

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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
Name of school	Chapel Street Primary School
Number of pupils	692
Proportion (%) of pupil premium eligible pupils	51% (356)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	Karen Pilling
Governor / Trustee lead	Tim Wheeler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 438,020
Recovery premium funding allocation this academic year	£ 22,186
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 460,206

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

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 the National Tutoring Programme 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 the work that they're set
- 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.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed reading and vocabulary gaps among many disadvantaged pupils in Key Stage 2 (KS2) and are more prevalent among our disadvan-

	taged pupils than their peers. Internal assessments show that 37% of pupil premium children achieving ARE compared to 50% of non-pupil premium children.
2	Weekly analysis of attendance data for disadvantaged children shows that attendance for pupil premium children is 0.8% lower (9.5%) than for non-pupil premium children (8.3%) and persistent absence is 13% higher. Although this is an improving picture from the previous year, we need to further reduce this gap.
3	Internal and external (where available) assessments indicate that attainment for writing among disadvantaged pupils is below that of non-disadvantaged pupils in KS2. 37% of children in KS2 achieved ARE compared to 46% of non-pupil premium children.
4	Although figures for disadvantaged children in reading and writing were broadly in line in KS1 (40% achieving ARE on average) with 2022 results for all 3 areas, they were all significantly lower than 2019. Data analysis showed that girls did not perform as well in reading and writing as boys.
5	Our assessments (including wellbeing surveys), observations and discussions with pupils and families show that we still have a high number of children with identified social and emotional issues, many unable to get support from external agencies due to extremely long waiting lists caused by understaffing and Covid backlog. These challenges particularly affect disadvantaged pupils, including their attainment. A high percentage of pupils in upper KS2 (all of whom are disadvantaged) currently require high levels of additional support with social and emotional needs, and are receiving small group interventions

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 writing attainment for all children and for gaps between pupil premium and no pupil premium children achieving ARE in writing to be reduced/diminished	Pupil premium children reaching ARE or above in writing at the end of KS2 to be in line or higher than the percentage of non-pupil premium children reaching ARE or above children

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained improving attendance from 2022/23 demonstrated by: - the overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. Also, support targeted families to decrease the percentage of all pupils who are persistently absent to below 18% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</p>
<p>Improved reading attainment for all children and for gaps between pupil premium and no pupil premium children achieving ARE in reading to be reduced/diminished.</p>	<p>Pupil premium children reaching ARE or above in reading at the end of KS2 to be in line or higher than the percentage of non-pupil premium children reaching ARE or above</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2022/23 demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations - a significant reduction in bullying - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</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: £58,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce Walk Thrus programme– 2 year Professional Development Programme for all teachers	<ul style="list-style-type: none"> School improvement strategy and models, SES and LA guidance Ofqual: Learning during the pandemic: review of research from England EEF: Best evidence on impact of Covid-19 on pupil attainment RS assessment: The effects of educational disruption on primary school attainment in summer 2021 	1 and 3
Work with Literacy Consultant from One Education to support the consolidation of a new writing curriculum	<ul style="list-style-type: none"> EEF: Research on the impact of the pandemic on Key Stage 1 pupils' attainment NFER: Recovery during a pandemic: the ongoing impacts of Covid-19 on schools serving deprived communities National Literacy Trust: The impact of school closures on the attainment gap and learning loss 	1
Critically evaluated the curriculum and re sequenced some several subjects and ensured that short term planning exists for all subjects	<ul style="list-style-type: none"> Third Space Learning: Exploring the Maths attainment gap in the UK: Where do we stand and what needs to be done? EEF: School Improvement Planning The DfE non-statutory guidance produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) 	3
Fund a full time Teaching Assistant (TA) in each KS1 and EYFS classroom to support with core subjects and teach targeted, catch up interventions for writing, reading and phonics in the afternoons and for two afterschool clubs a week.	<ul style="list-style-type: none"> CPD (including Teaching for Mastery training) How can UK schools support young children learning English British Council 	

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

Budgeted cost: £ 353,493

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund 17 full time Teaching Assistant (TA1 and 2) in to teach targeted, catch up interventions for writing and maths in the afternoons and for two afterschool clubs a week.	<ul style="list-style-type: none"> • EEF: Maximising the impact of teaching assistants in the classroom • EEF: The Pupil Premium and the important of using evidence • EEF: Teacher feedback to improve pupil learning • EEF: Teaching and learning toolkit • Third Space Learning: Quality first teaching checklist: The 10 most effective strategies for primary schools • One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF 	1 and 3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers	<ul style="list-style-type: none"> • Oral language interventions EEF (educationendowmentfoundation.org.uk) • Education Endowment Fund study into best use of teaching assistants • SLT learning walks, lesson drop ins and book looks • Extensive research as part of NASENCO award dissertation on best use of TAs at Chapel Street • CPD from National College on best use of TAs • The Deployment of Teaching Assistants in Schools – GOV.UK • Staff voice which highlighted the fact that TAs could be deployed more effectively 	1 and 3
Fund the implementation of Doodle – adapted teaching tool matched to the curriculum	<ul style="list-style-type: none"> • SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk) • Educational Psychology, Speech Therapy, Play Therapy and PRU advice on the best way to support individual children 	3
Introduce 'Just Read' scheme in Y6		
Fund 6 x TA3 specialists which will work with targeted groups of children in order for children to make accelerated progress and be able to access the		4 and 5

