

# Pupil premium strategy statement



**This statement details the school's  
pupil premium and recovery  
planning statement for 2022-23**

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.

## School overview

Detail	Data
School name	Cheetham CE Community Academy
Number of pupils in school	652
Proportion (%) of pupil premium eligible pupils	38.58%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Governing Body
Pupil premium lead	Sajida Zaman
Governor / Trustee lead	Jawad Amin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£296,390
Recovery premium funding allocation this academic year	£28,855
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	£325,245

# Part A: Pupil premium strategy plan

## Statement of intent

At Cheetham CE Community Academy our core values of Love, Friendship, Trust, Hope, Courage and Forgiveness are central to everything we do. We work together to recognise the best in ourselves, find the best in others enabling us all to achieve individually and as a whole school community.

We want all our pupils to live life to the full and this includes being supported to work well with others and be able to enjoy positive relationships, make good progress and achieve high standards, whatever the starting point or challenges being faced.

We have high ambitions for all our learners, and we strongly believe that achievement should not be determined by where you come from. We recognise that disadvantage can be identified in many ways including, but not exclusive to, those pupils who are eligible for pupil premium. Economic disadvantage is faced by many who do not have access to public funds or to services needed to support family needs. Pupils entering school with low language levels, high levels of transience, young people acting as carers, pupils with SEND, LAC are all potentially vulnerable to underachieving and the list is not exhaustive.

As a school we ensure that opportunities for learning exist for all children, acknowledging equal opportunities regardless of gender/ gender identity, race, creed or ability. We have high levels of expectation in all areas of the curriculum – in work, in conduct and in attitude.

Our pupil premium / recovery strategy recognises both the academic and wider strategies needed to support disadvantaged and vulnerable learners and our view of what constitutes disadvantage is much wider than academic performance alone. Therefore, our approach recognises the importance of:

- High quality teaching and learning for all pupils
- Tailored intervention and support, including tutoring, that is specific to the needs of the learner
- Wider strategies to manage poor attendance and provide pastoral support

### Key principles

High quality teaching is fundamental in supporting all children to achieve and therefore we prioritise the professional development of teachers through training, coaching and the support from highly trained and experienced 'expert' teachers. Having a consistent approach to implementing the teaching and learning policy and the school's approach to reading is fundamental to accelerating progress and paving the way for future learning.

Developing a whole school, evidence informed approach to improving progress in phonics and reading comprehension using Talk for Reading (and read write inc.) will allow for consistent high-quality teaching for all pupils across the school. Intervention and tutoring should be provided for pupils to keep up and catch up.

Addressing the language needs of our children is fundamental to success in all areas and we use diagnostic assessments (Wellcomm) to understand needs and tailor intervention so that it is targeted and effective.

Our strategy is also linked to the wider school recovery programme to support pupils most affected (those working within the lowest 20% nationally) and in need of catch up following the pandemic. This approach includes tutoring, both school -led and NTP

Support for attendance and SEMH needs of pupils is required as this is also a potential barrier to learning and achievement. It is essential that the school is responsive to these needs through a well-trained pastoral team supported by external consultants who share their expertise with staff and parents in school.

## Challenges

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

Challenge number	Detail of challenge
1.	<p>Our assessments (Baseline and Wellcomm) and discussions with pupils indicate that a significant proportion of our pupils have underdeveloped language skills and gaps in their vocabulary.</p> <p>-50% of pupils leaving the nursery are below ARE for communication and language. – Approximately 1/3 of children in KS1 continue to be working at a language age well below their peers.</p> <p>Approximately 1/5 of pupils in KS2 continue to work at a language level well below their peers. This is prevalent in pupils we would identify as disadvantaged or vulnerable.</p>
2	<p>Our assessments tell us that more than 40% of pupils in school are working within the lowest 20% of pupils nationally in reading in KS1.</p> <p>Phonics screening check outcomes fluctuate and are below the national average. at the end of key stage 1 59% of pupils passed the PSC in 2022</p> <p>Diagnostic assessments (YARC) tell us that many children have a low reading fluency age, and this is affected by their outcomes in phonics, the rate and accuracy of their reading.</p> <p>A reading audit carried out by the North Manchester Literacy Hub helped us identify gaps in practice and the basis of finding a new approach in school.</p>
3.	<p>High levels of transience means that there are a significant number of children in school who have not been taught phonics or who have not reached the standard of the PSC. Therefore, we need an approach that offers continuity in to KS2 and is suitable for learners joining the school at a later stage in their learning.</p>
4.	<p>Reading outcomes for all key stages were significantly below national in 2019. In school data from TA and NFER tests tell us that more than 40% of pupils are working within the lowest 20% of pupils nationally. In 2022 outcomes at the end of KS2 were much improved and above national, however the school needs to sustain these improvements at KS2 and accelerate for pupils in KS1.</p> <p>Our diagnostic assessments tell us that reading fluency and comprehension ages for these children are lower than their actual age.</p>

