

Chadsmead Primary Academy Lichfield



Pupil Premium Update - September 2020

Reviewed by Helen Cadman at

Chadsmead Primary Academy, Lichfield.

Planning and Preparation template- Helen Cadman-SENCO at Chadsmead

Chadsmead Academy	
Total number of pupils in the school	September 2020 = 238 + 18 Nursery Children
Number of PP-eligible pupils:	September 2018 = 74 pupils; September 2019 = 80 pupils; September 2020 = 82 pupils
Amount per pupil:	£1320 per pupil
Total pupil premium budget:	2020/2021 Budget £93,000
Evidence of school performance	
Key statements from Ofsted report(s) – June 2019 - relating to the performance of disadvantaged pupils	<ul style="list-style-type: none"> • <i>In some year groups, pupils have made good progress. However, this continues to be an area of focus</i> • <i>Leaders analyse the progress and attainment of pupils thoroughly and know pupils well.</i> • <i>Leaders ensure that additional funding, such as the pupil premium, is spent well.</i> • <i>Staff identify gaps in learning and the support that pupils need to make good progress</i>
Summary of school's performance data:	<ul style="list-style-type: none"> • <i>Attainment and progress for disadvantaged students is varied: There is no particular aspect that is developing better than another. Year groups requiring targeting are year 1 and year 3 however all year groups require support in all areas following school closure and diagnostic assessment of re-opening due to fall in attainment for many individuals</i>
Pupil Premium data available in school	<p><i>Evidence in school includes:</i></p> <ul style="list-style-type: none"> • <i>See Re-entry diagnostic tracking grids to see changes in attainment during school closure.</i> • <i>See overview data attainment & data progress sheets over time</i> • <i>See individual subject leader reports.</i> • <i>See PP Data term of term trend analysis – last undertaken December 2019 due to school closure.</i>
School's pupil premium statement:	<ul style="list-style-type: none"> • <i>The school's published pupil premium statement clearly describes how the school is planning to locate funding to raise attainment and progress for disadvantaged pupils and close gaps.</i> • <i>PP statement for 2019 – 2020 remains available on school website.</i> • <i>Revised PP statement uploaded to Website and reviewed termly - last review September 2020</i> • <i>PP strategy in place: includes a Graduated Response; Individual Pupil Passports; inclusion of PP pupils in in Pupil Progress Sessions / Accelerated Progress work in school and a strong focus on well-being alongside social, emotional mental health work across school.</i>

Annex 2c: Pupil Premium Strategy Statement

1. Summary information					
School	Chadsmead Primary Academy				
Academic Year	2016/2017	Actual Budget 2016 / 2017	£120,120	Date of most recent PP interval Review	10/11/16
	2017/2018	Actual Budget 2017/2018	£117,480	Date of most recent PP interval Review	02/04/17
	2018/2019	Actual Budget 2018/2019	£91,080	Date of most recent PP interval Review	10/07/17
	2019/2020	Actual Budget 2019/2020	£105,490	Date of Most recent PP interval Review	27/09/18
	2020/2021	Actual Budget 202/2021	£93,000	External Review	11/10/18
Total number of pupils	Sept 2018 (30% of school population)		74	Date of Most recent PP interval Review	16/11/18
	Sept 2019 (32% of school population)		80	Date of Most recent PP interval Review	**/04/19
				Date of Most recent PP interval Review	15/07/19
				Date of Most recent PP interval Review	**/09/2020
2. Current attainment					
End of Key Stage 2 Results Cornerstones Teacher Assessment		<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP</i>	
% achieving Expected or above in Reading, Writing & Maths or equivalent.		No data for 2020 as Y6 SATs were cancelled due to school closure – Covid 19		No data for 2020 as Y6 SATs were cancelled due to school closure – Covid 19	

Whole School Cornerstones average progress score in Reading:	No data available	No data available
Whole School Cornerstones average progress score in Writing;	No data available	No data available
Whole School Cornerstones average progress score in Maths:	No data available	No data available

