

Pupil premium strategy statement - Chapel Street Primary School.

1. Summary information					
School	Chapel Street Primary School				
Academic Year	2018/19	Total PP budget (estimate)	£282,050	Date of most recent PP Review	May 18
Total number of pupils	632 (excluding Nursery)	Number of pupils eligible for PP	215	Date for next internal review of this strategy	July 19

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving Age Related Expectation or above in Reading, Writing & Maths	54.0%	47.9%
% achieving Age Related Expectation or above in Reading	64.3%	56.3%
% achieving Age Related Expectation or above in Writing	59.8%	51.6%
% achieving Age Related Expectation or above in Maths	60.3%	56.3%
% making 6 steps of progress in Reading (or equivalent)	42.0%	30.5%
% making 6 steps of progress in Writing (or equivalent)	39.3%	32.5%
% making 6 steps of progress in Maths (or equivalent)	28.5%	27.0%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low attainment rates for PP children compared to national averages for non-PP children
B.	KS2 Pupil Premium children with Social Emotional Mental Health (SEMH) not engaging in learning which has an impact on attainment for KS2
C.	Poor oral language skills in Reception leading to lower attainment in Reading, Writing and Phonics In Key Stage 1 and Key Stage 2.
D.	High levels of International New Arrivals (INA) and children with little or no English
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

E.	Low attendance rates of Pupil Premium (PP) children
F.	Low levels of parental engagement – especially in KS2

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	High rates of progress and attainment in Reading, Writing and Maths for pupils who are eligible for PP so that we reduce the gap compared to national averages for non PP children	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.	PP children with SEMH are actively engaging in learning in all areas in order for them to progress academically and reduce their negative impact on the progress of their peers	Targeted children eligible for PP with SEMH to have access to an alternative curriculum for part of the day to allow them to engage in a higher percentage of their learning during Maths and English lessons
C.	Improved oral language skills for children in Reception with little or no English or language in 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.
D.	Increased rates of Attendance and Punctuality of pupils who are eligible for Pupil Premium to narrow the gap between national averages for non PP children	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.

5. Planned expenditure					
Academic year:		2018/19			
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					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High rates of progress and attainment in Reading, Writing and Maths for pupils who are eligible for PP to reduce the gap compared to national averages for non PP children	<ul style="list-style-type: none"> All classes to have full time TA TAs to target identified PP children that are not attaining ARE with daily 5 minute interventions / pre teaching TAs to be trained on how to use target tracker to be able to track and monitor children's progress TAs to be trained on how to use target tracker to be able to identify next steps in learning for targeted children TAs to use TA books to be able to liaise with class teachers on targeted children's progress 	<p>High percentage of PP children that did not reach ARE in reading writing and maths</p> <p>Low percentages of PP children that reached ARE compared to national averages for non –pupil premium children</p>	<ul style="list-style-type: none"> Termly Pupil progress meetings Target Tracker system in place to track PP children progress Observations of reading sessions by Senior Leadership Team (SLT) members 1:1 reading daily for targeted PP children Teachers to ensure that children not accessing learning are being included in provision 	KP	December 2018

<p>High rates of progress and attainment in Reading, across school for pupils who are eligible for Pupil Premium to reduce the gap compared to national averages for non PP children</p>	<p>To ensure that all PP pupils have daily individual read with a staff member</p>	<p>High % of children that did not reach ARE in reading in 2017/2018</p> <p>Attainment in Reading highlighted as a priority in SDP</p>	<ul style="list-style-type: none"> • Termly Pupil progress meetings • Target Tracker system in place to track PP children progress • Observations of reading sessions by Senior Leadership Team (SLT) members • 1:1 reading daily for targeted PP children • Teachers to ensure that children not accessing learning are being included in provision 	<p>KP</p>	<p>November 2018</p>
<p>For all who are eligible for PP to access enrichment activities</p>	<p>Subsidise all school trips (including Residential trips) for children who are eligible for PP to be funded</p>	<p>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</p>	<p>School Business Manager to ensure that all trips for children who are eligible for PP are paid for from allocated PP funding</p>	<p>School Business Manager (SBM)</p>	<p>July 2019</p>

<p>Increased rates of Attendance and Punctuality of pupils who are eligible for Pupil Premium to the school /LEA target of 96%.</p>	<ul style="list-style-type: none"> • Breakfast Club places to be funded for all children who are eligible for PP. • Report consistent illness which is causing absence to School Nurse Team • Attendance Officer and Family Work coordinator to track PP children with persistent absence • Family Work coordinator to report persistent absence to social care when appropriate • Attendance officer to report attendance figures to class teachers weekly • Free ICT Breakfast Club for families with low punctuality • Attendance packs to be given to all new starters 	<p>Attendance of children who are eligible for PP for 2017/18 was 93.9% which was below the National Average and school target of 96% (2018/19)</p>	<p>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</p> <p>Attendance and punctuality to be monitored each half term by Family Work Coordinator and Attendance Officer</p>	<p>SBM</p> <p>SP/PE</p>	<p>July 2019</p> <p>July 2019</p>
Total budgeted cost					£86,851