	The school has recently implemented a whole school approach to reading and this needs to be embedded.
5	Teacher assessment, NFER tests and discussions with pupils show that on average 40%+ pupils are working below the NA in writing.
6	<p>Poor attendance and low levels of engagement with parents leave some pupils vulnerable and this does have an impact on their well-being.</p> <p>There are a number of pupils who have been absent from school due to health related issues and anxiety.</p> <p>A number of families have taken unauthorised leave to travel overseas for extended family visits.</p>
7	<p>There is an increase in the number of pupils who have significant difficulties managing their emotions and this is impacting on their learning and their ability to form and sustain relationships with their peers. Several children need support for bereavement/ critical illness related issues and there are a number of younger children who are not biddable, not accepting of boundaries and not able to accommodate the needs of others.</p> <p>Assessments including PSHE audits, SDQs and Boxhall profiles have identified specific areas of need requiring a programme of pastoral support and external advice and support.</p>

## 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
To improve children's language skills and use of a wider vocabulary across the school from early years to year 6	<p>Wellcomm assessments show that increased % of pupils working within the green band for their age.</p> <p>Children can articulate their learning using appropriate vocabulary as mapped out in the tier 2 and 3 words.</p>
To improve outcomes in phonics and for children to become more fluent readers across the school.	<p>Increase the number of children leaving EYFS who are able to read words with 4 sounds eg clap and achieve the ELG for reading</p> <p>PSC in line with national average</p> <p>An increased number of children accessing age related books</p>

	<p>Children in KS2 who have not met the KS1 phonics standard and new arrivals successfully complete the appropriate phonics programme for their age.</p> <p>The progress of international new arrivals is accelerated and evidenced through Fastrack and Fresh start assessments.</p>
<p>To improved reading outcomes for disadvantaged pupils</p> <p>To increase the end of Key stage outcomes in reading to be broadly in line with national average.</p>	<p>End of Key stage outcomes in reading for disadvantaged pupils to be broadly in line with national average.</p> <p>To decrease the % of pupils working below the expected standard</p> <p>Improved reading fluency is evidenced in improved reading age using YARC assessment.</p> <p>Improved reading comprehension is evidenced in YARC assessments</p>
<p>Improve outcomes in writing and maths for disadvantaged pupils at the end of KS1 and KS2</p>	<p>KS1 and KS2 outcomes for disadvantaged pupils are in line with the national average. Progress of writing and maths is evidenced through internal assessments and progress is in line with the national average.</p> <p>Progress is measured against the FFT high band targets.</p>
<p>Attendance is improved closer to the pre-pandemic standard for the school (96.5) and closer to the NA</p>	<p>Increased overall attendance</p> <p>Increase in attendance of vulnerable pupils</p> <p>Reduction in PA</p> <p>Identify pupils for targeted support and intervention.</p>
<p>Social and Emotional needs of pupils</p> <p>Pupils identified with a SEMH need are able to engage and participate fully in school life.</p>	<p>Identified pupils can regulate and manage their emotions which will in turn impact on their learning outcomes.</p>

