

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Chapel Street Infants and Nursery School
Number of pupils in school	67 plus 38 Nursery
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	January 2024
Date on which it will be reviewed	December 2024
Statement authorised by	Scott Macmillan Headteacher
Pupil premium lead	Scott Macmillan
Governor / Trustee lead	Kelly Lupton Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,375
Recovery premium funding allocation this academic year	£906
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	£37,281

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils make good progress and achieve highly, regardless of their background or challenges they face.

We aim to continue to narrow the attainment gap between disadvantaged and non-disadvantaged pupils, including those with SEN and those who are vulnerable. Quality First Teaching is our predominant approach to ensuring all pupils make good or better progress.

Our Pupil Premium Strategy Plan forms part of our wider school development plan to enable children to continue to improve outcomes in Reading, Writing and the curriculum through Early Years to KS1.

- Continue with formative and summative assessment of all children to ensure maximum progress is made across all subject areas
- Use structured interventions to improve outcomes in reading, writing and Maths for all pupils

Challenges

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

Challenge number	Detail of challenge
1	The main barrier to educational achievement is the lack of emotional resilience in our children. This manifests in maturity levels, lack of independence and readiness for the academic demands of their current year group.
2	The attendance of children who are SEND and Pupil Premium is below the overall school average.
3	Our assessments show results slightly below National Average in Reading.
4	Our assessments show results slightly below National Average in Writing.

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
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Children are supported to become more resilient.	Children can verbalise their feelings and worries.
Above average phonic screen results at the end of year 1. Results for reading in Year 2 improved from previous year.	Above average phonic screen results at the end of year 1. Results for reading in Year 2 at least in line with National.
Results for Writing at least improved from previous year.	Results for Writing at least in line with National.

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: £750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Kidsafe Annual Training	EEF Social and Emotional Learning	1
Joined Local SERIS Schools HUB	EEF Social and Emotional Learning	1
Mental Health Cluster Group joined through FPC.	EEF Social and Emotional Learning	1

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

Budgeted cost: £28,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1, small group and keep up interventions for phonics and reading	EEF Phonics toolkit strand	2

1:1, small group and keep up interventions for Writing	EEF Using Pupil Premium effectively	3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,551

Activity	Evidence that supports this approach	Challenge number(s) addressed
SERIS and ELSA support 3 afternoons and per week plus 18 hours Kidsafe sessions and training.	EEF Social and Emotional Learning	1
Attendance support, through transport, extra support for parents and children.	EEF Social and Emotional Learning	2

Total budgeted cost: £37,281

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.

The children involved in SERIS Support have benefited with their intervention work as they have required less sessions as the support have been consistent this year. The regular sessions allow the children involved to build a positive relationship with staff involved. This is an area that will be built upon this year as the SERIS Lead had completed ELSA Training and Mental Health Leader Training and had introduced a Mental Health Plan and Charter.

The Mental health Lead also provided ELSA support to several children in all Year groups which has targeted specific groups and individual children with similar issues.

A number of children also undertook Drawing and Talking Therapy which has provided them with a safe space to express their feelings and anxieties and allows analysis of these images to implement further support or referrals if necessary.

Results for Writing in 2022 were 56% and in 2023 this improved to 62%.

Results for Reading was 62% compared to 61% in 2022. The targeted interventions and the use of Little Wandle scheme have improved the consistency of methods and training of all school staff and shall continue to improve results so they are in line with National in 2024.

Phonics Screening Check in Year 1 results were 81% compared to 79% in 2022 so this target was fully achieved.

Maths Results were 81% compared to 72% nationally so were above expectations due to implementing a new Maths scheme and Maths Lead being part of the Maths Learning Hub.

National School Assessments for KS1 and EYFS were used and validated and formed the basis for our Pupil Premium Strategy in 2022-23

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

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.