staff are able to provide a wide range of different approaches and opportunities to develop pupil learning and achievement.</p> <p>Develop staff's awareness in the teaching of pupils with dyslexia, verbal dyspraxia, comprehension and other identified needs (EHCP).</p> <p>Develop staff's awareness and ability to support students with their emotional health</p>	<p>All disadvantaged pupils are able to access high quality, research led, SEND teaching, resources and support.</p> <p>By the end of each academic year in the 3-year plan, disadvantaged pupils are progressing through the CREATE curriculum in line with their peers. All pupils are achieving at least 1 sub-level of the CREATE assessment tool in each are of the curriculum.</p> <p>All students have appropriate support for their mental health</p>
<p>Improve outcomes in reading-Improved reading ages for disadvantaged pupils so that they can access all areas of the curriculum, including tiered and subject-specific vocabulary with increasingly challenging terminology.</p>	<p>Assessment of pupils' reading ages will show a reduction in the disparity of outcomes between disadvantaged pupils and their peers in our school.</p> <p><u>Short Term goals</u> Increased pupil engagement and confidence in reading. Developing oral language skills, including vocabulary.</p> <p><u>Medium Term Goals</u> Improved student motivation, cognition and metacognition: students have strategies to support reading and comprehension. Improved outcomes following reading intervention. Improved spellings in written work using phonics.</p>

	<p>Increased evidence of sight recognition of familiar words.</p> <p>Increased evidence of reading beyond the classroom.</p> <p><u>Long Term Goals</u></p> <p>Improved reading outcomes at KS3</p> <p>Each year of 3-year plan, school reading ages will have improved with at least 60% of all pupils achieving an improved score of +3 months.</p>
Targeted academic Support	
To provide specific intervention designed to aid pupils with self-regulation, e.g. Sensory circuits / sensory equipment - mental health and wellbeing.	<p>All pupils have access to support worker. Staff using school's referral systems.</p> <p>Interventions taking place</p> <p>Pastoral support worker liaising with key staff</p> <p>Pastoral Support worker reporting on progress on pupils' IEPs.</p> <p>Pupil Voice- At least 70% of pupils feel more able to discuss their anxieties and have developed strategies to support their resilience.</p>
TAs working 1-1 with pupils to develop a range of specific communication systems to aid pupils understanding and to develop expressive communication skills. 5 pupils identified 41.6%	<p>Through achievement of EHC plan termly outcomes.</p> <p>Intervention programmes reported on pupils' IEPs in preparation for Annual Reviews.</p> <p>Staff feel more able to support pupils with specific needs e.g. verbal dyspraxia</p> <p>At least 3 -25%-of the identified pupils having secured success on their CREATE Speaking and Listening Tracker in line with their peers.</p>
Wider Strategies	
To widen the range of opportunities for pupils to visit new places and have new experiences for the educational value linked to themes, social developments and to support Social, Moral, Spiritual and Cultural development.	All pupils will have opportunities to visit a range of places linked to the curriculum. They will develop a knowledge of life after and outside of school which will support their future aspirations.
For all pupils to be part of Chelveston Road Team by wearing the school uniform.	Pupils will feel part of, and recognise their very important part in, the school. Inclusivity.

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 and Learning

Budgeted cost: **£4,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>a) Staff training on methods to support student mental health. Training on self-regulation of behaviours; RA; Protective Behaviours; Mindfulness.</p> <p>b) To develop staff awareness and knowledge of a range of diagnoses and strategies to support pupils with those diagnoses to reach their full potential.</p>	<p>Research suggests that interventions that support young people’s social and emotional skills can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>Subject knowledge: Some staff lack need additional training in the processes involved in the teaching of reading with SEND pupils.</p> <p>Research led CPD is highly effective in supporting a range of learners in SEND provision.</p> <p>Diagnostics/interventions: weak identification of why children are struggling, lack of precise diagnosis and choice of interventions with weak evidence. These can be improved by focussed CPD.</p>	1,2,4
<p>Targeted 1-1 TA interventions to develop a range of specific communication systems to aid pupils understanding and to develop expressive communication skills and vocabulary development.</p>	<p>Research shows that children from low-income families have less developed language and comprehension skills than children from more affluent households. They also are less able to understand abstract language and have lower reading and writing skills. This may be due to less time and resources available to families struggling financially. During the pandemic, pupils have had few or no Intervention programmes reported on in pupils’ IEPs.</p> <p>Verbal dyspraxia is an area where staff have voiced that they would like to research further/implement programmes (1 pupil -8.3%) -Bilateral moderate U-shaped sensori-neural hearing loss.</p>	1,5
<p>Regular well-being and Mental First Aid meetings – discussion - feedback Pupil and parent views – Surveys Learning Walks X3 times per year</p> <p>Training Needs- Internal and external delivery of CPD (FMAT)- £850</p>		
<p>Approximately X5 hrs TA per week 5 x £18 per week for academic year Total-£2,700</p>		
<p>Purchase of an age-appropriate reading scheme with supporting ICT platforms to</p>	<p><u>School Findings</u></p> <p>Low ability pupils do not have age- appropriate books to engage with.</p> <p>Pupils who find reading to an adult difficult (EHCP) will engage in reading on the computer. Pupil voice 13/27 pupils -48.1%</p>	2,3,4