	<p>Relationships and social communication skills are improved and positive relationships between staff and peers is evident.</p> <p>Termly assessments (SDQs/ Boxhall profiles) show improvement.</p> <p>Reduction in the number of blue behaviour incidents.</p>
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## 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: £72,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality training for staff new to the school in the RWI approach including Fastrack and Fresh start for pupils in KS2 who have not reached the standard or who have arrived in KS2 without phonic knowledge.</p> <p><b>Total training cost £3000</b></p>	<p>DFE require a registered scheme</p> <p>Audit of provision was carried out with the North Manchester Hub and identified the need for a more consistent approach across the school.</p> <p>RWI has a proven track record and is proven to be effective with disadvantaged children.</p> <p>In 2021 it was estimated that less than 50% pupils were meeting the phonic standard (PSC)</p>	2
<p>Build a team of 'expert' reading teachers to support other staff through regular coaching.</p> <p><b>Cost £5,000</b></p>	<p>Research and evidence from the RWI programme show that Fidelity to the programme and consistency in delivery impacts on progress.</p>	2
<p>Train all new staff in Talk for Reading approach.</p> <p>£3,000</p> <p>Provide professional development and leadership time for the reading lead to:</p> <ul style="list-style-type: none"> <li>- Work with all staff to develop the</li> </ul>	<p>Fluctuation at the end of key stage 2 in reading outcomes indicates a need to secure a consistent approach to reading across the school.</p> <p>The pandemic has impacted on reading fluency and understanding and the gap has further widened between disadvantaged pupils and their peers.</p> <p>More than 40% of pupils (KS1) working at the lowest 20% of pupils nationally.</p>	<p>4</p> <p>2</p>



<p>understanding of literary concepts in reading</p> <p>£1000</p>		4
<p>Cost of reading assessments</p> <p>RWI six weekly 'expert reading team'</p> <p>£11,000</p> <p>YARC – 1 week per term x 5 Staff (TAs x 3 + 2 teachers)</p> <p><b>Total Cost £20,000</b></p>		4
<p>Train key staff in delivering intervention and support for RWI, reading fluency and Inference (KS2)</p> <p><b>Cost £5,000</b></p>	<p>All pupils working below expected in reading have been assessed using YARC. Approximately 40% of pupils have been identified as requiring a reading intervention and a reading age well below expected.</p> <p>Staff training and coaching to ensure high quality intervention is delivered for pupils in all year groups.</p>	2
<p>Literacy lead to review and refine the schools approach to writing</p> <p>3 days £250 per day</p> <p>£750</p> <p>Train staff in Writing approach</p> <p>Cost 4 days x 2 staff</p> <p>£2000 release termly</p> <p><b>= £6000</b></p> <ul style="list-style-type: none"> <li>- Staff training</li> <li>- Plan unit of work termly with YTLs</li> <li>- YTL coach a member of their team each week in</li> </ul>	<p>KS1 and KS2 outcomes for disadvantaged pupils are in line with the national average.</p> <p>Progress of writing is evidenced through internal assessments and progress is in line with the national average.</p> <p>Progress is measured against the FFT high band targets.</p>	5

- writing		
SALT to work with priority children carrying out language intervention <b>Cost £26,000</b>	Wellcomm assessments are carried out for all identified children and intervention is planned for groups of 4/5	1
Pastoral team receives support and supervision from external consultants <b>£3000</b>	Commissioned external support advises the school on the most recent strategies based on research and good practice.  Based on the needs of pupils, identified through diagnostic assessments.	7

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

Budgeted cost: **154,308**

Activity		Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>			
RWI tutoring Y1 & 2  <b>Cost £15,000</b>		Reading audit carried out with the Manchester Hub indicates that the RWI approach is effective with similar pupils.  Pupils who are not on track receive daily small group intervention or 1-1 tutoring.	2
RWI Fastrack intervention Y4 Daily 30 minute intervention  <b>Cost £7000</b>		Assessments show that 15% of pupils in year 4 need intervention as they have not met the phonics standard.	2



