



Pupil premium strategy statement

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	Chetwynd Spencer Academy
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	Current FSM 16/424 = 4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019/2020 - 2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Lorraine Tonks
Pupil premium lead	Danielle Morton & Caroline Hallows
Governor / Trustee lead	Laura Richmond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 57, 330
Recovery premium funding allocation this academic year	£ 3915
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	£ 61, 245

Part A: Pupil premium strategy plan

Statement of intent

Our school vision sits at the heart of everything we do and is pertinent and valued for every pupil at Chetwynd including our disadvantaged children, 'For all our children to be kind, courageous and curious citizens, helping them to shine for a bright and happy future in our diverse world.'

Our intention is that all pupils, irrespective of their background or the challenges they face, 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 that goal.

Our ADP (Academy Development Plan) has three main priorities this year, which have been carefully considered, in order to meet our vision.

- To continue to provide high-quality education for all
- To continue to provide high quality Personal Development with a focus on Inclusion
- To continue to develop all leaders in school with a focus on pupil leadership

Our ADP priorities, as always, will work in alignment with our pupil premium strategy to ensure that everyone is working towards the same goal for all of our pupils.

There is an expectation that all pupils receive in class high-quality education, 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 too. Our curriculum remains broad and ambitious. Where needed, our remote education will be high quality and aligns as closely as possible with in-school provision. There is prioritisation within subjects of the most important components for progression.

Well-being of pupils, including the disadvantaged, remains a priority for our Academy, with a whole-school focus on mental health for all children. Our curriculum has been adapted to assist with meeting our pupils social and mental health (SEMH) and well-being needs.

Curriculum planning is informed by an assessment of pupils' starting points and addressing their learning gaps, making use of regular formative assessment. This will ensure that all disadvantaged children have any gaps addressed at the earliest point of need. They will be set work that challenges them and supported in their learning to ensure that learning gaps are closed.

Challenges

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

Challenge number	Detail of challenge
1	<p>Mental Health and Well-being.</p> <p>Well-being of pupils and staff remains a priority for our Academy, with a whole-school focus on mental health for all children especially after going through the trauma of a national pandemic. Our observations indicate that the education and wellbeing of some of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has shown a negative impact on the mental health of some pupils and their social interactions.</p>
2	<p>Children who have fallen behind their expected progress and attainment targets in maths due to the school closures in 2020.</p> <p>Assessments, data and observations have shown that some children may have fallen behind their expected progress and attainment targets in maths due to the school closures in 2020.</p>
3	<p>Children who have fallen behind their expected progress and attainment targets in English due to the school closures in 2020.</p> <p>Assessments, data and observations have shown that some children may have fallen behind their expected progress and attainment targets in English due to the school closures in 2020. They also indicate that our disadvantaged children may have more prevalent vocabulary gaps than their peers.</p>
4	<p>Parental knowledge of the curriculum delivered in school.</p> <p>As COVID is still present in our community, it is important that parents feel as informed as possible about our curriculum taught in school so that if the need arises, they can continue to support their child the best they can with remote learning.</p>
5	<p>Phonics</p> <p>Assessments, observations, and discussions with staff suggest some disadvantaged pupils have greater difficulties with phonics than their peers. This can negatively impact their development as readers.</p>

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
<p>1 To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> - Whole school focus on mental health evident through PSHE lessons and assemblies. - Staff more knowledgeable about and confident in the delivery of mental health strategies. - Opportunity for young children to receive professional, effective support in relation to their mental health and become able to use strategies to look after their own mental wellbeing. - Children feel supported and positive within the school context. - Children given opportunity to explore their emotions and build and strengthen social relationships with their peers
<p>2 To ensure all gaps in Maths are closed for all our pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> - Children are in line with or exceeding their expected progress in maths. - Children are in line with or exceeding their expected attainment in maths. - More children on track to achieve Greater Depth in maths - closing the gap. - Teachers attended mastering number training sessions and successfully delivering these in school. - Improvement in children's mental maths skills and knowledge.
<p>3 To ensure all gaps in English are closed for all our pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> - Purchase of high quality, aspirational non-fiction books - Extensive Writing Across the Curriculum opportunities built into lessons - Vocabulary teaching is consistent throughout the school and curriculum subjects - Children and staff enjoy writing sessions - Children are in line with or exceeding their expected progress in writing. - Children are in line with or exceeding their expected attainment in writing. - More children on track to achieve Greater Depth in writing - closing the gap.

