

Pupil premium strategy statement

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	Hawridge and Cholesbury C of E School
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	31 pupils- 15.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Dec 2021- Dec 2024
Date this statement was published	Dec 2022
Date on which it will be reviewed	Dec 2023
Statement authorised by	Rosie Phillips
Pupil premium lead	Heather Woodward and Caroline Davey
Governor lead	Phillip Harrison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,088
Recovery premium funding allocation this academic year	£8623
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	£46, 711

Part A: Pupil premium strategy plan

Statement of intent

At Hawridge and Cholesbury we want to ensure that all children make good progress and achieve their full potential. We recognise that some of our children may face additional challenges. Our aim is to ensure that we address these challenges in order to support disadvantaged children to achieve highly and make good progress in all areas of the curriculum. Our Pupil Premium Strategy focuses on putting the necessary support in place so that there is no discrepancy between the attainments of disadvantaged children when compared with the attainment of their non-disadvantaged peers.

We have carefully considered the challenges faced by the disadvantaged children in our school and outline in our strategy the evidence based support we will be putting in place to address these. The strategies we will implement aim to improve the progress and attainment of our disadvantaged children but it is our belief that all children in our school will benefit, leading to improved progress and attainment for all.

There is a substantial amount of evidence to support the effects of health and wellbeing on attainment. In order to learn, children must first have their physical and psychological needs met. The full impact of the pandemic on children's wellbeing is not yet understood but child health and wellbeing remains at the heart of everything we do and will be a major focus in our Pupil Premium Strategy.

Research has shown that high quality teaching is key to closing the disadvantaged attainment gap and for this reason it underpins much of our Pupil Premium Strategy. There will be a focus on developing the quality of teaching through focused CPD and sharing effective practice.

Our strategies for closing the disadvantaged attainment gap are inextricably linked with those that will support our whole school education recovery following the impact of Covid 19. We also outline here how funding from the National Tutoring Programme has been and will continue to be used to support children whose education was most affected by lockdown.

To ensure we achieve the intended outcomes of our Pupil Premium Strategy **we have:**

- used 'assessment not assumption' to identify the key challenges facing our disadvantaged children
- chosen evidence based approaches which will support the progress and attainment of all children
- set out a 3 year plan where we can fully embed the strategies outlined and build on

our successes yearly.

To ensure we achieve the intended outcomes of our Pupil Premium Strategy **we will:**

- take a whole school approach to supporting disadvantaged children, where everyone takes responsibility for children's outcomes
- have high expectations of what children can achieve and ensure that children are appropriately challenged in order to move their learning forward.
- be responsive to the needs of our children
- be reflective about what is working well and what we need to change to meet the needs of our children.

Challenges

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

Challenge number	Detail of challenge
1	32.1% our disadvantaged children also have Special Educational Needs and face additional barriers to learning. 77.8% of these children have <i>Cognition and Learning</i> needs.
2	Our assessments and observations show that Parental Engagement is generally lower from our disadvantaged families. 25% are also Young Carers which impacts on parental engagement.
3	Reading Reading levels for our disadvantaged children are lower overall than their non-disadvantaged peers. On entry to Reception class in the last 3 years 100% of our disadvantaged children arrive below age-related expectations in Reading compared to between 29.2% and 57.1% of non-disadvantaged children. At the end of Key Stage 2, 60% of our disadvantaged children did not achieve age related expectations in Reading compared to 12.5% of non-disadvantaged children.
4	Well-being Our assessments, observations and discussions with children and families have identified a range of additional factors that may impact the well-being of our disadvantaged children. In many cases, these were worsened by Covid 19 and school closures and include social and emotional issues and a lack of enrichment opportunities during school closure.