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers - September 2020	
Priority 1 & 2	<p>Low than expected levels of attainment on entry to EYFS – SCLN, Play and Social skills</p> <p>Baseline assessments in Nursery and Reception show low levels of acquisition on entry; levels of acquisition in year 1 remain also lower than expected due to school closure. Children with speech and language programmes have increased following diagnostic on entry testing in September 2020.</p>
Priority 3	<p>Lower than expected levels of embedded phonic acquisition / Maths reasoning during EYFS and KS1</p> <p>Due to school closure, on entry diagnostic testing has shown that a number of pupils do not meet the phonic expectations for end of Reception/KS1 despite previous intervention prior to school closure. Interventions in EYFS; phonic and reading results still have room for improvement and additional training is required to make a greater impact on the low levels of attainment experienced following re-opening.</p>
External barriers	
Priority 4	<p>Increasing social, emotional and well-being (mental health) challenges faced by children on re-entry to school</p> <p>Awareness that children requiring uniform, stationary, experiencing separation anxiety, anxiety based around lockdown experiences, anxiety based around returning to school post lockdown, hunger or not yet age appropriate independence in their learning ability has been noted and has appeared to have significantly increased. Additional procedures to safeguarding practices identified during school closure and further training on Well-being / SEMH acknowledged</p>

<p>Priority 5</p>	<p>More effective and consistent remote / home learning and increased parental engagement required to support classroom teaching</p> <p>Parental and pupil voice during school closure along staff feedback show evidence of low levels of engagement with learning by many families are ongoing despite school's additional support through weekly phone calls, printed home learning packs, video engagement via MyEd app and increased capacity of information through the school's website.</p> <p>Consistent numbers of PP children remain working with external agencies - this is not decreasing, therefore suggesting an ongoing need for additional support for some PP children. Parents have begun to refer themselves which is a positive.</p> <p>The school recognises a further need for additional remote learning considerations need to be made to support students should a second school closure be forced due to Covid advice from Public Health England and in line with Govt advice.</p>
<p>Priority 6</p>	<p>Limited cultural capital development opportunities available to children externally post covid.</p> <p>Limited numbers of have been able to access opportunities to learn outside of their own home for the last 6 months.</p> <p>School continues to offer, where possible under covid regulations, additional learning opportunities however school recognises these are also now limited due to risk posed through Covid 19. Additional opportunity for children to join Chadsmead prior to reception year in a specialised learning area has been recognised and links with the local children's centre have been maintained. Opportunities where possible will still be built into the curriculum. Sadly limited singing can take place however it is hoped that musical instrumental lessons can be maintained during autumn term.</p>
<p>4. Desired outcomes (<i>What and how they will be measured</i>) Success criteria - next steps</p>	

<p>Priority 1</p>	<p>Speech and Language attainment</p> <ul style="list-style-type: none"> • Improve speech and language attainment • Increase parental awareness of need for good communication on entry • Possible engagement with EEF speech and Language programme. 	<ul style="list-style-type: none"> • Identify speech and language needs from baseline diagnostic assessment on re-entry to school • Continue to work with Charnwood Children’s centre and EYFS forum to identify available support in the area. • Make referrals to speech and language therapy service for all those meeting criteria from diagnostic assessment by half term – Oct 2020 • Target communication through EYFS years/ Year 1 and develop the use of Communication In Print systems to aid learning for all. • Target specific children inc PP children with additional SCLN targets through 6 weekly review cycle
<p>Priority 2</p>	<p>Social Skills and independence</p> <ul style="list-style-type: none"> • New Nursery unit open • Support personal care in EYFS and identified children in other years • Engage parents of identified children and ensure continued agency involvement in line with the graduated response • Improve outcomes for identified children • Ensure embedded procedures in EYFS to address needs of identified children. 	<ul style="list-style-type: none"> • Identify personal care needs from baseline observational assessment; • Continue to work with Charnwood Children’s centre and EYFS forum to identify available support in the area. • Make referrals to well-being (School Nurse) service, Family Support Service (Tier 2), Action for all or Malachi for all those meeting criteria • Target communication through EYFS/year 1 and develop the use of Communication In Print systems to aid learning for all. • Target specific children inc PP children with additional personal care targets through 6 weekly review cycle

