

# Pupil premium strategy statement - Chapel Street Primary School.

1. Summary information					
<b>School</b>	Chapel Street Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget (estimate)</b>	£290,950	<b>Date of most recent PP Review</b>	July 17
<b>Total number of pupils</b>	693 Inc Nursery 622 Exc Nursery	<b>Number of pupils eligible for PP</b>	225	<b>Date for next internal review of this strategy</b>	July 18

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving Age Related Expectation or above in Reading, Writing &amp; Maths</b>	<b>42.2%</b>	34.1%
<b>% making 6 steps of progress in Reading (or equivalent)</b>	<b>50%</b>	49.8%
<b>% making 6 steps of progress in Writing (or equivalent)</b>	<b>53.4%</b>	51.6%
<b>% making 6 steps of progress in Maths (or equivalent)</b>	<b>60.1%</b>	55.6%
3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Low attainment rates for PP children compared to non-PP children	
<b>B.</b>	KS2 Pupil Premium children with Social Emotional Mental Health (SEMH) not engaging in learning which has an impact on attainment for KS2	
<b>C.</b>	Poor oral language skills in Reception leading to lower attainment in Reading, Writing and Phonics In Key Stage 1 and Key Stage 2.	
<b>D.</b>	High levels of International New Arrivals (INA) and children with little or no English	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Low attendance rates of Pupil Premium (PP) children	
<b>F.</b>	Higher than average levels of obesity in Years 4, 5 and 6	

<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	High rates of progress and attainment in Reading, Writing and Maths for pupils who are eligible for PP.	Targeted children eligible for PP make rapid progress in Reading, Writing and Maths and all meet or exceed age related expectations measured by Teacher Assessment, successful school moderation practices and half termly review of progress.
<b>B.</b>	PP children with SEMH are actively engaging in learning in all areas.	Targeted children eligible for PP with SEMH to have access to a alternative curriculum for part of the day to allow them to engage in a higher percentage of their learning during Maths and English lessons
<b>C.</b>	Improved oral language skills for Reception class children eligible for PP.	Targeted children eligible for PP in Reception classes make rapid progress towards and meet age related expectations at the end of Reception.
<b>D.</b>	Increased rates of Attendance and Punctuality of pupils who are eligible for Pupil Premium.	Reduce the number of persistent absences and 'lates' amongst those pupils eligible for PP to 10% or lower. Overall attendance for those eligible for PP increases to 96% in line with whole school target.

<b>5. Planned expenditure</b>					
<b>Academic year:</b>		<b>2017/18</b>			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
High rates of progress and attainment in Reading, across school for pupils who are eligible for Pupil Premium.	To ensure that all PP pupils have daily individual read with a staff member	<ul style="list-style-type: none"> <li>• High % of children that did not reach ARE in reading in 2016/2017</li> <li>• Attainment in Reading highlighted as a priority for the school in recent OFSTED report</li> </ul>	Termly Pupil progress meetings Target Tracker system in place to track PP children progress Observations of reading sessions by Senior Leadership Team (SLT) members	SLT	December 2017
Improved levels of fitness, resilience and perseverance for children who are eligible for PP.	Funding for weekly Outdoor Learning Sessions for Y5 and Y6 children	Data presented by School Health Team in 2017 that showed that who are eligible for PP in Y5 and Y6 had above average rates of obesity and this will be effecting their long term health.	Weekly feedback meetings with Inclusion Teaching Assistant (TA) and Outdoor Learning Sessions. Termly monitoring of fitness levels by Activity Leader. Height and Weight checks for Y5 and Y6 children by School Health service	Inclusion AHT	December 2017

