

# 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	Chandlers Ridge Academy
Number of pupils in school	355
Proportion (%) of pupil premium eligible pupils	(29 on census) 7.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	Autumn Term 2024
Statement authorised by	Louise Lidgard
Pupil premium lead	Nick Pentney
Governor / Trustee lead	Richard Thompson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 42,015
Recovery premium funding allocation this academic year	£ 3625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£45,640



# Part A: Pupil premium strategy plan

## Statement of intent

### Ultimate objectives for our disadvantaged students

1. Disadvantaged students achieve in line with non-disadvantaged students, nationally.
2. Disadvantaged students are provided with, and take advantage of, a range of opportunities to develop cultural capital.
3. Disadvantaged students acquire the knowledge and develop the skills needed to pursue the next stage in their education.

### Our pupil premium strategy plan works towards achieving our objectives in the following ways:

1. Quality First Teaching for all students.
2. Strategies employed to close vocabulary gaps and allow students to develop as effective readers and in turn enable them to access a rich and deep curriculum.
3. Use of 'gap analysis' and timely intervention so that students know more and remember more.
4. Provide support to improve attendance so that all Disadvantaged students can access a full curricular and extra-curricular offer.
5. Support to improve and manage behaviour to achieve a more consistently positive attitude towards learning.
6. Efforts to ensure that pupils are secondary ready and have an awareness of future careers.
7. Facilitate the social and emotional development of pupils through support and nurture.

### Key principles of our strategy plan

- Narrowing the gap between Disadvantaged and non-Disadvantaged students is the responsibility of all staff.
- All of our schools share an ethos of inclusivity.
- Strategies employed are evidence based.
- Our strategy is fluid, impact is regularly monitored and reviewed, and plans are modified accordingly.

## Challenges

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

Challenge number	Detail of challenge
1	PP children tend to do less well in phonics check at Y1 and make less progress in reading.
2	In some cohorts, PP children have made less progress in reading, writing and maths at end of KS2 (Key Stage 2).
3	Disadvantaged children at Chandlers Ridge may not be able to participate fully in school life due to financial pressures
4	PP are more likely to need therapy and counselling to help them participate in school life and deal with any traumas they may face.
5	Disadvantaged children tend to have lower attendance than non-disadvantaged pupils

## 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 progress measures in reading, writing and maths.	Progress of disadvantaged children in line with all children scores. In 2023 these were slightly below at KS2-continue into 2023/24
Improve attendance.	Improve disadvantaged attendance to be closer to whole school. 2022/23 94.99% whole school, PP 93.8% To continue into 23/24
To enable children to fully participate in experiences in school compared with general school population.	PP children will have same learning experiences inside and outside of school and will feel like full participants in school life.

## 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: £ 22,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Phonics CPD and systematic teaching</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> Phonics 2023 90% achieving the standard.</p> <p>High quality teaching is always top priority for school and especially important for socio- economic disadvantaged. EEF (Education Endowment Foundation)</p> <p>Continue to ensure phonics is taught systematically through Reception to Y6. In addition, CPD (Continuing Professional Development) for new starting staff and regular updates for others.</p> <p>Resources made and purchased to support this and interventions provided where appropriate.</p> <p>Alongside phonics early reading is vital ensuring disadvantaged children read with an adult on a regular basis and have opportunities with phonics games and/ or Lexia.</p>	<p>1</p>
<p><i>Writing CPD and resourcing</i></p>	<p>Positive feedback in relation to writing standards from moderation activities with MAT (Multi Academy Trust) Y6 teachers and English Lead. Positive feedback about standards in writing during evaluation with staff. Monitor during Progress Meetings.</p> <p>Provide CPD and resources to enable progress for disadvantaged children 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 writing scheme. Progress of disadvantaged children will be discussed in progress meetings termly. Staff will also need to resource changes to writing scheme, which is often based on children having access to specific books.</p>	<p>2,5</p>
<p><i>Maths CPD and adaptations to teaching.</i></p>	<p>Children will be given same daily maths practice as other children in school (DPMF) and interventions will be added as appropriate.</p> <p>Children in Y3 and Y4 will be supported for Multiplication skills, with additional interventions where appropriate.</p> <p>Two members of staff will be participating in CPD with Maths Hub over 2023-24. Staff CPD will follow.</p>	<p>2</p>