<p>Intervention Years 1,2,3,4</p> <p>Daily 20 &amp; 30 minute interventions are to be carried out by trained support staff</p> <p><b>Cost £18,268 (Recovery)</b></p>		<p>Research indicates that addressing language development early has a positive impact on learning.</p> <p>Wellcomm assessments identify language needs and provide a basis for intervention in EYFS and years 1-4</p> <p>50% of pupils leaving nursery having a language age well below their actual age % of pupils with a language age well below that of their actual age: Year 1 - 30% Year 2 - 35% Year 3 - 15% Year 4 - 15% Increase in the number of INA Research shows that early language support and intervention impacts on future learning.</p>	<p>3</p> <p>3</p>
<p>Tutoring year 6 maths</p> <p>Tutor trust School led tuition <b>Cost £9,000</b></p>		<p>Children working below EXS to receive maths intervention Scaled scores, QLA and ready to progress statements used to identify the gaps</p>	5
<p>Tutoring year 5 maths <b>£9,000</b></p> <p>(recovery premium)</p>		<p>Children working below EXS to receive maths intervention Scaled scores, QLA and ready to progress statements used to identify the gaps</p>	5
<p>Writing intervention UKS2 <b>9,000</b></p> <p>(recovery premium)</p>		<p>Children receive regular and effective writing feedback so that they know and can articulate how they are performing and what they need to do to improve. Scaled scores, QLA and ready to progress statements used to identify the gaps</p>	5

Tutoring year 2 Maths <b>£14,000</b>		30 children to receive maths intervention Scaled scores, QLA and ready to progress statements used to identify the gaps	5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £123,170**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify children who are underachieving and respond through: <ul style="list-style-type: none"> <li>- Therapeutic support for behaviour and well being</li> </ul> <b>Cost £70,000</b>	The effects of lockdown on children's well being has led to an increase in the number of children needing support for SEMH needs. These needs are identified using the schools diagnostic tools ie SDQs and Boxhall profiles	4
Home-school support including attendance <ul style="list-style-type: none"> <li>- Support from the family liaison officer</li> </ul>	Attendance 93.7% is well below the pre-pandemic levels for the school and below the national average.	4
<ul style="list-style-type: none"> <li>- Strengthen support for families including early help</li> <li>- <b>Cost £61,000</b></li> </ul>	Support needed for families who have felt the greater impacts of the pandemic.	4

**Total budgeted cost: £ 357,308**

## 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.

***Strengthen the curriculum delivery having a flexible approach to teaching and learning that can be accessed in home or in school seamlessly.***

**To improve children's language skills and use of a wider vocabulary across the school from early years to year 6**

Wellcomm assessments nursery – year 4 show an increase in the % pupils working within the green band for their age in Evidence shows that the strategy has been effective.

Nursery - in the autumn term 82% of pupils were assessed as being well below the EXS stage for language.

By the end of the summer term this had decreased to 50%

31% of pupils were working at the EXS stage at the end of the year and this was an increase from just 4% in the autumn term.

**Reception - the % of children working well below their age related expectations has decreased and the following increases in pupils language age shows that wellcomm intervention has been effective.**

Year 1 Average language increase 15 months

Year 2 Average increase 15 months

Year 3 Average Increase 24 months

Year 4 Average increase 17 months

Children articulate learning well and this can be seen in lesson observations and discussions with children. Staff regularly check that children use tier 2 and tier 3 words to talk about / retrieve learning.

**To improve outcomes in phonics and for children to become more fluent readers across the school.**

EYFS - RWI data tells us that 68% of pupils in reception were on track at the end of the summer term. This is an increase of 60%. Pupils entering year one in 2022 will have a much better starting point than pupils in the previous years.

#### **Year 1**

PSC year 1 was 59% and below the national average. Progress in phonics from the beginning of the year has been good with just 7% of children on track in the autumn term.

68% of pupils are accessing reading books relevant to the EXP stage.

#### **Year 2**

89% of pupils in year 2 have reached the phonic standard which is very close to the national average of 91% and shows a big increase from the 46% of pupils meeting the standard at the start of the year.

71% are reading books appropriate to their EXP stage.

**Children in KS2 who have not met the KS1 phonics standard and new arrivals successfully complete the appropriate phonics programme for their age.**

**Pupils in year 3 continue to follow the RWI scheme.**

At the end of the year 74% of pupils met the standard.

**Pupils in year 4 follow fast track**

In the autumn term there were 21 children working below the EXP standard for phonics.

In the summer term this number has reduced to 8 and these children will continue to receive support.

