

Chapel Street Primary School



Pupil Premium Strategy Statement

2019/20

| 1. Summary information | | | | | |
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| School | Chapel Street Primary School | | | | |
| Academic Year | 2019/20 | Total PP budget (estimate) | £281,097 (+£23,327 c/f) | Date of most recent PP Review | May 18 |
| Total number of pupils | 692 | Number of pupils eligible for PP | 208 | Date for next internal review of this strategy | Nov 20 |

| Current % of children in Y6 reaching ARE | | | |
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| | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | <i>National non PP comparison 2018</i> |
| % achieving Age Related Expectation or above in Reading, Writing & | 38.9% | 26.9% | 80.0% |
| % achieving Age Related Expectation or above in Reading | 50.0% | 44.2% | 83.3% |
| % achieving Age Related Expectation or above in Writing | 38.9% | 28.2% | 81.0% |
| % achieving Age Related Expectation or above in Maths | 50.0% | 35.5% | 71.0% |
| Current % of children reaching GLD in Reception | | | |
| | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | <i>National PP comparison 2018</i> |
| % of Reception children achieving GLD 2017/18 | 62.5% | 60.6% | - |
| % of Reception children achieving GLD 2018/19 | 53.6% | 55.0% | - |
| Attendance – whole school | | | |

| | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | <i>National PP comparison 2018</i> |
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| Attendance 2017/18 | 93.9% | 95.5% | 96% |
| Attendance 2018/19 | 94.5% | 95.6% | 96% |
| 2. 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 | | |

| 3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | | Success criteria |
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| 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 |

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| 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. |
| E. | Improved oral language skills for children who are International New Arrivals with little or no English or language in children eligible for PP | Children who are INA with little or no English, who are eligible for PP, make rapid progress in language acquisition by end of Key Stage. |

| 4. Planned expenditure | | | | | |
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| Academic year: | | 2019/20 | | | |
| 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? |
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| <p>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</p> | <p>Pupil Progress meeting following each data drop to ensure that under attaining PP children identified and support is put in place.</p> <p>TA3 and 4 to include PPA cover in their timetables to ensure quality First Teaching during PPA sessions</p> <p>Continuing CPD for staff throughout the year to include Quality First Teaching Strategies</p> <p>Further develop the new curriculum to ensure that all children are able to access it and make accelerated progress</p> <p>AHT Inclusion, LSAs, Pastoral Team, EAL and Child in Mind to advise staff on how to support children with any additional needs</p> <p>New Inclusion role to focus on supporting staff to ensure accelerated progress for Element 2 children</p> | <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 | <p>KP</p> | <p>November 2020</p> |
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| <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>TA3 and TA4 to have responsibility for daily reading with PP children.</p> <p>Literacy Coordinator to continue to develop reading curriculum with support from Laura Lodge at One Education</p> <p>Literacy Coordinator to continue to support staff with differentiation and personalised curriculums in KS2</p> <p>Reading Areas to be developed in KS2 wing to encourage reading for pleasure</p> <p>Reading Club to be introduced at Lunchtimes in KS2</p> | <p>High % of children that did not reach ARE in reading in 2018/19</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 • Reading records show daily 1:1 reading for targeted PP children • Book looks and planning show that teachers ensure that children not accessing learning are being included in provision | <p>KP</p> | <p>November 2020</p> |
| <p>For all 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>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 (SMB)</p> | <p>April 2020</p> |

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| Increased rates of Attendance and Punctuality of pupils who are eligible for Pupil Premium to the school /LEA target of 96%. | <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 • Family Worker, School Nurse, Attendance Officer to attend EYFS starter meetings | Attendance of children who are eligible for PP for 2018/19 was 94.5% which was below the National Average and school target of 96% (2019/20) | <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>April 2020</p> <p>November 2020</p> |
| Total budgeted cost | | | | | £99,146 |
| 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? |