<p>support low ability readers, including disadvantaged pupils.</p> <p>Reduce the reading opportunity gap for disadvantaged pupils.</p>	<p>preferred this as it is less stressful than reading to an adult/class. PP pupils, 10 out of 12 (33.3%)-would like to have IT to support their reading.</p> <p>Many of CRS pupils do not have access to reading material outside of school.</p> <p>Self-esteem of disengaged pupils affects access to the curriculum as a whole.</p> <p>The school needs to support a range of reading practice: phonics, mixed schemes.</p> <p>Pupils have gaps in vocabulary (particularly noticed with verbal dyspraxia). They have weak application of phonics to spelling, limited sight recognition of familiar words. Limited engagement with reading beyond the classroom.</p> <p>Research Based Rationale:</p> <p>Understanding the meaning of a text requires a combination of word recognition and language comprehension: Learning to Read: “The Simple View of Reading” National Centre on Improving Literacy</p> <p>Dockside Reading Scheme offers: Carefully controlled progression for the most reluctant readers Structured and graded to build pupils’ confidence The only phonic reading scheme specially designed for older learners</p> <ul style="list-style-type: none"> • Age appropriateness of the books that are tailored to their abilities. • Particularly useful in engaging boys with special needs. • Due to the graphics and relevance to real life, even non-readers are able to follow a storyline. • Stories are short, engaging and motivating with some repetitive elements. There is a continuation of theme and characters (students don’t stumble on names as new characters are gradually introduced). • High interest – low word count. • Resources to support the books. • High quality literal and inferential questions. • Worksheets are good quality and suitable for independent work. • The resource guide allowed for a thorough understanding of phonics strategies. 	
<p>CPD- Staff to receive training on the use of the new reading scheme and additional resources. Dockside has inset support for staff</p> <p>Dockside books and support resources £650</p>		

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

Budgeted cost: **£4,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To purchase ICT equipment to support the learning in the classroom.</p>	<p>For pupils with SEND, technology can be a useful tool to support teaching.</p> <p>Staff training in the use of purchased learning platforms will support pupils' skills, including literacy skills across the curriculum, and help to deliver the curriculum:</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Improved recording strategies for individual pupils; promotes engagement, motivation and further development of IT skills.</p> <p>Improved recording strategies for individual pupils; promotes engagement, motivation and further development of IT skills.</p>	<p>1, 2, 3</p>
<p>Breakdown of costs 12 x tablets/iPads or Laptops 6 x £420=£4,200 (50% of PP pupils)</p>		

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

Budgeted cost: **£4410**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide specific interventions designed to aid students with self-regulation, e.g. Sensory circuits / sensory equipment - mental health and wellbeing.</p> <p>Allow enough time for effective implementation, particularly in the preparation stage; prioritise appropriately.</p>	<p><u>School Data:</u> 26/27 (96.2%) of pupils have SEMH as one of their EHCP needs.</p> <p>There has been an increase in number of referrals to the Pastoral Support worker for additional needs support. Staff are reporting that there is an increased number of students displaying signs of; anxiety, or an inability to self-regulate in class.</p> <p>Staff are more aware of the Mental health needs of students and are identifying behaviours which disrupts the students' ability to learn and disrupts teaching and learning time.</p> <p>Several students have displayed attachment difficulties and have asked for a referral to the pastoral support worker.</p> <p>Close liaison with pastoral Support worker ensures that strategies/ programmes students are undertaking are shared and, therefore, staff will have the ability to encourage students to use what they have learnt as part of the programme.</p>	<p>3, 4, 5, 7 and 8</p>

	<p>An increased number of students accessing programmes. - Increased safety. Decrease in inappropriate behaviour. Increase in school participation. Continued pupil engagement after /during the COVID pandemic. Pupils improving behaviour resulting in increased participation in lessons/progress made. Improved emotional well-being and attendance / participation across school.</p>	
<p>CPD-Staff training to recognise and refer pupils. Data analysis time. 6hrs Pastoral Support worker per week. Planning and report writing. Resources purchased as necessary. Training in house – staff hours 5x 30-minute sessions per week (5 pupils x 30m sessions) Pastoral Support worker/intervention lead employed to support pupils focussing on individual need. 5 out of 12 PP accessing 1-1 support worker for interventions (41.6%) Total for academic year- £2160</p>		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Opportunities to widen experiences and develop cultural capital by facilitating trips, visits and visitors into school to widen experiences.</p>	<p>Access to after school activities to improve behaviour in school and raise self-esteem. Encourages and develops social integration with peers, resilience and independence. Access for ALL pupils to off-site activities and educational visits.</p>	6,8
<p>Pupils have access to a range of opportunities to support their learning and engagement. £50 per pupil £50 x 27 = £1350</p>		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Uniform purchase</p>	<p>All pupils in school wear uniform. Evidence shows that this promotes self-esteem, confidence and self-awareness.</p>	7,8
<p>12 (44.4%) PP Pupils have access to Uniform support grant- 12 x £75 -£900</p>		

Total budgeted cost: £12,810

Further Information

The grant allocation does not have to be completely spent by schools in the financial year it is allocated, some or all of it may be carried forward to future financial benefits to pupils.