

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

Detail	Data
School name	Chaigeley School
Number of pupils in school	37
Proportion (%) of pupil premium eligible pupils	100%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/20223
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Paul Lambert Principal
Pupil premium lead	Ruth Myers
Governor / Trustee lead	Kay Nicholls

Chaigeley School

Pupil premium and COVID Recovery Strategy Statement



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,960
COVID Recovery premium funding allocation this academic year	£6,960
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	£50,920

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers

guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

All Pupils at Chaigeley School have Special Educational Needs; Chaigeley School is a specialist SEMH provision and all pupils' primary needs are Social Emotional and Mental Health Difficulties (SEMH), secondary needs of pupils range from ASC, ADHD, Sensory Processing Difficulties, Social interaction difficulties, Communication Interaction Difficulties, Emotional Interaction Difficulties, Anxiety issues and Emotional Distress. Every child has an Education Health Care Plan (EHCP) which is reviewed annually. Progress and attainment are measured in a variety of ways that are appropriate to individual learners. Pupils access effective, individualised learning programmes and interventions to improve wellbeing and enhance social development which in turn help to remove barriers to learning. The pupil premium supports these approaches by enabling us to provide additional resources to meet the needs of identified pupils.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in maths outcomes.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties compared to non-disadvantaged pupils in our school.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel.
6	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

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
Improved attainment for disadvantaged pupils in all subjects, notably maths, relative to their starting points as identified through baseline assessments.	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.</p> <p>An increase in the number of disadvantaged pupils entered for GCSE subjects, particularly maths. For those that are entered, results show a reduction in the attainment gap between disadvantaged pupils and their peers from 20 - 57% to no more than 10 - 20%.</p>
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school from 0 - 42% to no more than 10 - 20% by the end of our strategy in 2024/25.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.

<p>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>Through observations and discussions with pupils and their families.</p>
<p>Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.</p>	<p>All disadvantaged pupils are able to access high quality work experience and careers mentoring.</p> <p>By the end of 2024/25, disadvantaged pupils are progressing to higher or further education at the end of KS5 in the same numbers as their peers.</p>

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: **£24,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of an additional half day per week of Speech and Language Therapist (SALT) time, and two further hours of Higher Level Teaching Assistant time.	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children’s speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	2, 3
All pupils will access literacy and numeracy teaching that meets their needs and provides the correct level of challenge. As well as targeted Interventions. This will result in the PP closing the gap on non PP pupils and increasing overall achievement in both English and Maths. Using :	Read Write Inc. Phonics is a whole-school approach to teaching literacy that creates fluent readers, confident speakers and willing writers. It integrates phonics with comprehension, writing, grammar, spelling and handwriting, using engaging partner work and	1

<p>Target Tracker, Edushed RM Maths TT Rockstars Educake Read Write inc phonics Interventions Accelerated Reader</p>	<p>drama.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£7,855.47**

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£26,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.</p>	<p>We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.</p> <p>Funding of Sensory Room</p>	<p>3</p>
<p>Providing Shine Therapy Services Ltd - Occupational Therapy session</p>	<p>Sensory interventions for our pupils can support their emotional regulation making them more able to learn and access academic lessons.</p>	<p>3</p>
<p>CITC coaches deliver high-quality and inclusive physical education lessons that inspire all pupils to succeed and excel in physical activity.</p>	<p>Across the year, CITC coaches deliver a PE programme that is shaped and led by the schools overarching vision and individual pupil's needs. Lessons aim to develop pupils knowledge and competency in the following areas:</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a 	<p>3</p>

	<p>range of activities</p> <ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	
Sports Cool Warrington	Sports Cool delivers curricular and extra-curricular sessions, by providing outstanding coaching services that put the child at the centre of everything they do to ensure that each and every child has the chance to progress, develop, and enjoy the sport in a structured and safe environment.	3

Total budgeted cost: £57,855.47

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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 2021 to 2022 academic year

Our internal assessments during 2021/22 indicated that disadvantaged pupils academic and wider development outcomes were in general below what was anticipated. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum, even when pupils were not in school, via resources such as those provided by Google Classroom. However, it was challenging to provide differentiated support to our pupils online.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the

degree that we intended.

Externally provided programmes

Programme	Provider
CITC coaches deliver high-quality and inclusive physical education lessons that inspire all pupils to succeed and excel in physical activity.	City in the community Foundation –Schools Sports Programme SLA
Speech & Language therapists employed to complete functional communication assessments to set targets and inform interventions for pupils and monitor progress & impact. Communication friendly school with all staff trained and confident in meeting needs of pupils.	Chatter jacks-Jane Mullen Speech Therapy Ltd

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Year Pupil premium strategy outcomes