

# St. Chad's CE Primary Academy

## PUPIL PREMIUM REPORT AND SPENDING PLAN



### 2019/20 ACTION AND SPENDING PLAN

1. Summary information					
<b>School</b>	St Chad's CE Primary Academy				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£30, 320	<b>Date of most recent PP Review</b>	Oct 2019
<b>Total number of pupils</b>	202	<b>Number of pupils eligible for PP</b> Nb. No year group has more than 5 children eligible for PP/PP+	21 (17 PP +4 PP+)	<b>Date for next internal review of this strategy</b>	

2. Current attainment			
End KS2 2019	<i>Pupils eligible for PP</i>	<i>School(non-PP)</i>	<i>National other(2018 data used to compare to 2019 data)</i>
% achieving expected standard or above in reading, writing and maths at end of KS2 2019	67% (2/3)	78%	77%
% achieving expected standard or above in reading at end of KS2 2019	67%	87%	71%
% achieving greater depth in reading at end of KS2 2019	33% (1/3)	40%	
% achieving expected standard or above in writing at end of KS2 2019	100%	89%	66%
% achieving greater depth in writing at end of KS2 2019	0	7%	
% achieving expected standard or above in maths at end of KS2 2019	100%	89%	81%
% achieving greater depth in maths at end of KS2 2019	0	26%	
KS1-2 progress in reading at end of KS2 2019	-1.2	+1.0	
KS1-2 progress in writing at end of KS2 2019	-1.5	-1.8	
KS1-2 progress in maths at end of KS2 2019	+0.5	0.0	

Narrative 1. Only 3 pupils in 2018-19 Year 6 eligible for Pupil Premium so high statistical 'impact' for each child 2. PP pupils followed whole school pattern of largely achieving expected standard, but did not make sufficient progress over KS2 to achieve their 'greater depth' potential in writing and maths		
<b>End KS1 2019</b>	<i>Pupils eligible for PP</i>	<i>School(non-PP)</i>
<b>% achieving expected standard or above in reading, writing and maths at end of KS1 2019</b>	<b>33%</b>	<b>85%</b>
<b>% achieving expected standard or above in reading at end of KS1 2019</b>	67% (2/3)	92%
<b>% achieving greater depth in reading at end of KS1 2019</b>	0	41%
<b>% achieving expected standard or above in writing at end of KS1 2019</b>	33%	89%
<b>% achieving greater depth in writing at end of KS1 2019</b>	0	33%
<b>% achieving expected standard or above in maths at end of KS1 2019</b>	<b>67%</b>	<b>89%</b>
<b>% achieving greater depth in maths at end of KS1 2019</b>	<b>0</b>	<b>41%</b>
<b>Narrative:</b> - Only 3 pupils in 2018-19 Year 6 eligible for Pupil Premium so high statistical 'impact' for each child - 2 PP children did not achieve expected standard in writing and one of these children did not achieve the standard in reading and maths either. These children need to have a focus for support through KS2.		
<b>Year 1 Phonics: NB – no children in the 2019 Year 1 cohort were eligible for Pupil Premium</b>		
<b>End of EYFS outcomes: NB – only 1 child in the 2019 Reception cohort was eligible for Pupil Premium. This child achieved a 'good level of development'.</b>		
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Poor fine motor skills mean that recording work and writing legibly is challenging for some children, particularly those eligible for PP/PP+	
<b>B.</b>	Poor spelling skills and limited recognition of spelling patterns is impacting on progress and attainment in writing for some children eligible for pupil premium in KS2.	