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| <p>% of children who are eligible for PP and are well below ARE, make accelerated progress in Reading, writing and maths and narrow the gap</p> | <p>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</p> <p>IDL Breakfast Club to be made available for all PP children that are well-below ARE</p> <p>TA3/4s to run targeted afterschool sessions in reading, writing and maths for PP children that are below ARE</p> | <p>High % of children who are eligible for PP not reaching ARE in 2018/19 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 that are eligible for PP.</p> <p>LSA to focus on Writing as this is an area of weakness for PP and non PP children across the school.</p> | <p>Termly observations, book looks and observations of targeted children</p> <p>Provision Mapping Tool updated termly to ensure tracking of progress</p> <p>Termly Pupil Progress meeting to track progress</p> <p>Termly SEN reviews with parents and teachers lead by LSAs</p> | <p>AHT Inclusion</p> | <p>November 2020</p> |
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| <p>% 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</p> | <p>EAL Intervention TAs to work in each Key Stage with targeted EAL children to narrow the gap between their current level and ARE</p> <p>A new EAL TA who can speak Spanish to support increasing number of Spanish INAs</p> <p>EAL Lead to work with Parent Coordinator to improve EAL/INA parental engagement</p> <p>EAL Lead to track and monitor progress of INA and targeted EAL children</p> <p>Task bags provided for INA and EAL children who are assessed as being on a lower English Proficiency grade</p> <p>TESOL classes for INA children to increase early language acquisition and confidence with basic English</p> <p>ESOL classes for parents of INA/EAL children to help support English acquisition</p> | <p>Targeted EAL/INA children who are eligible for PP did not make expected progress in 2018/19 but better progress than previously. 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.</p> | <p>Provision Mapping Tool updated termly to ensure tracking of progress</p> <p>Termly Pupil Progress meeting to track progress</p> <p>EAL coordinator to monitor termly and feedback at termly assessment meetings</p> | <p>AHT Inclusion EAL coordinator</p> | <p>November 2020</p> |
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| <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.</p> <p>Pastoral TA to run Nurture Sessions – Breakfast and Lunchtime Club</p> <p>Pastoral TA to run Forest School Sessions for Y3 and targeted SEMH groups</p> <p>Sport Skills group to be developed by Pastoral TAs to provide targeted support for SEMH children during periods of unsupervised play</p> <p>New Positive behaviour Policy to be developed by Behaviour Lead which will incorporate a relational Approach</p> <p>Pastoral Teacher and TA to coordinate pastoral support for children who are eligible for PP with SEMH</p> <p>Child in Mind to provide drop in sessions for Y5/6 children</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>Develop indoor and outdoor Sensory Areas to provide a calming environment for SEMH children</p> <p>AHT Inclusion, LSAs, Pastoral Team, EAL and Child in Mind to advise staff on how to support children with any additional needs</p> | <p>School currently has high levels of children with SEMH that are who are eligible for PP.</p> <p>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.</p> <p>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>CPOMS incidents for SEMH children monitored weekly and discussed at weekly Behaviour Meeting with SLT and MLT</p> <p>Twice yearly SEN reviews for all targeted SEMH children</p> | <p>AHT Inclusion</p> | <p>November 2020</p> |
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| <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 Teacher (LL) to complete WELLCOM assessment and intervention programme with Reception aged children</p> <p>EYFS Intervention teacher to use WELLCOM programme to identify early, any child that needs additional assessment by outside agencies</p> | <p>Baseline assessments of children entering Reception in September 2019 shows high % EAL children and children that are well below average communication and language skills.</p> <p>Data analysis of WELLCOM programme 2017/18 (staff absence last year meant that programme not completed) last year showed that children made accelerated progress in CLL</p> <p>Evidence and research which supports the view that targeted 1:1 interventions have the highest level of impact for low achieving children</p> | <p>Provision Mapping Tool updated termly to ensure tracking of progress</p> <p>Termly Pupil Progress meeting to track progress</p> | <p>AHT Inclusion</p> | <p>November 2020</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.</p> <p>Data analysis of Early Birds 2018/19 showed that targeted children made accelerated progress in Reading</p> <p>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</p> <p>Advice form external agencies – EP, PRU etc..</p> | <p>Provision Mapping Tool updated termly to ensure tracking of progress</p> <p>Termly Pupil Progress meeting to track progress</p> | <p>AHT Inclusion</p> | <p>November 2020</p> |
| <p>Total budgeted cost</p> | | | | | <p>£190,309</p> |

| iii. Other approaches | | | | | |
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| 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 | November 2020 |
| Costing of support given to PP to be tracked effectively | Provision Mapping Tool to be used to track costing of all PP interventions | To ensure that PP funding continues to be tracked and monitored effectively | Provision Mapping to be tracked every term by AHT Inclusion | AHT Inclusion | November 2020 |
| Total budgeted cost | | | | | £4,279 |

| 5. Review of expenditure | | | |
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| Previous Academic Year | 2018/19 | Total PP Allocation - £289,557 | |
| 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) |

