

## 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
Name of school	Chapel Street Community Primary School
Number of pupils	673
Proportion (%) of pupil premium eligible pupils	47.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	03.12.21
Date on which it will be reviewed	03.12 22
Statement authorised by	Ella Hughes
Pupil premium lead	Karen Pilling
Chair of Governors	Tim Wheeler

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (estimate)	£379,952
Recovery premium funding allocation this academic year	£24,795
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	£404,747

# 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 writing and vocabulary gaps among many disadvantaged pupils in KS2 and are more prevalent among our disadvantaged pupils than their peers. On entry to Y3 21% of Pupil premium children achieved ARE

	in writing in comparison to 29% of non-pupil premium children. This gap remains steady to the end of KS2.
2	Attendance audit by the LA in October 2021 and weekly analysis of attendance data for disadvantaged children shows that attendance for pupil premium children is 4.1% lower (92.8%) than for non-pupil premium children (96.9%) and persistent absence is 7.1% higher (12.1%)
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in KS2. On entry to Y3 in the last 12 months 10% of our pupil premium children are achieving below ARE in comparison to non-pupil premium children. This gap remains steady to the end of KS2.
4	Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to school closures, and a lack of consistency and engagement through remote learning. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 20% 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	Aspirational target of 66% of all children to reach ARE in Writing by the end of KS2. 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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2021/22 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

	<p>1%. · the percentage of all pupils who are persistently absent being below X% and the figure among disadvantaged pupils being no more than X% lower than their peers.</p>
<p>Improved maths attainment for all children and for gaps between pupil premium and no pupil premium children achieving ARE in maths to be reduced/diminished.</p>	<p>Aspirational target of 60% of all children to reach ARE in Maths. Pupil premium children reaching ARE or above in maths 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 2024/25 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 pupil</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: £21,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce SSAT – 2 year Professional Development Programme for all teachers	<ul style="list-style-type: none"> <li>School improvement strategy and models, SES and LA guidance</li> <li>Ofqual: Learning during the pandemic: review of research from England</li> </ul>	1 and 3
Work with Literacy Consultant from One Education to support the development of a new writing curriculum	<ul style="list-style-type: none"> <li>EEF: Best evidence on impact of Covid-19 on pupil attainment</li> <li>RS assessment: The effects of educational disruption on primary school attainment in summer 2021</li> </ul>	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance by the introduction of Power Maths programme	<ul style="list-style-type: none"> <li>EEF: Research on the impact of the pandemic on Key Stage 1 pupils' attainment</li> <li>NFER: Recovery during a pandemic: the ongoing impacts of Covid-19 on schools serving deprived communities</li> <li>National Literacy Trust: The impact of school closures on the attainment gap and learning loss</li> <li>Third Space Learning: Exploring the Maths attainment gap in the UK: Where do we stand and what needs to be done?</li> <li>EEF: School Improvement Planning</li> <li>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 and CPD (including Teach-ing for Mastery training</li> <li>How can UK schools support young children learning English   British Council</li> </ul>	3
Work with EAL consultant to improve quality first teaching for children with multiple languages		

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

Budgeted cost: £243,107

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund a full time TA in each classroom 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"> <li>• EEF: Maximising the impact of teaching assistants in the classroom</li> <li>• EEF: The Pupil Premium and the important of using evidence</li> <li>• EEF: Teacher feedback to improve pupil learning</li> <li>• EEF: Teaching and learning toolkit</li> <li>• Third Space Learning: Quality first teaching checklist: The 10 most effective strategies for primary schools</li> </ul>	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"> <li>• One to one tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</li> <li>• Oral language interventions   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</li> <li>• Education Endowment Fund study into best use of teaching assistants</li> <li>• SLT learning walks, lesson drop ins and book looks</li> <li>• Extensive research as part of NASENCO award dissertation on best use of TAs at Chapel Street</li> <li>• CPD from National College on best use of TAs</li> <li>• The Deployment of Teaching Assistants in Schools – GOV.UK</li> </ul>	1 and 3
Fund 'Third Space Learning' online tuition programme for targeted children that are well below expected levels in maths in Y6	<ul style="list-style-type: none"> <li>• Staff voice which highlighted the fact that TAs could be deployed more effectively</li> </ul>	3
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 curriculum (EAL, SEND, Speech and Language, Forest Schools)		

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

Budgeted cost: £71,136

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund a Nurture Group for children in upper KS2 with high levels of need due to SEMH difficulties at lunchtimes and breakfast club	<ul style="list-style-type: none"> <li>The Key for School Leaders: Research into how attendance can impact attainment</li> <li>Child in Mind support throughout implementation of approach, including whole school CPD</li> <li>National College webinars on the best ways to support children with SEMH needs</li> </ul>	2 and 4
Fund a Quiet Club at lunchtimes for a small group of children with social and communication difficulties	<ul style="list-style-type: none"> <li>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'</li> <li>New Ofsted document 'How to foster positive environments' which recommends 'good relationships' should be at the heart of all practise</li> </ul>	2 and 4
Fund a Play Therapist (Child in Mind) for 2 days a week to support children with high levels of SEMH	<ul style="list-style-type: none"> <li>Attachment aware schools – Why a relational approach really makes a difference (teachwire.net)</li> <li>How effective are nurture groups?   Tes</li> </ul>	2 and 4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	<ul style="list-style-type: none"> <li>Guidance overview: Inclusion development programme: supporting pupils on the autism spectrum - GOV.UK (www.gov.uk)</li> </ul>	2 and 4

**Total budgeted cost: £336,133**

## 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 2020 to 2021 academic year.

During the partial school closures, we provided a robust remote learning package which included paper packs, online lessons and activities and daily contact with a member of staff. Vulnerable children were offered a place in school and daily phone calls to the family. We also provided laptops and Wi-Fi access if needed. However, engagement rates were low and only 58% of families accessed learning each day. Assessment shows that there has been some decline in attainment from Summer 21 to Autumn 21. This shows that the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Overall attendance in 2020/21 was lower (93.7%) than at the same time of the year pre-covid (95.5%) but this is due to on-going issues related to Covid such as an increase in families visiting relatives in other countries following the lock down. There has also been an increase in winter illnesses following the relaxation of social distancing restrictions. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2.2% lower than their peers and persistent absence was 7.1% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. We have recently had an attendance audit and have an action plan in place to improve attendance and reduce persistent absence to be in line with national averages.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. 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. The introduction of the Relational Approach policy 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. All children that accessed support showed a marked improvement in well-being and



incidents of derogatory language and bullying were reduced. Therefore, we are building on that approach with the activities detailed in this plan.

## 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*

<b>Programme</b>	<b>Provider</b>
SSAT Membership	SSAT
Maths Tutoring	Third Space Learning
EAL Intervention	Flash Academy

## Further information (optional)

In September 2021 we have opened a new whole school library which all year groups can access. Each class has an allocated slot for their class where the focus will be reading for pleasure. The proposed impact of this will be that all children (including pupil premium children) will increase their reading amount and this in turn, will support their writing and reading progress.

We are also working on developing a new curriculum for all foundation subjects which will meet the needs of all our children and in turn, enable all children to better access their learning.