**In year 5 pupils who have not met the PSC standard follow the Fresh start programme.**

In the autumn term 27 children were on the programme.

By summer term there were 6 children who still require intervention and support. This will continue into next year.

**In year 6 pupils follow the Freshstart programme**

In the autumn term 17 children needed this support because they were working below the standard.

Summer term this number had reduced to 4.

The progress of international new arrivals has been accelerated through this programme.

**Reading outcomes for pupils including disadvantaged pupils**

**Key stage 1**

**All pupils Year 2**

In key stage 1 - 57% of pupils met the EXP standard + for reading with 19% of these children reaching GD. This is an increase of 23% at EXS from the Aut term starting point and an increase of 10% at GD

**Disadvantaged pupils – Year 2**

58% of disadvantaged pupils are working at EXP and 15% of these pupils are working at GD.

This is an increase from the start of the autumn term when 35% of disadvantaged pupils were working at the EXP standard and an increase of 7% at GD.

At the EXP standard PP pupils are working at a similar level to their non PP peers.

**Key stage 2**

All pupils

77% of pupils reached the EXS standard at the end of KS2

23% of pupils reached GD

Progress in reading 2.8 and the school is putting the school in the highest 20% of schools nationally.

Disadvantaged pupils

80% of disadvantaged pupils in KS2 met the EXS standard in reading

At GD 23% achieved the higher standard

KS2 outcomes in reading were above the NA at EXS and this includes disadvantaged learners in school.

**Improved reading fluency as evidenced by YARC**

Group	Accuracy	Rate	Comprehension
Y2 (23 pupils)	12.3 months	11.8 months	13.6 months
Y3 (19 pupils)	11 months	3.1 months	14.9 months
Y4 (21 pupils)	13.6 months	2.5 months	13.8 months
Y5 (24)	12.3 months	12.6 months	12.6 months
Y6 (3)	11.3 months	3.5 months	31.7 months

Improved reading inference as evidenced by YARC assessments

Year group	Accuracy	Rate	Comprehension
Y2 (3 pupils)	9.3 months	11.9 months	42.3 (3 years 6 m)
Y3 (6 pupils)	10.3 months	-4.6 months	19.2 months
Y4 (4 pupils)	0.3 months	-3.8 months	0.5 months
Y5	-6.6 months	1.4 months	12.8 months
Y6	9.3 months	5.5 months	32.2 months

**Improved outcomes in maths for disadvantaged pupils KS1 and KS2**

**KS1** - by the end of KS1 65% of pupils achieved EXS standard - this was an increase of 30% from the start of the year

26% of pupils achieved GD standard 22% increase from the start of the year

68% of disadvantaged learners achieved EXS in maths

40% of disadvantaged learners achieved GD in maths

KS1 attainment (overall) at GD is significantly above national average and in the top 20% of schools.

**Improved outcomes in maths for disadvantaged pupils in KS2**

75% of all pupils achieved EXS standard by the end of KS2 in 2022

31% achieved GD and this is well above the NA



74% of disadvantaged pupils achieved EXS in maths

31% of disadvantaged pupils achieved GD

Progress in maths at the end of ks2 is 4.9% - significantly above the NA and in the top 20% of schools.

### **Attendance**

Overall absence for the school 2022 is 5.52%. This is below the national and local averages.

PA at 10% 17.51% is lower than national (18.30%) and local (20.05%)

IDSR tells us that in the summer term the school's absence rate is (3.7%) and this is in the lowest 20% of schools with a similar level of deprivation.

Persistent absence (8.2%) in summer was in the lowest 20% of schools with a similar level of deprivation.

SEMH / Pastoral support

Behaviour is judged to be outstanding in school

2021-22 There was a caseload of 14 children to work with the behaviour specialist and these children were supported in school by the pastoral leads.

Of these 14 children 9 no longer require personalised support and are able to self regulate using the systems in the classrooms.

Advice has been acted upon and children are making good progress.

A further 34 children had access to the sunshine room.

21 of these children had a pre and post SDQ assessment. All these children had improved scores.

The other 14 children received regular check-ins or short term support. This was due to circumstances outside of school eg housing concerns, friendship issues.

## 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

## Service pupil premium funding (optional) NA

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## 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.*