

Pupil premium strategy statement 2021-2024

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	Chandlers Ridge Academy
Number of pupils in school	363
Proportion (%) of pupil premium eligible pupils	£18830 (17 on census) 4.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Louise Lidgard
Pupil premium lead	Nick Pentney
Governor / Trustee lead	Paul Thwaites

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 18830
Recovery premium funding allocation this academic year	£ 2175
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	£21005

Part A: Pupil premium strategy plan

Statement of intent

- The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.
- The purpose of this document is to demonstrate how effectively Chandlers Ridge Academy spent the Pupil Premium Grant received during the academic year 2020. Our approach to spending pupil premium is detailed in this document. We continually identify and monitor those children who require support (including those who become eligible mid-year, such as children who qualify for free school meals or join school as a looked after or services child). Plans are drawn up by class teachers with the support of the Pupil Premium Lead. Targeted support can be through quality class teaching, interventions, emotional support or through access to social opportunities. The class teacher, and school leadership evaluate the impact of strategies put in place to help disadvantaged children reach their potential.
- The grant is an amount per child and although it is intended that schools use this money to close the gap in attainment between pupils and their peers, at Chandlers Ridge Academy we ensure that the Pupil Premium Grant children not only progress academically, but also become more confident, motivated individuals, by providing opportunities for cultural, personal and social development. Money is spent based on the child's individual needs and interests. Parents of children receiving the Pupil Premium Grant are informed and consulted about the allocation of money through meetings, letters and emails from the class teacher and Pupil Premium Leader.

Challenges

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

Challenge number	Detail of challenge
1- Children have not benefitted from systematic teaching of phonics during	Provide CPD to ensure phonics is taught systematically through Reception to Y6 and staff have knowledge of phonics importance in all areas of school. In addition, CPD for phonics lead and some staff through a phonics advanced skills teacher. Resources made and purchased to support this and interventions provided.

school lockdowns.	
2 – Ensure children’s progress in writing is more in line with reading and maths at the end of KS2.	Provide CPD and resources to enable progress on writing to be more in line with reading and maths at end of KS2. Staff will also need to have time to discuss and evaluate the new writing scheme. Progress of disadvantaged children will be discussed in progress meetings.
3 – Ensure PP children continue to make good progress in maths despite periods of remote learning and absence.	Introduction of Doodle maths- intervention to support any gaps in children's learning and support good progress. Quality teaching and application of recent CPD. After school support.
4- PP children at Chandlers Ridge have missed out on many social activities and extra-curricular opportunities. Consequently, funding should be available for them to participate fully in school.	Paid for visits and residentials for PP children. Also funding for school uniform and access to extra-curricular opportunities that incur a cost e.g music lessons, Football Club.
5- PP children may require therapy and counselling to help them transition back into normal school life and deal with any traumas they may face.	Use of Play therapy and MIND where appropriate to support their emotional wellbeing. Work through Jigsaw PSHE scheme.

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
Improve phonics scores of disadvantaged children.	Progress of disadvantaged children is in line with the national average expected standard in the phonics screening test
Improve progress in maths.	Progress of disadvantaged children in line with all children scores (5.8)
Improve attendance.	Improve disadvantaged attendance to be closer to whole school. (93% to 96.6%)
Improve progress in writing	Ensure children's progress in writing is more inline with reading and maths at the end of KS2

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: £ 2005

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics CPD</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
<i>Writing CPD</i>	Positive feedback in relation to writing standards from moderation activities with MAT Y6 teachers and English Lead. Positive feedback about standards in writing during evaluation with staff. Monitor during Progress Meetings.	2

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

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extended school day for targeted children</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time Targeted support to with well trained staff that extend learning from class.	3
<i>Structured phonics teaching and interventions</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics data to be monitored.	1,2