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
% of children who are eligible for PP and are well below ARE, make accelerated progress in Reading, writing and maths and 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 2017/2018 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 2018
% of children that are PP and English as an Additional Language (EAL) to progress at the same rate as peers and narrow the gap between current attainment and ARE	New EAL Lead to introduce new assessment system New EAL Lead to introduce new intervention programme for INA and EAL children EAL Intervention TAs to work in each Key Stage with targeted EAL children to narrow the gap between their current level and ARE New EAL Lead to work with Parent Coordinator to improve EAL/INA parental engagement	Targeted EAL/INA children who are eligible for PP did not make expected progress in 2017/18 so we need 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 2018

<p>High % of SEMH children who are eligible for PP to engage in learning and have less violent outbursts</p>	<p>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</p> <p>Pastoral Teacher and TA to coordinate pastoral support for children who are eligible for PP with SEMH</p> <p>Fund Play Therapy and Filial Therapy sessions by Child in Mind for children who are eligible for PP with SEMH</p> <p>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>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.</p>	<p>SEMH children tracked using termly ‘SDQ’s’ and yearly Boxall Profiling</p>	<p>AHT Inclusion</p>	<p>December 2018</p>
<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 2018 shows high % EAL children and children that are well below average communication and language skills. Data analysis of WELLCOM programme 2017/18 showed that children made accelerated progress in CLL Evidence and research which supports the view that targeted 1:1 interventions have the highest level of impact for low</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 2018</p>

To narrow the gap for high % of children who are eligible for PP in KS1 with well below average reading levels	'Early Birds' – Daily Guided Reading sessions before school with targeted children who are eligible for PP in KS1	High levels of children who are eligible for PP with Reading levels that are well below ARE in KS1. Data analysis of Early Birds 2017/18 showed that targeted children made accelerated progress in Reading Evidence and research which supports the view that targeted 1:1 interventions have the highest level of impact for low	Provision Mapping Tool updated termly to ensure tracking of progress Termly Pupil Progress meeting to track progress	AHT Inclusion	December 2018
Total budgeted cost					£176,283

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP spending to be effectively tracked and monitored	AHT Inclusion role to include responsibility for PP	To ensure that PP funding continues to be tracked and monitored effectively	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 Termly data analysis to ensure impact of PP spending	Head AHT Inclusion SBM Governors	July 2019
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
Total budgeted cost					£3,996

6. Review of expenditure			
Previous Academic Year		2017/18	Total PP Allocation - £298,708
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)
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	<p>KS1 Reading 56% - 74%</p> <p>KS1 Reading higher 21%-23%</p> <p>KS2 Reading 44% - 63%</p> <p>KS2 Reading higher 11%-23%</p> <p>SATS</p> <p>KS1 Reading 69% (3 year trajectory has risen from 59% - 69%)</p> <p>KS2 Reading 61% (3 year trajectory has risen from 42% - 61%)</p> <p>Staff noted that there was a vast improvement in children's ability to read and enthusiasm to read for pleasure.</p> <p>Tracking of 1:1 reads by TAs has meant that children were given Reading Books that matched their ability level.</p> <p>Reading levels improved for whole school as TAs worked with non PP children where timetables allowed.</p>	<p>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.</p> <p>PP children that had made 6+ points progress in reading over the year was +9.5% higher than non PP children.</p> <p>However we are still below PP children in local schools and national figures for reading</p> <p>We will continue this approach as it proved to have a positive impact on reading across the school and also increase TA focus to include progress for writing and maths for targeted PP children.</p>

<p>Improved levels of fitness, resilience and perseverance for children who are eligible for PP</p>	<p>Funding for weekly Outdoor Learning sessions for Y5 and Y6 children</p>	<p>Weekly Commando Joe sessions proved to be very popular with the children</p> <p>After school and before school clubs were not week attended and therefore had little impact</p> <p>Small groups of SEMH children engaged well and enjoyed the sessions</p>	<p>Due to lack of whole school impact we have decided not to renew Commando Joe for following year</p> <p>We have sent our pastoral TA on Forest school training to be able to complete Forest School sessions for our SEMH children this year.</p>
<p>For all children who are eligible for PP to access enrichment activities</p>	<p>All school trips (including residential trips) for children who are eligible for PP to be funded</p>	<p>PP children attended Gyhll Head residential</p> <p>PP children were able to access all class trips which are linked to topic work in class</p>	<p>This meant that all PP children were able to access enrichment activities.</p> <p>This is to be continued this year as the new curriculum which has been introduced has many more enrichment class trips that children need to access</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</p> <p>Weekly Class award Assemblies</p> <p>Daily monitoring of Attendance and Punctuality by new attendance officer</p> <p>Breakfast Club places to be funded by PP for PP children</p>	<p>Attendance of children who are eligible for PP for 2016/17 was 94% which was below the National Average and school target of 96%</p>	<p>New Attendance Officer role from September 2017 meant that we were able to track attendance issues more effectively and add capacity to the team.</p> <p>An INSET day will be taken in 2017/18 which coincided with Eid, followed by a party encouraged pupils to return after one days absence.</p> <p>Although the attendance figures for PP 2017/18 was 93.9% this was due to the high levels of absence shown by SEN PP children. One child had an extended period of time off due to SEN. Without this the attendance figures would have been 94.9% which showed an improvement.</p>