For all who are eligible for PP to access enrichment activities	All school trips (including Residential trips) for children who are eligible for PP to be funded	Many children who are eligible for PP unable to afford trips/residential trips and therefore not attending. All school trips are linked to school topics and therefore children that are unable	School Business Manager to ensure that all trips for children who are eligible for PP are paid for from allocated PP funding	School Business Manager (SMB)	July 2018
Increased rates of Attendance and Punctuality of pupils who are eligible for Pupil Premium to the school /LEA target of 96%.	Breakfast Club places to be funded for all children who are eligible for PP.	Attendance of children who are eligible for PP for 2016/2017 was 94% which was below the National Average and school target of 96% (2017/18)	School Business Manager to ensure that all places in Breakfast Club for children who are eligible for PP are paid for from allocated PP funding	SBM	July 2018
	New Attendance Officer post created to improve punctuality and attendance		Attendance and punctuality to be monitored each half term by Family Work Coordinator	AHT Inclusion	July 2018
<b>Total budgeted cost</b>					<b>£101,443</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
% of children who are eligible for PP that are not reaching ARE in Reading, Writing and maths to narrow the gap	An Intervention TA (Learning Support Assistant) to work in each Key Stage with targeted children to narrow the gap between their current attainment and ARE	High % of children who are eligible for PP not reaching ARE in 2016/2017 in reading, writing and maths. Evidence and research which supports the view that targeted 1:1 interventions have the highest level of impact for low achieving children who are eligible for PP.	Provision Mapping Tool updated termly to ensure tracking of progress Termly Pupil Progress meeting to track progress	AHT Inclusion	December 2017
% of children that are PP and English as an Additional Language (EAL) to attain at the same rate as peers	EAL Intervention TAs to work in each Key Stage with targeted EAL children to narrow the gap between their current	Although our EAL children who are eligible for PP progressed at the same rate as non EAL children in 2016/17 this needs to increase in order to ensure that children who are eligible for PP, and are INA and low attaining EAL children diminish the difference and make rapid progress in line with their peers at a national level.	Provision Mapping Tool updated termly to ensure tracking of progress Termly Pupil Progress meeting to track progress EAL coordinator to monitor termly	AHT Inclusion EAL coordinator	December 2017
High % of SEMH children who are eligible for PP to engage in learning and have less violent outbursts	A Pastoral TA to work with targeted children who are eligible for PP on improving resilience, adaptability and managing own emotions. Pastoral TA to run Nurture Sessions – Breakfast and Lunchtime Club	School currently has high levels of children with SEMH that are who are eligible for PP. Evidence and research which supports the view that targeted 1:1 interventions have the highest level of impact for low achieving children who are eligible for PP. Advice form external agencies – Educational Psychologist, Pupil Referral Unit etc.	SEMH children tracked using termly 'SDQ's' and yearly Boxall Profiling	AHT Inclusion	December 2017

<p>To narrow the gap for high % of children who are eligible for PP in Reception with well below average communication and language skills</p>	<p>EYFS Intervention TA to complete WELLCOM assessment and intervention programme with Reception aged children</p>	<p>Baseline assessments of children entering Reception in September 2017 shows high % EAL children and children that are well below average communication and language skills. Evidence and research which supports the view that targeted 1:1 interventions have the highest level of impact for low achieving children who are eligible for PP Pupil Premium children Advice from SALT</p>	<p>Provision Mapping Tool updated termly to ensure tracking of progress Termly Pupil Progress meeting to track progress</p>	<p>AHT Inclusion</p>	<p>December 2017</p>
<p>To narrow the gap for high % of children who are eligible for PP in KS1 with well below average reading levels</p>	<p>'Early Birds' – Daily Guided Reading sessions before school with targeted children who are eligible for PP in KS1</p>	<p>High levels of children who are eligible for PP with Reading levels that are well below ARE in KS1. Evidence and research which supports the view that targeted 1:1 interventions have the highest level of impact for low achieving children who are eligible for PP Advice form external agencies – EP, PRU etc..</p>	<p>Provision Mapping Tool updated termly to ensure tracking of progress Termly Pupil Progress meeting to track progress</p>	<p>AHT Inclusion</p>	<p>December 2017</p>
<p>High % of SEMH children who are eligible for PP to engage in learning and have less violent outbursts</p>	<p>Pastoral Teacher and TA to coordinate pastoral support for children who are eligible for PP with SEMH  Play Therapy and Music Therapy sessions for children who are eligible for PP with SEMH  Specialised 1:1 TAs to provide 1:1 support for children who are eligible for PP with SEMH which is impacting on their learning and may mean that they are at risk of exclusion.</p>	<p>High levels of children with SEMH who are eligible for PP. Evidence and research which supports the view that targeted 1:1 interventions have the highest level of impact for low achieving children who are eligible for PP Advice form external agencies – EP, PRU etc..</p>	<p>SEMH children tracked using termly SDQ's and yearly Boxall Profiling</p>	<p>AHT Inclusion</p>	<p>December 2017</p>