	<p>22 children (7 or 31.8% of whom are disadvantaged) currently require additional support with social and emotional needs.</p> <p>Currently, only 2.7% of children taking part in extra-curricular activities at school are disadvantaged.</p> <p>None of the children learning to play an instrument are disadvantaged.</p> <p>Only 24.1% of children attending Homework or Breakfast Club are disadvantaged.</p>
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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
Children with special educational needs make improved progress and attainment from their starting points in Reading, Writing and Maths.	<p>60% of children with SEND achieve expected levels in Reading, Writing and Mathematics (combined) at the end of Key Stage 2 (July 2023)</p> <p>100% of children with SEND will make improved progress in Reading, Writing and Mathematics compared to the previous academic year's progress.</p>
Improved parental engagement from parents of disadvantaged children.	Levels of engagement for disadvantaged children is in line with non-disadvantaged children by 2023/24 This will be monitored through attendance at parents' evenings, reading records, homework, attendance at events, parent workshops etc.
Improved Reading attainment among disadvantaged children.	KS2 Reading outcomes in 2023/24 show that more than 85% of disadvantaged children achieve age related expectations.
<p>To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.</p> <p>Disadvantaged children to engage in a</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by qualitative data from child voice, child and parent surveys and teacher observations</p> <p>There is a significant increase in</p>

wide range of enrichment activities to the same level as their non-disadvantaged peers.	<p>participation in enrichment activities, particularly among disadvantaged children.</p> <p>There is no difference between the attendance of disadvantaged children and non-disadvantaged children at wider curricular/enrichment activities by 2023/24.</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: £16, 662.50

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Teaching and Learning focus on evidence based strategies to support Quality First Teaching.</p> <p>Teacher CPD.</p> <p>Develop subject leader's knowledge on how their curriculum area can be appropriately adapted for children with SEND.</p> <p>CPD for one KS1 and one KS2 teachers who will then feedback learning in staff meeting.</p> <p>CPD for staff on metacognition strategies for learning. SLT to attend training and feedback to staff.</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DfE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>The EEF state that 'good teaching is the most important lever schools can have to improve outcomes for disadvantaged students'.</p> <p>Research collated by the EEF suggests a range of teaching strategies that should be emphasised for children with SEND. These include flexible grouping, cognitive and metacognitive strategies, explicit instruction, the use of technology to support pupils and scaffolding. These strategies should be developed and used in response to the needs of each child.</p> <p>Oral feedback involving metacognitive and self-regulatory approaches may have greater impact on disadvantaged and lower attaining children.</p>	1, 3

SLT/Curriculum leads to monitor implementation of new strategies in lessons across the curriculum.	<p>The potential impact of metacognition and self-regulation approaches is high (EEF + 7 months additional progress).</p> <p>These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content).</p>	
Ensure all new teaching staff and LSAs are trained in Read, Write Inc Phonics scheme by EYFS Leader.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged children (+ 5 months).</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 3
<p>Implement reading comprehension and oral language interventions (such as targeted reading aloud and book discussion with young children and the use of structured questioning) to raise reading attainment.</p> <p>Train HLTA to assess and deliver the support.</p>	<p>The EEF cites extensive evidence for the impact of Reading Comprehension strategies. (+6 months over the course of a year). Alongside phonics it is a crucial component of early reading instruction. The EEF recommend shorter interventions of up to 10 weeks and the explicit teaching of strategies.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 3
Speech Link Trained LSA to train another LSA on Speech-Link to ensure early identification of children with speech and language difficulties in EYFS and provide the necessary support.	<p>Speech and Language Link has been shown to be effective in supporting pupils with Speech, Language and Communication Needs (SLCN). Results from projects across the country have demonstrated positive outcomes including increased progress compared to control groups as well as improved understanding, communication, confidence and participation.</p> <p>https://speechandlanguage.info/resources/perch/pdf/impact-report-1.pdf</p>	1