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)
To narrow the gap for high % of children who are eligible for PP in Reception with well below average communication and language skills.	<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 2018/19 to build on successes made in 2017/18.</p> <p>The new curriculum 'Enrichment Days' which will be rolled out to engage parents across the school in 2018 -19, building on the successes of the Reception Team.</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>Reception Small group and 1:1 early intervention teaching of Phonics. Year 1/2 Reading and Phonics Early Birds Reading Club 1:6 5x/week 25 mins-Year 1 Individual read with TAs for PP in each class, each day</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 any of children who made minimal progress, LSA support programmes have been identified from September 2018 to further support these children.</p> <p>KS1 Reading was 69% (3% below Manchester and 6% below National) 3 year trajectory has risen from 59% to 69%</p>	<p>Data analysis showed that the gap has narrowed of high percentage of PP children with well below average reading levels.</p> <p>However the current Y2 cohort contains a high percentage of PP children with SEN that are well below average levels in reading.</p> <p>Early Birds will continue due to the positive impact of the intervention</p> <p>1:1 reading will also continue.</p>
<p>% of children who are eligible for PP that are not reaching ARE in Reading, Writing and maths to narrow the gap</p>	<p>An Intervention TA (Learning Support Assistant) working in each Key Stage with targeted children to narrow the gap between their current attainment and ARE</p>	<p>Data tracking of LSA interventions shows that targeted PP children are making good progress</p> <p>Any targeted children not making accelerated progress have been referred for further investigation of SEN needs</p>	<p>Target Tracker shows that % of PP children that are below ARE is higher this year than last year.</p> <p>2017/18- 49.0% 2018/19 - 55.9%</p> <p>Although LSA data tracking shows that targeted children are making accelerated progress</p> <p>This would suggest that we need to introduce a data tracking system for identified children that will be able to track.</p>

<p>% of children that are PP and English as an Additional Language (EAL) to attain at the same rate as peers</p>	<p>EAL Intervention TAs working in each Key Stage with targeted EAL children to narrow the gap between their current</p>	<p>Due to changes in EAL lead, assessment criteria and numbers of targeted children it is not possible to assess whether or not the impact of this intervention.</p> <p>Assessment of current data showed that the majority of EAL PP children made expected progress but not all. It also showed that some children that had received long term support were not making enough progress.</p>	<p>A new EAL lead and staffing reduction in the EAL team have led to changes to EAL provision</p> <p>New assessment process will give a clearer indication of progress made for targeted children and this will mean we will be able to track the impact of the EAL support given</p> <p>New provision that includes language support will hopefully improve language acquisition for INA and children that are not progressing with long term support</p>
<p>High % of SEMH children who are eligible for PP to engage in learning and have less violent outbursts</p>	<p>A Pastoral TA worked with targeted children who are eligible for PP on improving resilience, adaptability and managing own emotions. Pastoral TA ran Nurture Sessions – Breakfast and Lunchtime Club</p>	<p>Boxall profiling data showed that the intervention had a high rate of success and reduced number of incidents for SEMH children CPOMS also showed that incidents for targeted PP children have reduced</p> <p>Play therapy and Music therapy proved to have less of an impact compared to the high cost to the school which couldn't be sustained due to budget restraints</p>	<p>This intervention will continue next year due to the high impact that it had for our SEMH children</p> <p>The success of pastoral TA will be developed further to include a higher number of children with SEMH</p> <p>Pastoral TA will attend training by Child in Mind and Forest Schools to develop Pastoral support across the school</p> <p>Child In Mind to be used for children with high levels of SEMH that may need Familial Therapy</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)
PP spending and progress to be effectively tracked and monitored	<p>New AHT Inclusion role to include responsibility for PP</p> <p>Provision mapping Tool to be used effectively to track spending for PP children</p> <p>Pupil Premium Review</p>	<p>Provision mapping Tool has enabled AHT Inclusion to effectively map, track and analysis spending for PP children across the school ensuring that all spending has shown positive impact on PP children's progress</p> <p>Pupil Premium review was very positive and highlighted the effective tracking of progress and spending</p>	<p>AHT will continue to have PP as part of her role</p> <p>We will continue to use the Provision mapping Tool to track spending for PP children</p>