<p>Priority 3</p>	<p>Basic Skills Acquisition</p> <ul style="list-style-type: none"> • Continue to improve phonic acquisition through KS1 Phonic programme • Continue to improve outcomes for reading at the end of KS1 over time through AR reading programme • Embed assessment and monitoring procedures for Read, write Inc, Accelerated Reader & maths Mastery programmes • Embed Cornerstones assessment procedures using RWI and AR data to support teacher Assessment. 	<ul style="list-style-type: none"> • Embed and further develop Ruth Miskin’s Read, Write Inc strategy to provide structured programme of learning and up to date resources across EYFS and KS1 • Embed further support using Read write inc programme in LKS2 and UKS2 for identified children as an intervention. • Embed and further develop Accelerated Reader resources and technology across whole school to develop a greater love of reading and continue to develop a structured approach including the development of a KS1 library area with additional books purchased for areas of need. • Continue to identify small groups from initial assessments and re-assess at least half termly in order to re-align groups to ensure maximum progress. • Continue to embed tracking systems to show progress over time. • Target PP pupils within reading and phonic sessions to ensure progress.
<p>Priority 4</p>	<p>Social, emotional and well-being mental health challenges</p> <ul style="list-style-type: none"> • Continue to develop staff awareness of Social, emotional needs • Continue to increase parental awareness of support networks available • Discuss concerns with parents, based on evidence, sooner. • Use of external agencies including progressive PE sport. 	<ul style="list-style-type: none"> • INSET – Government Wellbeing training with additional psychological strategies to support building of positive wellbeing and resilience for pupils. • Further embed school’s SEMH strategies: Wellbeing fortnight; PP Pupil graduated response / pupil passports; SEMH on entry check-ins, “Meet, greet and seat” strategy; pink concern proformas; Jigsaw PSHE programme; PE programme in school • Increase external support services to help families in need and/or those who may benefit from the service ie: behaviour, toileting support, sleep, play, healthy eating, confidence building, attachment needs, speech & Language

Priority 5	Home learning and increased parental engagement <ul style="list-style-type: none"> • Identify viewpoints from staff about parental & pupil voice re: home learning during school closure. • Review valuable learning opportunities possible during school opening under covid guidance. • Increase parental and child engagement in learning through MyEd app and school website. • Continue to develop strategies to support children finding homework challenging. • Develop further attendance of targeted PP children with absence below 96% 	<ul style="list-style-type: none"> • Analyse the effectiveness of home learning and parent/pupil involvement in learning during school closure • Continue to identify pupils consistently not completing homework tasks that impact on their reading, writing and maths acquisition, knowledge, skills and understanding. • Consider knowledge of parental skills to support their children – provide guidance where possible and remote learning links for guidance to support home learning. • Consider the offer for high achieving PP children / homework differentiation – choices of tasks / expectations of homework for Higher ability pupils / creative homework opportunities. • NB: Suspension of early and late birds due to covid guidance. 	
Success criteria - what has been achieved		Mid Year Review	End of Year Review
Priority 1	Speech and Language attainment		
Priority 2	Social skills and independence		
Priority 3	Basic Skills Acquisition		
Priority 4	Social, emotional, mental health challenges		
Priority 5	Home Learning		
Priority 6	Cultural Capital Development		