curriculum (English as an Additional Language, Reading, SEND, Speech and Language, Forest Schools)	
Continue with an adapted curriculum class for children with a high level of cognition needs in KS2	5
Continue with adapted curriculum class for children with a high level of social and communication needs Key Stage 1 (KS1) and Early Years Foundation Stage (EYFS)	5
Continue with adapted curriculum class for children in Nursery with a high level of SEND needs	5

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

Budgeted cost: £ 52995

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund Inclusion Boxes for each classroom which support adaptive and responsive teaching for disadvantaged children	<ul style="list-style-type: none"> The Key for School Leaders: Research into how attendance can impact attainment Curiosity Project support throughout implementation of approach, including whole school CPD National College webinars on the best ways to support children with SEMH needs Bridgelea Outreach support which recommended the Relational Approach and asked if CSCP could be used as an example of excellent practise in 'How to avoid exclusions document' New Ofsted document 'How to foster positive environments' which recommends 'good relationships' should be at the heart of all practise Attachment aware schools – Why a relational approach really makes a difference (teachwire.net) 	2, 4 and 5
Fund a Quiet Club at lunchtimes for a small group of children with social and communication difficulties		2 and 4
Fund a Play Therapist (Curiosity Project) for 3 days a week to support children with		2 and 4

<p>high levels of Social and Emotional Mental Health difficulties</p>	<ul style="list-style-type: none"> • How effective are nurture groups? Tes • Guidance overview: Inclusion development programme: supporting pupils on the autism spectrum - GOV.UK (www.gov.uk) 	
<p>Fund Family Worker for 3 days a week to run a parent support group for children with high levels of SEND in EYFS and KS1</p>		
<p>Embedding principles of good practice set out in the Department of Education's Improving School Attendance advice.</p>		<p>2 and 4</p>

Total budgeted cost: £ 465,258

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.

As evidenced in schools across the country, school closures were most detrimental to our disadvantaged pupils. This is still having an impact this year. Staffing issues has meant that some of our classes did not have TA in each class and has this affected the impact. However, improvements in results for all year groups show that TA interventions have had a positive impact on children's learning, especially in KS1 where pupil premium children's attainment was broadly in line with non-pupil premium.

We targeted Pupil Premium children with interventions and tutoring and 1:1 mentoring in Y6. This had a significant impact on end of KS2 attainment data and we exceeded our targets. However, pupil premium children attainment levels were lower than non-pupil premium children and lower than pupil premium children nationally.

The SSAT programme which was funded by pupil premium funding, improved teacher understanding of what children know and what they need to learn. These enabled children to make more progress as teachers were able to use adaptive and responsive teaching. This has had the biggest impact in KS2, as evidenced by improved outcomes. This CPD for teachers will now be continued with the introduction of Walk-Thru programme in 2022/23.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to the impact of COVID-19-related school closures in previous years. The impact was particularly acute for disadvantaged pupils in Year 6. As in previous years, we used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Interventions such as Nurture Group, Forest School and Play Therapy providing invaluable support for identified children and families. Using the additional funding to focus on well-being has ensured that staff were able to support children through this challenging time and adapt their teaching to support children with a high level of need who were awaiting Education Health Care Plans. All children that accessed support showed a marked improvement in well-being and incidents of derogatory language and bullying were reduced. It also meant that we were able to reduce the number of suspensions and avoid any permanent exclusions. Therefore, we are continuing to build on that approach with the activities detailed in this plan.

Overall attendance in July for 2022/23 was 91.8% which was 1% lower than July 2021/22. This was affected by a severe Norovirus outbreak in KS1 in the summer term

and part time timetables for children in our adapted classes. The main reasons for absence are a significant amount of illness and a significant amount of leave taken in term time, due to children going to visit family Pakistan and Bangladesh. Ongoing analysis of data has shown that pupil premium children have higher rates of absence due to illness and similar rates of absence due to extended holidays than their non-pupil premium peers. There was a high percentage of pupil premium children that were identified as persistently absent, compared to non-pupil premium children. The gap between PA for pupil premium and non-pupil premium increased to 8.1% which was higher than the gap last year. This will be an area of focus for 2023/24. The family worker that supports attendance had a positive impact on children whose attendance was below 60% (the majority of which were pupil premium children) and we are allocating funding in order for this to continue this year.

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
Specialist teachers for PPA	Bang Drum PPA Cover Ltd Kingsway Sports

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)

In 2022/23 we developed a new curriculum for all foundation subjects. This will meet the needs of all our children and in turn, enable all Pupil Premium children to better access their learning.