<p>CPD on how to use approaches such as 'echo-reading' to support the development of prosody and attainment in reading.</p> <p>Subject Leader time to support teachers and monitor the implementation of the strategies.</p>	<p>Herts for Learning carried out a Reading Fluency Project which demonstrated that on average, in just 8 weeks, children made 2 years and 3 months progress in their reading comprehension age and gained an increase in accuracy of 13 months.</p>	<p>1, 3</p>
<p>Develop an integrated whole-school policy on mental health and wellbeing.</p> <p>All staff to be trained on mental health and well-being by a trained Art therapist.</p> <p>Mental Health Lead Coordinator time to support colleagues, work with children and implement actions on strategy.</p>	<p>'It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood'. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf</p> <p>Research has shown that training combined with consulting and coaching programs delivered to teachers by mental health professionals can have numerous benefits including:</p> <ul style="list-style-type: none"> - Closer relationships between teachers and children - Improved classroom effectiveness - Reduced peer victimisation 	<p>2, 4</p>
<p>Train an Emotional Literacy Support Assistant.</p> <p>ELSA to encourage parental engagement through sending activities and feedback home and asking for parental comments/support.</p>	<p>Research has found that socioemotional skills and well-being underpin later academic achievement 3 (Duncan et al., 2007; Greenberg et al., 2003; Berger, Lidia, Alejandra & Neva, 2011; Djambazova-Popordanoska, 2016)</p> <p>Children's social and emotional wellbeing is now recognised as a key factor in determining how well children do at school (National Institute for Health and Clinical Excellence, 2008, 2009), with direct teaching of EL found to increase children's academic achievement and improve behaviour (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Zins, Bloodworth, Weissberg, & Walberg, 2007).</p>	<p>1, 2, 4</p>

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

Budgeted cost: £16,251

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Scheme used to support children who are working below ARE in Reading and Writing.	EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months	1, 3
Nessy interventions for children with reading and spelling difficulties	A range of studies have found Nessy to be effective in developing children's reading and spelling abilities, particularly for children who are working significantly below age related expectation and those who demonstrate dyslexic tendencies. https://www.nessy.com/en-us/shop/research	1, 3
Social and Emotional Support group interventions - ELSA	Children's social and emotional wellbeing is now recognised as a key factor in determining how well children do at school (National Institute for Health and Clinical Excellence, 2008, 2009), with direct teaching of EL found to increase children's academic achievement and improve behaviour (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Zins, Bloodworth, Weissberg, & Walberg, 2007).	1, 3, 4
Children take part in Paired Reading several times each week to improve reading fluency.	Paired reading is a research-based fluency strategy used with readers who lack fluency. The following research supports the use of the paired reading strategy for developing fluency and raising attainment: Fuchs, D., Fuchs, L., & Burish, P. (2000). Peer-Assisted Learning Strategies: An Evidence-Based Practice to Promote Reading Achievement. <i>Learning Disabilities Research and Practice</i> , 15(2), 85-91. Koskinen, P. & Blum, I. (1986). Paired repeated reading: A classroom strategy for	1, 3

	developing fluent reading. <i>The Reading Teacher</i> , 40(1), 70-75.	
Half termly 1:1 meeting time between class teachers and the disadvantaged children and children with SEND in their class. Teachers to discuss targets and progress with each child, focusing on achievements and next steps in targeted areas.	Verbal feedback can provide + 7 months progress. Oral feedback involving metacognitive and self-regulatory approaches may have greater impact on disadvantaged and lower attaining children. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).	1, 3

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

Budgeted cost: £14,373.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve social and emotional learning in school by continuing to embed the new Jigsaw PSHE curriculum, ensuring a whole school approach. Share learning with parents via the newsletter and website. Hold an information evening on Jigsaw for parents.	Improve social and emotional learning in school. EEF (+ 4) SEL is identified as supporting children's mental health and wellbeing; character education; development of children's resilience; bullying prevention; life skills; behaviour management; personal development; and Spiritual, Moral, Social and Cultural Development. This is addressed through whole school e.g. staff training, whole class PSHE taught explicitly weekly.	1, 2, 4
Implement and embed a wide range of parental involvement strategies (including the use of social media, parenting	Research collated by the EEF suggests that the average impact of parental engagement approaches is an additional four months' progress over the course of a year, for low cost. Evidence suggests that there are higher impacts for children with low prior	1, 2, 3, 4