<b>C.</b>	Many PP/PP+ children need to develop their oracy skills – particularly their ability to speak clearly, articulately and concisely.	
<b>D.</b>	Previously low expectations for some children eligible for PP/PP+ has meant that they were not expected to ‘keep up’ with whole class learning and this has impacted on progress.	
<b>E.</b>	The whole school issue of not enough children being ‘taught for depth’ and so not achieving ‘greater depth’ outcomes applies to Pupil Premium children too.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>F.</b>	Social and emotional skills are low for a group of pupil premium/+ children. Low self-esteem and reluctance to take part in challenging learning activities has impacted on their attainment.	
<b>G.</b>	A small group of PP eligible children have limited opportunities for enrichment activities or resources outside of school, which is negatively impacting on learning, socialising and friendship groups.	
<b>H.</b>	3 of the 21 PP/PP+ children had persistent absence in 2018/9 (below 90%)	
<b>4. Intended outcomes</b>		<b>How do we know?</b>
<b>A.</b>	Teacher performance is consistently good or better.	QA of teaching shows that PP pupils experience good or better teaching on a daily basis.
<b>B.</b>	Literacy and numeracy barriers are relentlessly and effectively addressed as any PP pupils move through the academy.	Improved teaching/specific interventions show improved performance via assessment data.
<b>C.</b>	Fine motor skills and handwriting improves for pupils, particularly those eligible for PP throughout school. The gap between the progress scores in writing for children eligible for PP/PP+ and non-PP is narrowed.	Pupils eligible for PP identified as requiring support with fine motor skills demonstrate improved handwriting. Higher numbers of children achieving handwriting criteria in KS1 and KS2 assessments. Presentation of pupils’ work is improved. The progress score for children eligible for PP/PP+ matches that of non-PP children and is a positive score.
<b>D.</b>	Spelling improves in writing across the curriculum. Children in each year group, including those eligible for PP/PP+, can spell the year group specific spellings.	The gap between the children eligible for PP/PP+ and non-PP is narrowed to 0.0. Children in each year group can spell the year group specific spellings.

<b>E.</b>	Attendance and punctuality of the PP pupils improves in line with academy targets.	A reduction in days lost to pupil absence compared to AY2018-19 and improved punctuality. The three PP children with Persistent Absence in 2018/9 have attendance above 90% in 2019/20
<b>F.</b>	A higher percentage of children eligible for PP/PP+ achieve GDS in maths and writing.	End of Year Group outcomes show that percentage of PP children achieving GDS matches the non-PP group.
<b>G.</b>	Improved social skills, including turn taking, following instructions and speaking appropriately to others, for pupils eligible for PP	PP children's Achievement Points and Behaviour Points accrued over year in line with non-PP group Pupils eligible for PP carry out instructions first time. Children able to solve issues with peers independently when appropriate.
<b>H.</b>	Children are able to attend social activities outside of the school day enabling them to socialise with peers and take part in community activities. Children are able to access and take part in school trips. Children have access to resources to enable them to access all aspects of learning.	Children attend out of school clubs regularly. Increased enjoyment of enrichment activities. Children have experiences that they would otherwise be unable to access. Children are able to attend educational visits, including residentials, with their peers. No child is prevented from accessing resources or activities.

