

Chelveston Road School Pupil Premium Strategy Statement 2023-2026



This statement details Chelveston Road School's use of pupil premium (and recovery premium) funding for 2023-24, 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 during 2022-23.

The following publications have been used to support our strategy statement:

[The EEF Guide to the Pupil Premium](#)

School overview

Detail	Data
School name	Chelveston Road
Number of pupils in school	92 students 83 (Years 7- 9) 9 (Post 16)
Proportion (%) of pupil premium eligible pupils	23%
Number of pupils in receipt of pupil premium funding for this year (2022-23 census)	21
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mark Adams (Head)
Pupil premium lead	Julie Casswell (DHT)
Governor / Trustee lead	Mike Fargher (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,735.00
Recovery premium funding allocation this academic year	£11,592.00
Pupil premium funding carried forward from previous years	£18,570.56
Total budget for this academic year	£51,897.56

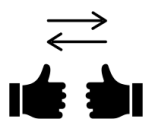
Part A: Pupil premium strategy plan

Statement of intent

'Every Child, Every Chance, Every Day'

Our school vision encompasses our ultimate objective for all our students, and none more so than our most disadvantaged. Our aim is to use pupil premium and recovery funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

Our school values underpin our vision for education and permeate in all we do. We value:



RESPECT



RESILIENCE



INTEGRITY



KINDNESS



HONESTY

Our current strategy aims to meet these objectives using a tiered approach:



1. High Quality Teaching – we will ensure that there is an effective teacher leading every class, and that every teacher is supported to keep improving.

2. Targeted academic support – we will ensure that we have a skilled, effective team of teaching assistants who lead and deliver structured one-to-one or small group intervention to classroom teaching.

3. Wider strategies – we will ensure that non-academic barriers are also removed by providing attendance support and behaviour/social and emotional support.

Using the tiered approach, the teacher will focus on areas where disadvantaged pupils require it most, providing 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. We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to KS3 in reading.
2	Low attainment on entry to KS3 in maths.
3	Lack of external support for pupils with Speech, Language and Communication Needs (SCLN).
4	Increase in the number of pupils with social, emotional, and mental health difficulties.
5	Punctuality and attendance are lower than non-disadvantaged pupils. This results in lost learning time.
6	Lack of financial resource to provide pupils with enrichment opportunities, developing their cultural capital.

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
1. Improved reading age.	Narrow the attainment gap between chronological age and reading age.
2. Improve fluency in maths.	Recall of number facts and timetables improve from baseline to the end of the year.
3. Regular SALT provision in place.	Appoint SALT therapist to lead regular interventions across the Trust.
4. Improve pupils' abilities to self-regulate.	SEMH needs are met through targeted support, improving concentration, and learning outcomes
5. Improve the attendance of pupil premium students in line with national averages.	All students attend school daily and arrive on time. No lost learning time.
6. Improve the cultural capital of all pupil premium students to enrich their lives.	All students feel fully included as part of the school team.

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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: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Raise attainment in reading by ensuring that all children receive challenging and engaging quality first teaching to meet their needs. This includes:</i></p> <ul style="list-style-type: none"> • <i>Use of quality texts for whole class reading.</i> • <i>Staff development and CPD in phonics (RWI) to support children working below age related expectations on entry to KS3.</i> • <i>Fully decodable reading scheme.</i> • <i>Implement small group reading comprehension intervention groups.</i> 	<p><i>EEF Toolkit: Reading Comprehension Strategies +6 months.</i></p>	<p>1</p>
<p><i>Raise attainment in maths by ensuring that all children receive challenging and engaging quality first teaching to meet their needs. This includes:</i></p> <ul style="list-style-type: none"> • <i>Additional fluency practice at the start of every lesson for 10 minutes.</i> • <i>Rapid recall lessons on a weekly basis (TT Rockstars).</i> • <i>Adopt the White Rose maths scheme to develop a consistent approach in planning and representation.</i> • <i>Staff development and CPD in maths, using the framework from the NCETM.</i> 	<p><i>EEF Toolkit: Mastery Learning +5 months.</i></p>	<p>2</p>
<p><i>Ensure Quality First Teaching (QFT) is effective in all classrooms to meet the needs of all learners. This includes:</i></p> <ul style="list-style-type: none"> • <i>Developing a consistent approach to the T&L strategies adopted in all subjects.</i> • <i>Building staff expertise through CPD opportunities.</i> • <i>Implementing a T&L coaching programme.</i> 		