courses, improving pre-school links for smoother transition and earlier parental engagement)	attainment.	
<p>Promote a love of reading and 'reading for pleasure' with a range of initiatives and events during the year (e.g. 'Battle of the Books', World Book Day, visits to/from a local library and author visits).</p> <p>Daily/weekly strategies to be developed and embedded (e.g. regular school library visits, class stories, celebration assemblies where teachers share a book, an outdoor reading area and enticing book corners containing high quality texts in every classroom.)</p> <p>Reading for pleasure to be promoted with parents through information and workshops.</p> <p>Systems to be set up to encourage children to read for pleasure and their families to support them with this.</p>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).</p> <ul style="list-style-type: none"> • Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). • Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf <p>Literacy-targeted rewards, such as books or book vouchers have been found to be more effective in developing reading motivation than rewards that are unrelated to the activity (Clark and Rumbold, 2006).</p> <ul style="list-style-type: none"> • Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006). • Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families (Cremin et al, 2009). 	1, 2, 3, 4
<p>Develop an integrated whole-school policy on mental health and wellbeing.</p> <p>Involve parents in our well-being ethos through events, information and tips</p>	<p>'It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood'. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and</p>	2, 4

in the newsletters, text messages and website and social media posts. Provide resources and ideas for promoting well-being at home for children and parents.	wellbeing.pdf Research has shown that training combined with consulting and coaching programs delivered to teachers by mental health professionals can have numerous benefits including: <ul style="list-style-type: none"> - Closer relationships between teachers and children - Improved classroom effectiveness - Reduced peer victimisation 	
Provide a wider selection of extra-curricular clubs to widen experiences and develop children's cultural capital. Encourage attendance at our after school homework club for disadvantaged and vulnerable children. Attendance at homework club and other extra-curricular clubs to be funded for disadvantaged or vulnerable children (1 per week).	Participation in artistic and creative activities such as dance, drama, music, painting and sculpture has been found to have a positive impact on academic outcomes in other areas of the curriculum (EEF + 3 months), as well as the additional positive impact on mental health and wellbeing. There is a wide range of research highlighting the positive effects of physical exercise on mental health and well-being as well as physical health. Homework has been found to have a positive impact on average (+ 5 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework Homework clubs are beneficial in supporting children with their homework by providing designated time and a quiet working space for children.	2, 4
Offer a fully funded Arts Award programme for our disadvantaged children. This will involve a trip to see a local artist/exhibition and attendance at a club in order to develop a new skill and complete a portfolio of work.	Participation in artistic and creative activities such as dance, drama, music, painting and sculpture has been found to have a positive impact on academic outcomes in other areas of the curriculum (EEF + 3 months), as well as the additional positive impact on mental health and wellbeing. More positive attitudes to learning and have also consistently been reported. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4

<p>As part of the 'Chesham Challenge Project' our disadvantaged children will take part in a range of activities to learn new skills and work towards an award.</p> <p>'Adventure days' and other activities will be planned to give children opportunities to develop new skills and have new experiences as they work towards their award.</p>	<p>There is a wide range of research highlighting the positive effects of physical exercise on mental health and well-being as well as physical health.</p> <p>Outdoor Learning has been shown to have a range of significant benefits, including:</p> <ol style="list-style-type: none"> 1) Improved physical health 2) The development of an appreciation and understanding of the world around us 3) Improved mental health 4) The development of key skills, such as problem solving 5) The development of interpersonal skills, such as communication. 	4

Total budgeted cost: £ 47, 287.49

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.