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| <p>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</p> | <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>All classes had full time TAs who read with PP children daily.</p> <p>All TAs were trained how to use Target Tracker in order to track pupils progress</p> <p>TAs given TA books in order to liaise and pass on assessment information to class teachers.</p> <p>All class based TAs trained on how to Benchmark children.</p> <p>TAs Benchmarked children at the start of each term to accurately assess children's reading levels and identify next steps.</p> | <p>PP children that had made 6+ points progress in reading over the year was +5.7% higher than non PP children. (PP – 41.3%, non PP – 35.6%)</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>Next year we need to ensure that EAL and LSA assessments are shared with class staff to ensure consistency.</p> <p>Greater focus on Writing needed as this area has the biggest disparity from National data of non - Pupil Premium children.</p> |
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| <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>All PP children were read with daily.</p> <p>More PP children made 6+ points progress than non PP children.</p> <p>6+ points progress in Reading</p> <p>PP children – 41.3%</p> <p>Non PP children - 36.6%</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>Ensure that any new TAs starting are given Benchmark training.</p> <p>Literacy Coordinator to quality assure Benchmarking process.</p> <p>Ensure that EAL and LSA assessments are shared with class staff to ensure consistency.</p> <p>Ask TA3's and TA4's to be responsible for PP reading in order to ensure quality first teaching of reading.</p> <p>Develop Reading Areas outside each Year Group in order to encourage reading for pleasure</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 Gyll 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> |

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| <p>Increased rates of Attendance and Punctuality of pupils who are eligible for Pupil Premium to the school /LEA target of 95%.</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 2018/19 was 94.5% which was below the National Average and school target of 96%</p> <p>Attendance packs given to all new starters with legal expectations for attendance.</p> <p>Attendance Officer produced a weekly report for class teachers in order for them to identify and tackle any poor attendance.</p> <p>Weekly Attendance award given in assembly for 100% attendance and class with the best attendance.</p> <p>Children with poor attendance offered free Breakfast Club places.</p> <p>INSET day coinciding with Eid, followed by an Eid party to encourage pupils to return after one days absence</p> <p>Family Work Coordinator to offer EHA and refer to Social Care to families with persistent attendance issues</p> | <p>Attendance Officer continues to have a positive impact on attendance. As she speaks English and Urdu she is able to communicate with a much higher percentage of parents than previously.</p> <p>Effective tracking by Attendance Officer has meant an increase in attendance for all children including PP children.</p> <p>Regular attendance meetings, referrals to Social Care and the School Nurse, has had a positive impact on persistent absence.</p> <p>Attendance in EYFS still remains poor – much more emphasis is needed on this next year.</p> <p>The biggest cause of attendance is parents keeping children off school for minor illnesses that could be managed in school. Attendance Officer is working with parents to reduce this.</p> <p>Requests for leave of absence tend to occur most at start of year in KS1 and end of year on KS2.</p> <p>Family Worker, Attendance Officer and School Nurse to attend parent meetings for EYFS to discuss attendance.</p> |
| <p>Total Actual Cost - £89,951</p> | | | |
| <p>ii. Targeted support</p> | | | |
| <p>Desired outcome</p> | <p>Chosen <i>action</i> / approach</p> | <p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> | <p>Lessons learned (and whether you will continue with this approach)</p> |

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| <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>At the beginning of the year Wellcom Program continued to be extremely effective in identifying and supporting children in the early stages of language acquisition (see data in 'Quality of Teaching for All').</p> <p>Long term staff absence meant that Wellcom was not completed in term 2 and 3. This has had an impact on children achieving GLD this year.</p> <p>The new curriculum meant that children were given much more opportunities to develop their investigative questioning skills. Floor Books were introduced which encouraged child initiated learning.</p> <p>In order to support children language acquisition (during long term staff absence) termly Enrichment Days and 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.</p> <p>In addition a "Bedtime Story Night" continued to be a huge success with a high level of engagement by parents and children, supporting reading strategies in school – see parental responses.</p> | <p>Ensure effective implementation of Wellcom Program in 2019/20 to continue previous impact.</p> <p>Deploy a highly skilled TA or teacher to deliver Wellcom consistently to ensure its effectiveness</p> <p>AHT Inclusion to quality assure the impact of Wellcom termly at Pupil Progress Meetings and Target Tracker data analysis.</p> <p>Use Wellcom to identify any children that may have specific needs and need referring to outside agencies for early assessment.</p> <p>Continue to courage parental engagement through Enrichment Days and parent workshops.</p> <p>Deploy highly skilled TA or teacher to work in Nursery to improve parental engagement, offer parental support around communication and language and to identify any SEND needs.</p> |
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| <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>Early Birds continues to be a successful intervention, due to a consistent daily approach and regular monitoring. For the two children who made minimal progress, LSA support programmes have been identified from September 2019 to further support these children.</p> <p>All 12 children made progress.</p> <p>6 out of 12 children made 1 -2 years progress. (The other 6 started late, had poor attendance or SEN.)</p> <p>Early Bird Lead met with parents three times a year and parents were kept informed of progress.</p> | <p>Data analysis showed that the gap has narrowed of high percentage of PP children with well below average reading levels.</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 all 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>An IDL Breakfast Club has been introduced for PP that are well below - children taking part have made accelerated progress (one child made 9 months progress in a month)</p> <p>LSAs have attended Dyslexia training to further develop their skills in supporting children with a specific literacy difficulty.</p> <p>LSAs produce Learning Plans and hold SEN Reviews for teachers and parents 2x a year.</p> <p>LSAs assess children's progress at the start of each term using class observations, book looks and standardised tests (Salford reading, Sandwell)</p> | <p>This approach continues to have a positive impact on PP children that are below ARE progress.</p> <p>LSAs are able to work on individual gaps in learning</p> <p>Provision mapping means that impact of intervention is effectively tracked and monitored termly</p> <p>SEN reviews and Learning Plans 2 x a year mean that impact of support is continues in the classroom and parents and teachers are informed of children's progress</p> <p>Children consistently using IDL have made accelerated progress and this has proved to be an extremely cost effective intervention</p> <p>Further use of IDL in the classroom would have mean a higher number of children can make accelerated progress.</p> |