	Buy into WRM CPD package.	
<i>Emotional health support</i>	PP children may require therapy and counselling to help them participate in school life and deal with any traumas they may face Use of play therapist. MIND offer parent led support, a group called Fun Friends and individual counselling. Use of Educational Psychologist where appropriate.	

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

Budgeted cost: £ 11410

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extended school day for targeted children</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a> Targeted support to with well trained staff that extend learning from class. PP children to be amongst the first children to be invited after school activities – academic, sports and other extra-curricular areas.	2,5
<i>Structured phonics teaching and interventions</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> Phonics data to be continued to be monitored- termly assessment sheets for children and progress meeting discussions.	1,2

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

Budgeted cost: £ 11,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Emotional support when necessary.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> .	4,5

	Feedback from staff in Progress Meeting and pupil information meetings.	
<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 not enabled them to take part. Take up of school uniform grant is also high and parents/carers appreciate this support.	4,5
<i>Encourage engagement in academic learning at home.</i>	Children can have access to learning opportunities at home to support their learning. Spelling Shed, MyMaths, Rock Star Times Tables and Test base. Parents supported with this through Welcome Meetings and discussions at Parents' Evenings.  <a href="#">EEF Parental Engagement Summary of recommendations.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	4,5
<i>Encourage reading at school and at home.</i>	To increase fluency and engagement with reading, our books need to be kept up to date. Consequently, money should be spent on renewing these resources, both class based libraries and class books for whole class reading.  <a href="#">Reading Fluency Resource 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	2,5

**Total budgeted cost: £ 42,015**

# 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.

Internal data in school shows that PP progress was good or outstanding in all year groups in reading, writing and maths.

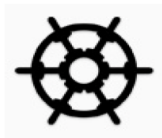
### KS2 data

PERFORMANCE DATA Avg. scaled score		2023			KEY: The graphs below show the difference between Pupil Premium and Non Pupil Premium Pupils ■ School Other ■ School Dis	
		Boys	Girls	Total		
No. of pupils		17	27	44		
School Disadvantaged pupils characteristics:	Dis	2	4	6		
	SEN	0	2	2		
	EAL	0	1	1		
	LAC	0	0	0		
School Other pupils characteristics:	Other	15	23	38		
	SEN	0	2	2		
	EAL	1	0	1		
	LAC	0	0	0		
SPaG eligible pupils		17	27	44		
GPS* TEST	ALL	106.5	104.7	105.4		
	Dis	103.5	104.0	103.8		
	Other	106.9	104.9	105.7		
	GAP	3.4	0.9	1.8		
Reading eligible pupils		17	27	44		
READING TEST	ALL	108.2	107.4	107.7		
	Dis	104.5	104.8	104.7		
	Other	108.7	107.9	108.2		
	GAP	4.2	3.1	3.5		
Maths eligible pupils		17	27	44		
MATHS TEST	ALL	108.7	106.1	107.1		
	Dis	104.0	104.3	104.2		
	Other	109.3	106.4	107.6		
	GAP	5.3	2.2	3.4		



Year 6 2023 Expected Standard		All - %	PP (6) - %
	Reading	93	83
Office Online Frame	Writing	91	83
	Maths	91	67
Year 6 2023 Greater depth Standard			
	Reading	34	17
	Writing	41	0
	Maths	34	17
Year 6 Average Scaled Score			
	Reading	107	105
	Maths	107	104
KS2 progress			
	Reading	2.9	0.2
	Writing	5.07	0.24
	Maths	3.25	0.3