Review of outcomes Dec 2021- Dec 2022	
Aim	Outcome
Children with special educational needs make improved progress and attainment from their starting points in Reading, Writing and Maths.	<p>One of our three year strategy targets is for 60% of children with SEND to achieve expected levels in Reading, Writing and Mathematics (combined) at the end of Key Stage 2 (July 2023).</p> <p>In Summer 2022, 28.6% of children with SEND in Year 6 achieved combined age related expectations (ARE) in Reading, Writing and Maths. This clearly demonstrates that we are not on track to achieve our target and there is much work to do. In response to this we have adapted the activities in our strategy plan in order to try to raise the attainment of our pupils with SEND and close the gap between the attainment of our disadvantaged children and their non-disadvantaged peers.</p> <p>Our other three year target in this area is for 100% of children with SEND to make improved progress in Reading, Writing and Mathematics compared to the previous academic year's progress.</p> <p>The data from Summer 2022 showed that 75% of children with SEND have made progress in Reading comprehension. This is in comparison to 61% in the previous year.</p> <p>47.8% of children with SEND have made progress in terms of their reading age in comparison to 20.8% last academic year.</p> <p>78.1% of children with SEND have made progress in maths, which was measured by their scores on our Pixl assessments. This is in comparison to 93.1% in the last academic year.</p> <p>Teacher assessments and writing samples show that 100% of children have made progress with their writing against Pixl writing indicators.</p> <p>Analysis shows that the progress of our children with SEND is on an upward trajectory, except for in the area of Mathematics. This has fed into our actions for the next year.</p>
Improved parental	Our parental engagement target was that levels of engagement for disadvantaged children will be in line with non-disadvantaged children by

<p>engagement from parents of disadvantaged children.</p>	<p>2023/24.</p> <p>This year we have held a lot of events where parents were invited to join their children in completing different activities. We have also held parent information events and workshops and there have been performances put on by the children for their parents.</p> <p>Events that have taken place that involve parental engagement in the past year include:</p> <ul style="list-style-type: none"> • 'Read-ins' in Key Stage 1 and Reception (EYFS) where parents are invited to read with their child on Friday mornings between 8:40-9:00. • 'Mystery Reader' every Friday afternoon in EYFS and Key Stage 1 where a parent volunteer from that class reads a story to the children. • Phonics workshops for parents. • A Key Stage 2 'Phonics surgery'. • Stay and Play sessions in EYFS in the summer term. • 'Kith and Kin' afternoons. • The Year 6 Production. • Bulb planting in the Spring. • A Nativity production. • A Key Stage 2 Carol service. • A coffee afternoon for our Ukrainian families. • A Ukrainian culture day. <p>Parental attendance was very good at all of these events, including both parents of disadvantaged and non-disadvantaged children.</p> <p>We will monitor this carefully in the next academic year to accurately to assess whether the attendance of parents of disadvantaged children is in line with the attendance of parents of non-disadvantaged children.</p> <p>Almost all of our parents attended a parents evening for their child either on one of the main nights or at a separate meeting for parents of children with SEND. The attendance at parent's evenings of parents of disadvantaged children is in line with the attendance of parents of non-disadvantaged children.</p> <p>In December 2022, children who had achieved the minimum number of reads each week consistently throughout the half term, attended a celebratory Reader's Tea. Only 5.8% of children who attended were disadvantaged, demonstrating that there is still much work to do to support our disadvantaged families in this area. This has fed into our activities for the year ahead.</p> <p>In September we introduced 'The Duke Award' where children are encouraged to take part in a wide range of enrichment activities and practise life skills in order to achieve an award. The school covered the cost of participation for our disadvantaged children. ___ have signed up to take part in the award scheme and 8 of these are disadvantaged.</p>
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	<p>In addition to this, we are part of the 'Challenge Chesham' project which is just getting off the ground. We are working closely with a group of schools in Chesham to provide an award scheme similar to that of the Duke Award in order to provide our disadvantaged children with a range of exciting enrichment opportunities including 'adventure days' as well as encouraging parental engagement at home to practise life skills and complete fun and memorable activities.</p>
<p>Improved Reading attainment among disadvantaged children.</p>	<p>Our Success Criteria for this Aim is that Key Stage 2 reading outcomes in 2023/24 will show that more than 85% of disadvantaged children have achieved age related expectations.</p> <p>In Summer 2022, 33.3% of disadvantaged children in year 6 achieved ARE in Reading. However, 83.3% of our current year 6's achieved ARE in the Summer term which demonstrates that they are on track to achieve age related expectations in 2023 and we are on track to achieve our target if we continue to focus on this area.</p> <p>Some of the strategies in place to continue to support reading attainment include Nussy intervention sessions and extra reading time with an adult during the week. Pupils who are working below age related expectations in reading have been invited to Nussy sessions before school. 14 out of 33 (42.4%) pupils who attend Nussy sessions are disadvantaged (in comparison to 25% last year). Pupils who are below ARE in reading have also been given priority in parent/carer reading visits. Lists are provided so that these children are given the opportunity to read first and will read to an adult more frequently during the week.</p>
<p>To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.</p> <p>Disadvantaged children to engage in a wide range of enrichment activities to the same level as their non-disadvantaged peers.</p>	<p>In order to achieve our aim, we set out that sustained high levels of wellbeing from 2023/24 would be demonstrated by qualitative data from child voice, child and parent surveys and teacher observations and that there would be no difference between the attendance of disadvantaged children and non-disadvantaged children at wider curricular/enrichment activities by 2023/24.</p> <p>In order to achieve this we have provided a range of strategies to support the wellbeing of our children as well as a host of enrichment opportunities.</p> <p>In September we introduced a new PSHE scheme (Jigsaw PSHE) to support the wellbeing and social and emotional development of all of our pupils. Pupil voice and teacher feedback has been overwhelmingly positive and children have described their lessons as 'calming' and 'engaging' and were able to clearly explain some of the key learning they had taken from their lessons so far.</p> <p>An Art Therapist 'drop-in' has been introduced once every week, allowing children from different year groups the opportunity to talk through any problems or worries they may have. The uptake of this has been excellent and all slots are filled most weeks. Some children have used the drop-in more than once, including some of our disadvantaged children. As the year continues, the sessions will be made available to younger year groups also. The drop-in sessions have and will continue to be an important way to support our children's wellbeing.</p>