High % of children that need 1:1 support to be able to access learning across all areas of the curriculum.	1:1 support by TA in order to meet the needs of children with complex need to enable them to access the curriculum and make progress.	High levels of children who are eligible for PP that are SEN and require 1:1 support in order to access learning, the environment and follow daily routines.	Provision Mapping tool used to create Learning Plans termly. Learning Plans updated termly to ensure tracking of progress Termly Pupil Progress meeting to track progress	AHT Inclusion	December 2017
<b>Total budgeted cost</b>					<b>£185,310</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
PP spending to be effectively tracked and monitored	New AHT Inclusion role to include responsibility for PP	Previous PP funding not adequately tracked and monitored	Pupil Premium review 2017/2018  Termly monitoring of impact of PP spending using Provision Mapping Tool  Termly monitoring of progress of children who are eligible for PP using Target tracker and Pupil progress reviews	Head  AHT Inclusion  SBM  Governors	July 2018

Costing of support given to PP to be tracked effectively	Provision Mapping Tool to be used to track costing of all PP interventions	Recommendations from previous OFSTED on how to track PP funding	Provision Mapping to be tracked every term by AHT Inclusion	AHT Inclusion	Termly
PP spending and progress of children who are eligible for PP to be effectively tracked and monitored	Pupil Premium review	Appointment of new AHT Inclusion	Pupil Premium Review to be carried out over 2017/2018	Head AHT Inclusion	-
<b>Total budgeted cost</b>					<b>£4,932</b>



6. Review of expenditure			
Previous Academic Year	2016/17	Total PP Allocation - £306,277	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Improved oral language skills for Reception classes of children eligible for PP to close the gap with their peers.	Continued staff training across the school on effective feedback (verbal and written) to pupils and developing the 'next steps' approach to marking that will move the children forward. Continue to develop 'Language rich' environments around school and in classrooms that exhibit higher order vocabulary and high expectations for all. Parental groups and workshops that enable Parents/Carers to access the school curriculum and understand the importance of reinforcing English Language skills at home.	<b>Results for GLD in Reception 2017 have steadily risen over the last three years from 40% to 70% (in line with national). DAP pupils have attained at even higher levels (74%). This represents outstanding progress from the low on entry baseline in to Nursery.</b> <b>Ofsted rated the EYFS provision as good – May 2017 commenting 'good quality teaching from a cohesive group of adults mean children flourish in different classes and teaching groups'.</b> <b>'The early years leader has been particularly successful in ensuring the early years pupil premium funding give disadvantaged children a boost from the start. Money has been spent wisely on shoring up children's speaking skills, a marked weakness for many, to help them access learning.'</b> <b>' The well-equipped and well organised indoor and outdoor environment provides a wealth of purposeful learning opportunities which meets children's needs and interests.'</b>	Continue to build on the successful work that has taken place over the last 12 months in order to maintain and improve on standards further.  At the end of KS2 the reading overall progress score for children who are eligible for PP is 2.14 higher than non-PP children and 1.45 lower than the National disadvantaged. The school gap has increased by 2.24 since the previous year. This will be closely tracked across 2017/18.  The writing Overall Progress Score for children who are eligible for PP Pupil Premium is 0.83 more than the non-disadvantaged students average, and 1.16 higher than the national Disadvantaged average. The school gap has increased by 1.52 since previous year. The maths Overall Progress Score for a child who is eligible for Pupil Premium at Chapel Street Primary School is 1.22 more than the non-disadvantaged students average, and 0.06 lower than the national Disadvantaged average. The school gap has increased by 3.43 from previous year. Both represent good progress.  The focus for 2017/18 needs to continue to be reading where the gap is still wide.