5. Review of expenditure				
Academic year		2018-19		
i. Quality of teaching for all				
Action	Intended Outcome	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)	Cost
<p>Weekly handwriting sessions for focus children.</p> <p>Weekly fine motor skills sessions for focus children.</p> <p>Fine motor skills sessions for children in EYFS.</p> <p>High expectations for presentation throughout school in all areas of the curriculum.</p>	<p>A. Fine motor skills and handwriting improves for pupils, particularly those eligible for PP throughout school. The gap between the progress scores in writing for children eligible for PP/PP+ and non-PP is narrowed.</p>	<p>Individual PP children's handwriting/ fine motor skills improved as a result of specific intervention. However, for the identified PP children, handwriting remains a barrier.</p>	<p>On reflection, the approach to handwriting needs to continue to follow the 'little and often' approach to ensure that children are continuing to build on their handwriting and fine motor skills.</p> <p>Transition meetings should identify what has worked well and strategies for keeping developing the fine motor skills within the lessons.</p> <p>Structured handwriting sessions with whole class – focus (TA/Teacher) on those children having difficulty</p>	<p>TA x 3hr20 p/w = £1760  HLTA x 30min p/w = £291  UPS teacher x 30min p/w = £796.28</p>
<p>KS2 to follow No-Nonsense spelling programme weekly.</p> <p>Spelling ages to be assessed each term.</p> <p>Targeted children to take part in spelling interventions/Beat Dyslexia focussing on spelling patterns or words previously taught that need reinforcing.</p> <p>Incorrect spellings to be highlighted in children's work as appropriate.</p> <p>Time for literacy lead to carry out book scrutiny, analyse spelling data and support staff as required.</p>	<p>C. Spelling improves in writing across the curriculum. Children in each year group, including those eligible for PP/PP+, can spell the year group specific spellings.</p>	<p>Spelling ages not assessed 2018-19 – but spelling remains a key issue for PP children, especially at KS2</p>	<ul style="list-style-type: none"> <li>- Follow more structured approach to spelling with weekly spelling homework</li> <li>- Teacher CPD on supporting children's self-editing skills and ability to spot and correct misspellings</li> <li>- TA CPD on supporting 'in-lesson' intervention for spellings</li> </ul>	<p>TA x 1hr20 p/w = £704  HLTA x 3hr25 p/w = £1988.50</p>

<p>Ongoing subscription for TT Rockstars and Mathletics.</p> <p>Introduction of Big Maths across Y2-Y6. Maths lead to monitor impact during work scrutiny.</p> <p>Timetables and non-negotiables a focus for each year gp.</p> <p>Maths lead to collect and analyse times tables data each term.</p> <p>Interventions to focus on those children eligible for PP/PP+ who require additional support for maths to enable them to meet EXP/GDS.</p>	<p>D. Progress scores in maths for children eligible for PP/PP+ is strong and our aspiration is now that the gap between the children eligible for PP/PP+ and non-PP is narrowed to 0.0.</p> <p>A higher percentage of children eligible for PP/PP+ achieve GDS in maths.</p> <p>Children show improved times tables skills.</p>	<p>Y4 Multiplication Tables check indicated reasonable times table knowledge (NB – no national figures to compare)</p>	<p>- Continue with Mathletics and TT Rock Stars</p>	<p>TA x 4hr 15 p/w = £2244  HLTA x 5hrs 30 p/w = £3201  UPS teacher 1hr p/w = £1592.56  11.3% of annual cost of Mathletics = £113</p>
<p>In-class writing interventions throughout school.</p> <p>1:1/small group literacy work with Inclusion Manager for focus children.</p> <p>Small group RWI phonics for children in EYFS with additional adults.</p> <p>Additional 1:1 phonics in place for those children who need further support in EYFS.</p> <p>School to take part in PEARL project focusing on improving outcomes in literacy. (Release time for literacy leads).</p>	<p>E. The gap between children eligible for PP/PP+ and non-PP reaching age related expectations for writing is narrowed.</p> <p>The progress score for children eligible for PP/PP+ matches that of non-PP children and is a positive score.</p> <p>More children achieve literacy ELG relating to phonics. Children, particularly those eligible for pupil premium, are able to access RWI phonics at a higher level in Y1 compared to 2017-18.</p> <p>Fewer children need additional 1:1 phonics at the start of Y1 following a structured phonics programme in EYFS.</p>	<p>There is still a gap between PP and non-PP writing outcomes.</p> <p>Interventions had some impact for identified target PP children.</p>	<p>Quality First Teaching – following a structured approach to lessons – needs to be the main means of PP children closing the gap.</p> <p>The approach needs to be ensuring PP children ‘keep up’ rather than ‘catch up’ through in-lesson or same day intervention.</p>	<p>TA x 7hr 55min p/w = £4180  HLTA x 20min p/w = £194  UPS teacher x 2hr 20 p/w = £3715.97</p>
<b>Total budgeted cost</b>				£20,780.31