	<p>To support the wellbeing of our children, Art Therapy and Nurture sessions continue to take place weekly and children are selected based on teacher discussions and the needs of the child.</p> <p>As explained earlier in this review, we have introduced The Duke Award this year where children are encouraged to take part in a wide range of enrichment activities and practise life skills in order to achieve the award. ___ have signed up to take part in the award scheme and 8 of these are disadvantaged. Similarly, the Challenge Chesham project will provide our disadvantaged children with a range of exciting enrichment opportunities including 'adventure days' as well as encouraging parental engagement at home to practice life skills and complete fun and memorable activities.</p> <p>First Touch Football run an after school club for children wanting to develop their football skills. Disadvantaged children can now take part in the club free of charge. So far 3 children have taken this up.</p> <p>Our disadvantaged children are offered a free homework club each week and currently the uptake of this from our disadvantaged children remains at 24%. We need to have a real drive to encourage this in the upcoming year.</p> <p>The school have covered some of the cost for school trips and residential for our disadvantaged families this year and have offered a 50% reduction in music lessons. There has been no uptake of the latter so far so it will be re-promoted to parents.</p> <p>As a school we continue to provide a wide range of enrichment opportunities for our children and these have included:</p> <ul style="list-style-type: none"> • Live 'Meet the Author' sessions run by a local book shop to inspire the children to read as well as inspire them with their own writing. • Local trips to the common and talks from members of the Common Committee about nature and the wildlife that inhabits the local common and woodland. • Forest School sessions for every child once a week for half a term with their class. • School trips and residential. • Music events such as 'Echoes' where children were given the opportunity to perform at The Royal Albert Hall. • History days in school. • Kith and Kin afternoons. • Bulb planting. • Fit for Fun day. • Inter-school sports events such as netball and football. • Multi-skills events at local secondary schools. • A community cycling event. • A Year 6 'enterprise day'. <p>Pupil, parent and teacher feedback about these events is always positive</p>
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	<p>and it is clear to see the difference they make to our children and how they enhance their school experience.</p> <p>We have a continued and sustained focus on developing a curriculum that allows children opportunities to be 'FRESH' (Fascinated, Rounded, Eager to make a difference, Spiritual and Highly Aspirational) and this is embedded in planning in all subjects. Assemblies are held where children are able to share their experiences and learning with the rest of the school.</p> <p>Pupil voice has taken place for all subjects this term and the vast majority of responses from children reflect a positive view of their learning and the different subject areas.</p>
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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
Nessy Reading and Spelling Support	Nessy

Service pupil premium funding (optional)

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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