**KEY STAGE 1 2023**  
**VISION Chandlers Ridge Academy**



**School Gap Analysis**

Percentage of pupils working at expected standard or greater depth

Disadvantage Analysis

PERFORMANCE DATA		2023			KEY: The graphs below show the difference between Pupil Premium and Non Pupil Premium Pupils ■ School Other ■ School Dis	
		Boys	Girls	Total		
No. of pupils		All	23	17	40	
School Disadvantaged	Dis	0	1	1		
	SEN	0	0	0		
	EAL	0	0	0		
	LAC	0	0	0		
School Other	Other	23	16	39		
	SEN	4	0	4		
	EAL	1	1	2		
	LAC	0	0	0		
READING TA	ALL	60.9%	88.2%	72.5%		
	Dis		100.0%	100.0%		
	Other	60.9%	87.5%	71.8%		
	GAP		12.5%	28.2%		
WRITING TA	ALL	65.2%	82.4%	72.5%		
	Dis		100.0%	100.0%		
	Other	65.2%	81.3%	71.8%		
	GAP		18.8%	28.2%		
MATHS TA	ALL	69.6%	82.4%	75.0%		
	Dis		100.0%	100.0%		
	Other	69.6%	81.3%	74.4%		
	GAP		18.8%	25.6%		
RWM* TA	ALL	60.9%	82.4%	70.0%		
	Dis		100.0%	100.0%		
	Other	60.9%	81.3%	69.2%		
	GAP		18.8%	30.8%		
SCIENCE TA	ALL	87.0%	100.0%	92.5%		
	Dis		100.0%	100.0%		
	Other	87.0%	100.0%	92.3%		
	GAP		0.0%	7.7%		

**Phonics Screening 2019-2023 - the expected standard - 32 out of 40**

**Groups**

% achieving the expected standard	2019				2022				2023			
	School		TSDC	NAT	School		TSDC	NAT	School		TSDC	NAT
	Cohort	%	%	%	Cohort	%	%	%	Cohort	%	%	%
<b>All Pupils</b>	50	82.0%	82%	82%	39	76.9%	76%	75%	50	90.0%	79%	
<b>Boys</b>	30	76.7%	79%	78%	21	66.7%	72%	72%	22	77.3%	75%	
<b>Girls</b>	20	90.0%	86%	85%	18	88.9%	80%	79%	28	100.0%	82%	

**Special Education Needs (SEN)**

<b>No identified SEN</b>	48	85.4%	89%	88%	35	85.7%	83%	82%	45	97.8%	86%	
<b>SEN Support</b>	2	0.0%	46%	48%	3	0.0%	40%	44%	5	20.0%	44%	
<b>SEN without a Statement</b>	2	0.0%	46%	***	3	0.0%	40%		5	20.0%	44%	
<b>EHCP / Statement</b>	0		18%	20%	1	0.0%	20%	19%	0		19%	

**English as an additional language (EAL)**

<b>EAL</b>	3	33.3%	78%	82%	3	66.7%	68%	75%	6	100.0%	74%	
<b>Non EAL</b>	47	85.1%	83%	82%	36	77.8%	77%	76%	44	88.6%	79%	

**Pupil Premium (Disadvantaged)**

<b>Disadvantaged</b>	4	100.0%	72%	71%	0		64%	62%	4	100.0%	66%	
<b>Other Pupils</b>	46	80.4%	86%	84%	39	76.9%	82%	80%	46	89.1%	84%	

Above is data from Teacher Assessments at the end of Year 2, Year 1 Phonic Test outcomes and SAT results at the end of Year 6. During progress meetings, staff noted the effectiveness of target setting, intervention groups and the use of support services to aid children in making progress.

Attendance	Whole school	PP
July 2022	96%	93%
July 2023	95%	94%

## 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
Reading Plus	Reading Solutions UK
Times tables Rock Stars	Maths Circle Ltd
Spelling Shed	EdShed

## **Service Children**

School will use additional funding to provide any pastoral support that service children require, when needed. This could be support with behaviour, attendance or well-being.