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

Budgeted cost: £ 10000

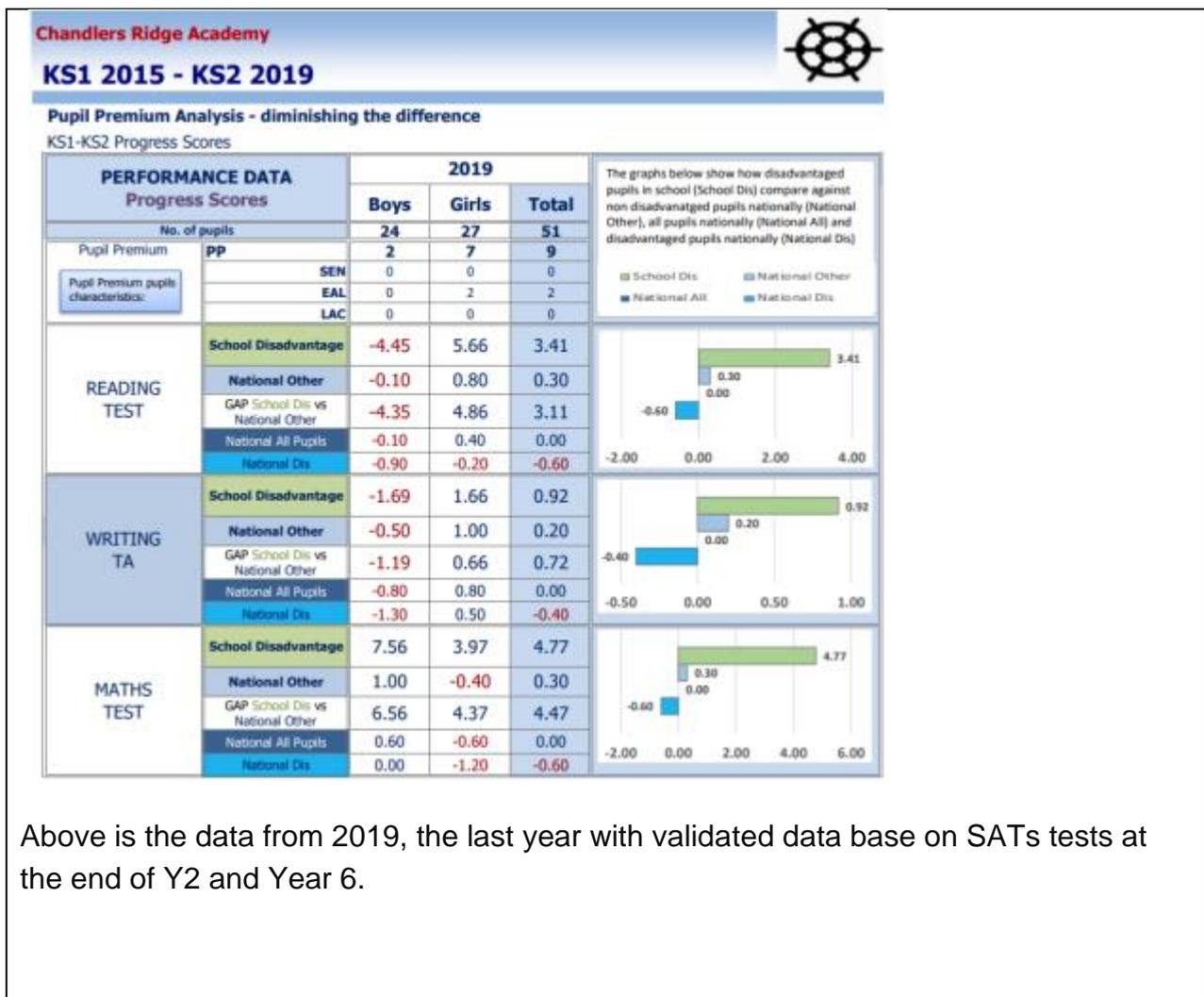
Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Emotional support when necessary.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning . Feedback from staff in Progress Meetings.	5
<i>Participation fully in school. PP budget pays for most of the costs of school visits e.g Y6 residential or educational visits to theatre or museums. A yearly grant is also available for school uniform.</i>	Feedback from parents is that this has been beneficial to them as it has allowed the children to take part in activities that financial considerations may have ruled them out of. Take up of school uniform grant is also high.	4

Total budgeted cost: £ 20005

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.



Above is the data from 2019, the last year with validated data base on SATs tests at the end of Y2 and Year 6.

Year 6 2021 – Expected standard.		All	PP Children (2)
	Reading	100	100
	Writing	95.1	100
	Maths	61	100
Year 6 2021 – Greater Depth standard.			
	Reading	76	100
	Writing	46	100
	Maths	61	50
Year 2 2021 – Expected standard.		All	PP Children (0)
	Reading	77	-
	Writing	77	-
	Maths	75	-
Year 2 2021 – Greater Depth standard.			
	Reading	21	-
	Writing	23	-
	Maths	19	-

Above is data from Teacher Assessments at the end of Year 2 and Year 6. As data from 2020 is incomplete, it was difficult to carry out our normal tracking of children's progress. However, during progress meetings, staff noted the effectiveness of target setting, intervention groups and the use of support services to transition children back 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
Not applicable.	