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<p><i>Develop the whole child and improve cultural capital by providing:</i></p> <ul style="list-style-type: none"> • <i>Specialist sports coaching.</i> • <i>Swimming lessons.</i> 	<p><i>EEF Toolkit: Physical Activity +1 month.</i></p>	<p>6</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £5,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Implement RWI / Fresh Start programmes for targeted phonics and reading support. Daily interventions to be led by Teaching Assistants.</i></p>	<p><i>EEF Toolkit: Reading Comprehension Strategies +6 months.</i></p>	<p>1</p>
<p><i>Dyslexia Screening Programme.</i></p>		<p>1</p>
<p><i>Implement SALT programmes for targeted speech and language support.</i></p>		<p>3</p>

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

Budgeted cost: £20,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>SLT time to support families with poor attendance and punctuality. This includes:</i></p> <ul style="list-style-type: none"> • <i>Daily attendance checks</i> • <i>Home visits</i> • <i>Monitoring trends</i> • <i>Working closely with North Northamptonshire Council to support families with persistent absence.</i> 		<p>5</p>
<p><i>Improve self-regulation of all students by:</i></p> <ul style="list-style-type: none"> • <i>Appointing a Teaching Assistant to complete the ELSA programme.</i> • <i>Appointing 3 x Teaching Assistants to complete the Foundation Level Drawing and Talking programme.</i> 	<p><i>EEF Toolkit: Social and Emotional Learning +4 months</i></p>	<p>4</p>

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<ul style="list-style-type: none"> • Pastoral Support Officer to lead 1:1 intervention on a weekly basis for students with social and emotional needs. • Utilise external companies for specific therapies such including Seeds of Change, Jogo Behaviour Support to offer tailored support for individual pupils. 		
<p>Develop a whole school approach to mental health and wellbeing by:</p> <ul style="list-style-type: none"> • A member of the SLT to attend the SMHL training. • Create a mental health policy. • Include mental health and wellbeing lessons as part of the PSHE / RSHE offer. 	EEF Toolkit: Social and Emotional Learning +4 months	4
<p>Develop the whole child and improve their cultural capital by offering:</p> <ul style="list-style-type: none"> • Weekly enrichment programme • Wide range of lunchtime and after school clubs • Trips and visitors 		6
<p>Increase outdoor learning opportunities by:</p> <ul style="list-style-type: none"> • Setting up a Forest School. • Additional playground equipment and markings. 		6
<p>Due to the cost-of-living crisis, additional support will be provided to families to cover:</p> <ul style="list-style-type: none"> • Uniform costs. • Breakfast club. 		

Total budgeted cost

Breakdown of cost by section	Budget
Teaching	£24,000.00
Targeted academic support	£5,000.00
Wider strategies	£20,000.00
Contingency	£2,897.56
Total budgeted cost	£51,897.56

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

High Quality Teaching and Learning	
Planned outcome	Results
Build staff expertise around high priority CPD themes to help students to be better learners. Develop robust and research led CPD to ensure staff can provide a wide range of different approaches and opportunities to develop student learning and achievement.	High quality CPD delivered to all staff to support knowledge of reading and how to teach reading.
Improve reading standards. Students will be more able to read with the breadth, depth and frequency they need to thrive in the classroom if they become strong readers.	Reading ages improved across the school through formal mid-year and end of year assessments.
Targeted Academic Support	
Planned outcome	Results
TAs working 1-1 with students to develop a range of specific communication systems to aid students understanding and to develop expressive communication skills. 16 students identified 28.07%	Analysis of EHCP provision to develop targeted IEPs to support high quality intervention which in turn promoted positive outcomes for the targeted students.
Support from SLCN specialist to deliver training and specific strategies for identified students.	Developed partnership working with SaLT specialist
Wider Strategies	
Planned outcome	Results
To provide specific intervention designed to aid students with difficulties in self-regulation, e.g. Thrive sessions, Sensory circuits / sensory equipment – mental health and wellbeing. Students are more able to access the academic curriculum.	Thrive sessions now fully established with targeted students with wider training provided to staff. Sensory circuit training undertaken by key staff with sessions delivered to identified students.
To have a shared ethos that poverty proofing is a key ingredient of any inclusive school where disadvantaged students can thrive: This will cover both the formal and informal curriculum, as well as uniform, equipment, and other resources.	Students and families sensitively supported to ensure full access to all areas of school life.