<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended Outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact)</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>Children supported on a 1:1/small group basis to access areas of the classroom.</p> <p>Children are supported to enable them to show respect for themselves and others. They are supported to manage their own personal safety, hygiene and their own time and feelings so that they can access learning and social opportunities appropriately.</p> <p>Regular observations of children leading to completion of learning journey.</p> <p>Social group interventions where required throughout school.</p>	<p>B. The majority of children at the end of EYFS reach age related expectations for PSED – self-confidence and awareness, in particular those eligible for PP/PP+.</p> <p>Observations, SDQs or Boxall profile scores (as appropriate) for children across school show that children’s self-confidence and awareness is improving.</p>	<p>All children in 2018/19 Rec achieved the PSED EY goal.</p>	<p>Supporting these children with self-organisation now needs to transfer to getting ready for lessons in Y1 – with equipment/ tidying table etc...</p>	<p>HLTA x 30min p/w = £291 TA x 2hr 30min p/w = £1320</p>
<p>Regular timetabled time for focus children with learning mentor.</p> <p>Time to Talk/Let’s Talk about...school groups throughout school.</p> <p>Use of CPOMs to monitor incidents.</p> <p>1:1 time with learning mentor/teacher for focus children to complete tasks.</p> <p>Circle time/SULP with small groups of children in EYFS</p> <p>Use of sentence starters to encourage children to talk about feelings.</p> <p>Meet and greet for focus children each morning.</p> <p>Staff trained to deliver Rainbows sessions (supporting children with emotions linked to loss) and purchase of resources.</p>	<p>F. Improved social skills, including turn taking, following instructions and speaking appropriately to others, for pupils eligible for PP/PP+ throughout school, including EYFS.</p> <p>Behavioural issues of PP/PP+ pupils addressed with fewer refusals to complete tasks and improved self-esteem.</p>	<p>Meet and greet made a significant difference to an individual PP child.</p> <p>Weekly social group work with three PP+ Y4 and Y6 children – supported their social skills – remains a key issue for them.</p>	<p>Continue to offer pastoral support particularly meeting emotional needs through counselling approach.</p> <p>Use BFL as more structured approach for PP/+ children.</p>	<p>HLTA x 12hrs p/w = £6984 UPS teacher x 1hr p/w = £1592.56 Rainbows training costs and resources = £490</p>
<b>Total budgeted cost</b>				<b>£10,677.56</b>

<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended Outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>School trips funded for those children who are eligible for PP.</p> <p>After school clubs funded for those pupils eligible for PP.</p> <p>Additional resources provided by school as appropriate to enable students to access all aspects of learning.</p>	<p>H. Children are able to attend social activities outside of the school day enabling them to socialise with peers and take part in community activities. Children are able to access and take part in school trips. Children have access to resources to enable them to access all aspects of learning.</p>	<p>All children accessed school trips and residential. A number of PP/PP+ children have accessed breakfast and after school clubs as a result of funding.</p>	<p>Consider whether funding allows for all PP/PP+ children to be funded for trips and before and after school care – or whether this needs to be restricted to current claimants of FSM.</p>	<p>Budgeted for £5700 to cover trips and breakfast and after school club.</p>
<b>Total budgeted cost</b>				£5700
<b>Overall total budgeted cost</b>				£37,157.87

## 6. Planned expenditure

**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?
To increase the capacity of the senior leadership team so that a member of SLG has specific responsibility for PP children and their outcomes.	Additional Assistant Principal helps to embed Trust QA systems and also deliver a significant proportion of the weekly CPD to all staff	The SLG needs the capacity to embed Trust QA practices. This extra support would also be utilised to deliver high quality CPD, which in turn improves the quality of teaching.  'Improving teaching quality generally leads to greater improvements' 'There is particularly good evidence around the potential impact of teacher professional development' Education Endowment Fund	Continuous QA systems in place to measure staff feedback on the quality of CPD and lesson based observations to measure its impact.	JPR/ New AP	NB – new AP not in post until Feb 2020.  July 2020 impact review
To raise the academic profile of PP pupils across the academy.	Regularly held Pupil Progress meetings have a specific focus on PP pupils and raise the profile of these learners with all staff..	'Whilst it is true that each school is unique, it is equally true that outstanding ... leadership and a relentless focus on improvement will make a real difference – whatever the context or degree of challenge facing a school' Effective Pupil Premium Reviews (Teaching Schools Council) 2018	Termly Pupil Progress meetings are documented and each one refers back to the previous meeting to check progress and update pupil outcomes. These are chaired by a senior leader.	JPR/ New AP	Three times in the academic year (January, May and July), using assessment window data.

