

## Pupil premium strategy statement – Chatsworth Infant School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	1.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Cathy Kinsley
Pupil premium lead	Vicky Harbor
Governor / Trustee lead	Lou Lynch

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2960
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£2960</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Chatsworth Infant School is part of The Pioneer Academy.

At Chatsworth Infant School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed and thrive. 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, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school based tuition and intervention for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

### **To ensure they are effective we will:**

- ensure disadvantaged pupils are challenged in their learning
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve To ensure that we uphold our responsibility for all pupils in meeting their pastoral, social and academic needs within the school environment, provision is made through:
  - Facilitating pupils' access to education through teaching
  - Facilitating pupils' access to the curriculum through targeted academic support
  - Alternative support and intervention within the school

### **Chatsworth Infant School Vision**

At Chatsworth and Burnt Oak we strive to create a kind, respectful and inclusive culture, where each individual is valued and nurtured to achieve their full potential. We are committed to providing a safe,

happy learning environment where children are supported to develop into independent, resilient life-long learners.

We celebrate the diversity of the world beyond our school community, developing empathy and consideration for all.

**To achieve our intent, at Chatsworth we: -**

- Provide children with exciting enrichment opportunities which develop their understanding of the world and themselves as learners.
- Have rigorous assessment and monitoring systems which enable us to quickly identify where children may need additional support or intervention.
- Have highly qualified teachers and teaching assistance who know the children well and adapt their approach to meet the needs of children as individuals.
- Provide children with a rich and varied curriculum.

## Challenges

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

Challenge number	Detail of challenge
1	Some of our disadvantaged children have learning gaps which require targeted intervention.
2	Some of our Pupil Premium children and their families are unable to support children with the wider learning experiences including visits, cultural capital and be part of the wider school community.

## 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
Disadvantaged children who have been identified as having gaps in their learning will receive targeted intervention which has enabled them to close gaps and make good or better progress.	Disadvantaged children who require targeted support will have received intervention, gaps in learning will be closed and children will make expected progress towards their individual targets.
Disadvantaged children will have access to all enrichment activities and experiences school offers and all disadvantaged children feel part of the school community.	All children will have access to school visits, enrichment activities and after school clubs no matter what their circumstances. They will also be in the correct full school uniform.

## 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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ 2460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle small group phonics intervention in Years 1 and 2.	An experienced teacher alongside teaching assistants will deliver targeted phonic intervention on a daily 1:1 basis. They will track progress and assess children's knowledge gaps to ensure intervention remains targeted and has impact.	1

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

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged children will have full cost of school trips, and enrichment activities met.	All children will all have equal access to every aspect of school life.	2
Disadvantaged children are offered a full set of school uniform to cover the cost of school uniform	All children will all have equal access to every aspect of school life.	2

<p>Weekly counselling for those children identified as requiring SEMH support.</p>	<p>Our trained counsellor will work with children identified by teachers as requiring SEMH support. She will work with individuals and groups as needed. Children build strategies to develop resilience and a sense of well-being. They also build social skills and communication skills surrounding their emotional needs, Children transition more confidently from home to school and cope with the challenges of the school day with greater resilience. There is are also targeted groups run that support other areas of SEMH including friendship resilience.</p>	<p>1</p>
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Total budgeted cost: £2960

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Pupil Premium	Reading				Writing				Maths			
	PP		Non PP		PP		Non PP		PP		Non PP	
	1 Term	Whole year	1 Term	Whole year	1 Term	Whole year	1 Term	Whole year	1 Term	Whole year	1 Term	Whole year
<b>Year 1 (2 pupils)</b>	1.5	4.0	2.0	4.1	2.0	3.5	1.9	3.7	1.5	3.5	1.9	4.0
<b>Year 2 (4 pupils)</b>	1.2	4.6	2.0	5.6	1.5	4.7	1.9	5.7	1.5	4.2	2.0	5.5

Our pupil premium children made progress in all areas, however there is still a gap between them and their peers.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
N/A	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

**The impact of that spending on service pupil premium eligible pupils**

N/A

## Further information (optional)

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