<p>High rates of progress and attainment in Reading, Writing SPaG, Phonics and Mathematics across school for pupils who are eligible for Pupil Premium.</p>	<p>Develop a new approach to the teaching of Reading from Year 2-Year 6 that focuses on whole class teaching -CPD-To commence Jan 2017. Continue to develop the teaching of Writing across school through INSET and the sharing of good practice amongst teaching staff. Develop and consolidate the 'White Rose' approach to the Maths Curriculum.-CPD Support for Reading, Writing and SPaG in class for those eligible for PP using an extra teacher in addition making the ratio Teacher to Pupil smaller.</p>	<p>Cracking Comprehension was introduced in January 2017 from Year 2 – Y6, however it had a mixed review across the school and was not always consistently followed. Ofsted May 2017 highlighted reading as an area of improvement for the school – 'build upon recent improvements in teaching, especially reading, to ensure that pupils are able to make the progress they should as they move through school'.</p> <p>The White Rose has supported development of teaching and learning of mathematics across the school – 'Mathematics teaching is emerging as a relative strength due to teachers' good subject knowledge and their understanding of what it takes to become masters of mathematics'. (Ofsted May 2017).</p> <p>'The teaching of phonics is effective. Well-structured sessions enable pupils to tackle familiar and new words well.' (Ofsted May 2017).</p> <p>Teacher/ pupil ratios have not had the desired impact due to high rates of staff illness and insufficient tracking of progress.</p>	<p>KCT support for whole class reading is to be introduced from September 2017. Bespoke support also offered in-house for Year 1 and the EYFS to enhance guided reading delivery.</p> <p>Continue with Cracking Comprehension alongside KCT support.</p> <p>Continue with the mastery approach of maths to further improve numbers of children who are eligible for Pupil Premium reaching ARE.</p> <p>Evaluation of the year shows the use of additional teachers was an extremely high cost for low impact on results for DAP. As a result, the school has gone through a complete re-structure in agreement with unions and staffing has been stream-lined to meet need more effectively. LSAs will be used to support 1:1 Interventions from September 2017 and TA's will read 1:1 with PP pupils each afternoon from September 2017 (in-line with recommendations from the DISS report – 2009).</p>
---	--	---	--

<p>Increased rates of Attendance and Punctuality of pupils who are eligible for Pupil Premium to the school /LEA target of 95%.</p>	<p>Continue to develop and consolidate the whole school approach to Attendance and Punctuality by raising the profile of both through Weekly Class award Assemblies Daily monitoring of Attendance and Punctuality. Attendance panels held when A and P rates are a cause for concern i.e. fall below 87%.</p>	<p>Long term staff absence impacted on the effectiveness of approaches to improve attendance for DAP.</p> <p>DAP Attendance 2016/17 was 94% as opposed to 89.5% (all children). With Eid taken out the DAP figure rose to 94.9%</p>	<p>Part of the re-structure encompassed a daily Attendance Officer role from September 2017 in order to track attendance issues more effectively and add capacity to the team.</p> <p>An INSET day will be taken in 2017/18 to coincide with Eid, followed by a party to encourage pupils to return after one days absence.</p>
---	--	---	---

**Total Actual Cost - £27,555**

## ii. Targeted support

Desired outcome	Chosen <i>action</i> / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Improved oral language skills for Reception classes of children eligible for PP to close the gap with their peers.</p>	<p>Small group and 1:1 intervention for children in Reception through Wellcom-Speech and Language intervention/toolkit for Early Years.</p> <p>Increase Parental/Carer engagement in Reception classes through Parental/Carer workshops for Reading, English and other skills for those who are relatively new to our education system and those who need to know how they can help their children at school.</p>	<p>Wellcom Program was extremely effective in identifying and supporting children in the early stages of language acquisition (see data in 'Quality of Teaching for All').</p> <p>Termly parent workshops in Reception covering reading, phonics and maths were all successful in engaging parents and developing their understanding of how to support their child's learning. In addition a "Bedtime Story Night" was a huge success with a high level of engagement by parents and children, supporting reading strategies in school – see parental responses.</p>	<p>Continue with Wellcom Program in 2017/18 to build on successes made in 2016/17.</p> <p>A programme will be rolled out to engage parents across the school in 2017 -18, building on the successes of the Reception Team.</p>