Total Budgeted Cost: £13 875

iv. 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?
To implement high impact intervention strategies for all PP pupils through the effective deployment of staffing resources.	To provide in-lesson, 1:1 and small group intervention support, across all year groups (but with a particular focus on literacy and maths in Y2 and Y6). This targeted intervention will encompass more able as well as low performing PP pupils.	'Crucially, many of these good schools are concentrating on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum' Ofsted: The Pupil Premium – how schools are spending the funding successfully to maximise achievement <a href="http://www.suttontrust.com/researcharchive/missing-talent/">http://www.suttontrust.com/researcharchive/missing-talent/</a>	The termly Pupil Progress meetings with all staff have a specific emphasis on the progress of the PP cohort	(SPR)  JPR/ New AP	Termly through Pupil Progress meetings
F. Improved social skills, including turn taking, following instructions and speaking appropriately to others, for pupils eligible for PP/PP+.  Behavioural issues of PP/PP+ pupils addressed with fewer refusals to complete tasks and improved self-esteem.	Regular timetabled time for focus children with learning mentor.  Time to Talk/Let's Talk about...school groups  1:1 time with learning mentor/teacher for focus children to complete tasks.  Use of sentence starters to encourage children to talk about feelings.  Meet and greet for focus children each morning.  Staff trained to deliver Rainbows sessions (supporting children with emotions linked to loss)	<ul style="list-style-type: none"> <li>- Advice from therapist that children have a key worker/person in school</li> <li>- Advice from behaviour support teacher/SALT to use social group interventions for specific children</li> <li>- Previous use of learning mentor to have dedicated time weekly with children has reduced incidents in class and number of refusals to complete work.</li> <li>- Previous experience of children accessing Rainbows sessions showed that children are able to deal more effectively with their emotions in school</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback from parents</li> <li>- Monitoring of interventions</li> <li>- Observations of children</li> <li>- Children will be settled and ready to learn at the start of each day following meet and greet</li> </ul>	(SPR)  JDN	At PP+ EHCP annual review  PP interim report to LGB March 2020
<b>Total budgeted cost</b>					£8845
v. 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?

<p>H. Children are able to attend social activities outside of the school day enabling them to socialise with peers and take part in community activities. Children are able to access and take part in school trips. Children have access to resources to enable them to access all aspects of learning.</p>	<p>School trips funded for those children who are eligible for PP+/ FSM current claimants.</p> <p>After school clubs funded for those pupils eligible for PP+/ current FSM claimants.</p> <p>Additional resources provided by school as appropriate to enable students to access all aspects of learning.</p>	<ul style="list-style-type: none"> <li>- A research review by Barker et al. found that children who attended after school activities were able to strengthen friendships and establish new ones and that self-confidence and social skills increased.</li> <li>- Children will be able to take part in activities/experiences that may have otherwise been unavailable to them.</li> <li>- Children will not be disadvantaged because they do not have access to resources.</li> <li>- Previous experience shows that attendance at school is high as a result of children being given the opportunity to attend breakfast club.</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring of attendance by school business manager/Inclusion Manager</li> </ul>	<p>SBM (SPR)</p>	<p>PP interim report to LGB March 2020</p>
<b>Total budgeted cost</b>					£7600
<b>Overall total budgeted cost</b>					£30 320