<p>4 Extended CPD opportunities for parents/carers through bespoke training (recorded and live).</p>	<ul style="list-style-type: none"> - Powerpoints and recorded zoom training for parents' CPD to include: Rainbow Grammar strategies, Grammar knowledge, Maths strategies, Reading, Sounds and Syllables, Phonics and IT and E-safety. - Parents feel more confident and knowledgeable to support children if remote learning is required. - Knowledge organisers for all subjects updated and shared with parents.
<p>5 To ensure that all children are making the intended progress in phonics. Improved reading attainment for all pupils, particularly the disadvantaged.</p>	<ul style="list-style-type: none"> - Disadvantaged children achieve the pass mark for the Year 1 phonics screening. - Children are in line with or exceeding their expected progress in reading. - Children are in line with or exceeding their expected attainment in reading. - More children on track to achieve Greater Depth in reading – closing the gap.

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: £ 31,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving the delivery of mental wellbeing within the curriculum. We will fund Mental First Aid and SCARF training for staff. We will purchase resources/books.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
Embed the Mastering Number Materials Programme throughout F2 and Key Stage One. We will fund the training as well as the release time for staff to attend this.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning .	2
Whole school focus on mental maths skills and knowledge.	Ongoing teacher assessments and knowledge of their children.	2
Use current research to enhance the teaching and learning of writing and vocabulary across the school. - Staff meetings and INSET days – CPD - Showcase lessons – CPD - Purchase of resources	Ongoing teacher assessments and knowledge of their children.	3
CPD from Jason Wade on: - Effective phonics teaching (x2 sessions) - Early reading (x1 session) We will fund this training for all staff.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early	5

	reading skills, particularly for children from disadvantaged backgrounds.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 19,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breakfast booster clubs led by teaching assistants.</p> <p>Individual children and groups of children identified for intervention.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions.</p> <p>Teachers ongoing assessments of the children ensure that children are picked up at the point of need.</p>	2 and 3
<p>Engaging with the School Led Tutoring programme (Rest of the cost that is not funded by the programme)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2 and 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Studies have shown that pupils eligible for free school meals</p>	5

	typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Casey Counsellor employed one day per week.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning .	1
Purchase of ear defenders Purchase of wobble cushions Purchase of 'fiddle' toys Purchase of tents for Harbour to provide a 'safe' space	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Teacher knowledge of the impact these resources have on the wellbeing of our children.	1
Increased number of nurture interventions led by teaching assistants.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
Powerpoints and recorded zoom training for parents' CPD. Knowledge organisers for all curriculum areas updated and shared with parents. We will fund the release time for all of this to happen. We will also fund the TLR for the Curriculum Director to ensure that our curriculum remains broad and ambitious.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4

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Total budgeted cost: £ 64,155

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Pupil premium children were prioritised to ensure that they attended school every day during the national pandemic. This was to ensure we could give them the academic and pastoral support that they required. In the rare case that this was not possible, thorough actions were put in place to ensure that they were able to access remote learning successfully eg providing electronics so that they could join the zoom lessons and providing resources and equipment so they were able to complete the learning at home. This support proved vital in ensuring that our disadvantaged children did not fall too far behind their peers.

A significant amount of CPD and emphasis on the further development of our curriculum over the last few years led to an Outstanding Ofsted judgement in all areas. Our subject leaders further refined our curriculum and both children and staff now have a much deeper understanding of their achievements and areas for development in all subject areas. To continue and sustain these high standards, we will continue to fund the TLR for our Curriculum Director as outlined in this plan.

Writing CPD sessions were delivered whole school as well as one-to-one support for staff. Knowledge Organisers were put in place for each year group so staff and children knew the expectations. As outlined in our plan for this year, the knowledge organisers will be updated and shared with parents this year too. This will help bridge the gap between school and remote learning.

Mental Health and Wellbeing was championed throughout school and the community. During the national pandemic, staff prioritised mental health and wellbeing and the curriculum was adapted accordingly. We also bought in a day-a-week of Casy counselling. This is something we will continue to do this year as it has such a positive impact on our children including the disadvantaged. Wellbeing Warriors were put in place and were seen to be working effectively to support children.

Our Armed Forces children continued to access support and settle quickly into school.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>The Service Pupil Premium (SPP) is mainly used to employ a role-specific teaching assistant (TA) along with paying for school uniform, fruit and milk. The TA is from an army background and attends training and events at Chetwynd Barracks to support the children she works with, including bereavement training. She supports service children with particular emphasis on those who have deployed parents.</p> <p>We were able to purchase new books and all service children were given their own personal book to keep and were inspired to read for pleasure. We welcomed all of our service children into school during the lockdown period, and read with them every day.</p> <p>We were able to purchase books that were dual language and also bought a lot of books to support well-being which allowed us to make a dedicated well-being area in our library. Also, we have invested in books that support children whose family members are deployed such as 'While you were away'.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>The role specific teaching assistant has had a positive impact on our service children and their families, but also the wider school community as we have had a high number of children affected by bereavement.</p>

	<p>The impact of purchasing the books has been evident as the children use this well-being area frequently and through interviews, it is evident that they value reading and have benefited from being able to lose themselves in stories. It has also provided opportunities for children to discuss their feelings and provide the much needed emotional support they require.</p>
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.