<p>High rates of progress and attainment in Reading, Writing SPaG, Phonics and Mathematics across school for pupils who are eligible for Pupil Premium.</p>	<p><b>Reception</b>  Small group and 1:1 early intervention teaching of Phonics.  <b>Year 1/2 Reading and Phonics</b>  Early Birds Reading Club 1:6 5x/week 25 mins-Year 1  3x20/week min intervention high frequency words 1:4  3x20 min/week Phonics intervention 1:4  <b>Maths</b>  1:5 x5/week 50 mins  <b>Key Stage 2</b>  Early Birds Reading Club Year 6 1:6 5x/week 25 mins  Year 4 Writing group to support those children who are below age related expectations.  Maths-Numbers Count intervention  1:1 9 children  Success at Arithmetic 1:10  EMA team programme for Reading- 1:6.....see FA  ALLOCATION OF TEACHERS/TA's  <b>ASSISTANT HEAD-0.2 SALARY-LEAD ON STRATEGY</b>  <b>EYFS / KS1</b>  1 FT TEACHER  0.6 TEACHER  1 TA  0.4 TA  <b>KS2</b>  1 FT TEACHER 0.6 TA  0.6 TEACHER  0.25 TEACHER</p>	<p>Early Birds was the most successful of the interventions, due to a consistent daily approach and regular monitoring. Exceptional gains were made for the majority (an additional 1 – 3 years progress being made). For the six children who made minimal progress, LSA support programmes have been identified from September 2017 to further support these children.</p> <p>Staff absence impacted on the delivery of many sessions and teaching was, at times, inconsistent (see 'Quality of Teaching for All' – staffing restructure).</p>	<p>Staffing absences hindered the program and this year a UPS3 teacher has been allocated the specific role of Early Birds Co-ordinator to ensure the program is delivered as well as it can be to impact on progress, especially for DAP. This will equate to 0.5 day a week to track and monitor effectively.</p> <p>The Year 1 pupils responded more positively than the Year 6 and so the focus went to this cohort to diminish the difference at the earliest stages.</p> <p>Tracking of pupils was ineffective in 2016/17 and money has been spent on a provision mapping tool, a tracking system across the school, the creation of an AHT to focus specifically on PP, SEN and EAL pupils (from April 2017).</p>
<p><b>Total Actual Cost - £203,653</b></p>			

### iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>High rates of progress and attainment in Reading, Writing SPaG, Phonics and Mathematics across school for pupils who are eligible for Pupil Premium.</p>	<p>Raising expectations/aspirations amongst the school community through: Environment-high quality, empowering and motivational</p> <p>Year 6 Ghyll Head 1 week visit to Outdoor Education Centre Lake District. Debdale Park Outdoor Education Centre Cycling lessons</p> <p>Pastoral care-emotional and social well being Music therapy Play therapy</p>	<p>A huge push has taken place to improve the overall environment of the school, with a clear focus on developing high quality learning zones, both inside and outside the classrooms.</p> <p>22 DAP pupils were able to access the Ghyll Head visit and 15 DAP pupils accessed the Debdale activities. These were opportunities to challenge risk taking and co-operative skills and enriching experiences for these pupils across all levels.</p> <p>All therapies have proved successful in supporting DAP/ SEMH children in order to allow them to access the full curriculum, which otherwise would have proved impossible.</p>	<p>Create a LSA base in the old dance hall to ensure an appropriate learning environment is available to support rapid progress for DAP (September 2017)</p> <p>PP Funding to continue to support Ghyll Head and Debdale in 2017/18.</p> <p>Continue with support in September 2017/18. In addition, a Pastoral TA has been appointed from September 2017 in the re-structure, in order to further support our high levels of SEMH pupils.</p>

<p>Increased rates of Attendance and Punctuality of pupils who are eligible for Pupil Premium to the school /LEA target of 95%.</p>	<p>Breakfast club ICT morning club Early Birds Reading club Year1/ 6</p>	<p>PP attendance rose from 93.6% to 94.1% by the end 2016/17 and attendance at breakfast club, ICT club and Early Birds all contributed to this rise.</p>	<p>Tracking of individuals needs to take place over the next academic year to ensure provision is mapped more effectively to monitor impact for our most vulnerable groups – Provision Mapping Tool</p>
<p><b>Total Actual Cost - £74,937</b></p>			