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| <p>% 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</p> | <p>New EAL Lead to introduce new assessment system</p> | <p>Continuous assessment throughout the year of RRL of the children who were removed for intervention showed that a large majority of the INA and EAL children made expected or more progress.</p> <p>Children were continuously moved to more appropriate groups to better meet their ability and need.</p> <p>INA children were taken for intervention within two weeks of admission to school.</p> <p>Resources were provided for staff to be able to better support our EAL children whilst in class.</p> <p>Task bags were provided for INA and EAL children who had been assessed on a lower English Proficiency grade so that they were on task whilst in class.</p> <p>TESOL classes for INA children to increase early language acquisition and confidence with basic English</p> | <p>48% targeted children made 6+ in progress</p> <p>54% of targeted children made expected or better progress</p> <p>EAL lead feels that this does not give a true reflection of excellent progress made due to flexible nature of support due to transience – some of the targeted children had made 16 or more Reading recovery levels progress</p> <p>We will continue with this intervention due to high numbers of INA and EAL children and the success of targeted support over the last two years</p> |
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| <p>High % of SEMH children who are eligible for PP to engage in learning and have less violent outbursts</p> | <ul style="list-style-type: none"> • 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 • Pastoral Teacher and TA to coordinate pastoral support for children who are eligible for PP with SEMH • Fund Play Therapy and Filial Therapy sessions by Child in Mind 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>Boxall profiling data showed that the intervention had a high rate of success and reduced number of incidents for SEMH children</p> <p>Nurture Group now supporting 15 children</p> <p>CPOMS also showed that incidents for targeted PP children have reduced</p> <p>Play Therapist (Child in Mind) 1 ½ days a week to support high level children, drop in sessions for Y5 and advice sessions for staff.</p> <p>Whole School training on Attachment and Trauma led by Child in Mind</p> <p>Whole School behaviour support package by Child In Mind to help develop new Positive Behaviour Policy which incorporates a relational approach</p> <p>Pastoral TA trained as Forest School Leader in order to run whole class sessions and targeted group sessions</p> | <p>This intervention will continue next year due to the high impact that it had for our SEMH children</p> <p>Boxall and CPOM data show impact of SEMH provision</p> <p>Chapel street would like to move towards a more relational approach so will continue to work with ne Behaviour Lead and Child In Mind to develop this next year</p> <p>Next year Pastoral TA to work across Y3 and targeted SEMH groups - Forest Schools</p> <p>Nurture Group to include children from Y3 upwards due to level of need.</p> <p>Staff knowledge of how to support children with SEMH in KS2 needs further development and new positive behaviour policy and Child In Mind input will help to support this.</p> |
| <p>Total Actual Cost - £176,283</p> | | | |
| <p>iii. Other approaches</p> | | | |
| <p>Desired outcome</p> | <p>Chosen action / approach</p> | <p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> | <p>Lessons learned (and whether you will continue with this approach)</p> |

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| PP spending and progress to be effectively tracked and monitored | AHT Inclusion role to include responsibility for PP | AHT Inclusion has effectively tracked and monitored impact of PP spending across the year. AHT Inclusion has attended Pupil Progress meetings termly and is a member of Assessment Team. She has completed termly assessment and analysis of data for PP children. She has also completed book looks and lesson observations of provision for PP children. AHT Inclusion has responsibility for leading Behaviour Lead, Pastoral TA, LSA, EAL TAs, Pastoral Teacher and Child in Mind support. | AHT will continue to have PP as part of her role and have responsibility to ensure progress of PP children. |
| Costing of support given to PP to be tracked effectively | Provision Mapping Tool to be used to track costing of all PP interventions | Provision mapping Tool continues to enable 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 | We will continue to use the Provision mapping Tool to track spending for PP children |
| Total Actual Cost - £3,996 | | | |