Priority 7	PP Champion / Attendance Officer employment		
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Planned expenditure					
Academic year	2019 to 2020				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach EFF	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved speech and Language attainment	Early Years Intervention; Peer tutoring; Oral language interventions; learning styles; Outdoor adventure learning	Use of training from EEF initiative, Speech and Language therapists and SPLT resources; Pre EYFS assessment tool for those below expectations as recommended Early Years Advisor input/ SENCO ; Ensure adults & pupils speak in full sentences; Continued use of Maths Mastery & RWi training to encourage children to always speak in full sentences across school.	EEF Initiative driven training and support; Ensure Speech and language referrals are placed for necessary children; SCLN Interventions placed as part of continuous provision in EYFS; RWi and Maths Mastery expectations to be monitored by SEND, literacy and maths lead via phase leadership	GG / LM / HC / DT / RR	Following baseline assessments in EYFS & through 6 weekly progress meetings with GG to ensure spoken language is not a barrier for others in KS1 and KS2

<p>Improved Social Skills and independence</p>	<p>Early Years Intervention; Oral language interventions; teaching assistants; Parental engagement; Individualised instructions</p>	<p>New nursery unit to be opened. Children have used outdoor play areas constructed to develop learning. Increased use of Picture / symbol communication system to support independence when practising skills; increased use in communal areas around school. SCLN supported to aid understanding of instructions / readiness to learn.</p>	<p>EYFS separate Reception and nursery provision to allow specialist support placed as part of continuous provision / QFT Autumn term curriculum to focus on well-being, personal care needs and independence. Regular review with parents via phonecalls / MyEd app and virtual meetings with SENCO via TEAMS / external agencies.</p>	<p>LM, RR, HC, GG</p>	<p>Termly review of pupil needs Termly review of staffing needs Termly review of whole school journey with regard to independence via Jigsaw programme</p>
<p>Improved Improved Basic Skills (Phonic / maths Acquisition): - Read Write Inc (R – Y5) - Accelerated Reader (Y2 – Y6) - Maths Mastery (R – Y3 only) - Bookmark – Y3 - Online learning Y4/Y5/Y6</p>	<p>Reading Comprehension strategies & small group tuition; teaching assistant deployment; Digital technology; Feedback</p>	<p>Embedded and updated training of staff to ensure targeted small group phonic intervention through RWI; Embed use of technology to inspire reading through use of quizzes, points and competition Whole class reading texts and Acc. Reader throughout school; Staff to provide feedback to PP children during lessons New learning platforms used – IXL, Spag.com, maths.co.uk, TTRock stars, oak academy, Whiterose maths website etc.</p>	<p>Follow the programmes training schedule and implementation guidance initially to ensure correct administration in line with programme aims and objectives. Use of ICT access opportunities and further development / feedback Pupil feedback via subject deep dives / school council.</p>	<p>LM (RWI) DT(Acc. Reader); LB (bookmark) AB (maths) HC (School council)</p>	<p>Half termly in line with star reader tests and RWi assessments Children's progress will be reviewed every 6 weeks in line with pupil progress meetings. ZPD progress shared with children. Development of certificated progress to be developed.</p>

Improved Social, emotional and well-being (mental health) challenges	Social / emotional learning; metacognition Collaborative learning; learning styles	INSET – Wellbeing Continued development of Jigsaw Programme - concepts of PSHE and metacognition to increase independent learning and self-regulation / responsibility for oneself and others	Development of Jigsaw programme of PSHE teaching – weekly discrete lessons Additional Wellbeing training to support staff knowledge and understanding of challenged including psychology strategies for building resilience.	GG / HC	Feedback to GG regarding Jigsaw and staff feedback following training.
Improved Home learning and increased parental engagement	Homework (Primary); Parental engagement; Extending school day	Revisit types of homework, tasks set, pupil /parent voice Develop parental engagement with home learning for those PP children not completing via yEd and school website / paperbased homework – KS2 Homework ops via technology.	Review of home learning: theme in addition to standard reading, maths, spelling, time tables expectations – embed and develop a more effective approach and involvement of vulnerable children without ICT access.	HC / GG / Class teachers.	Review every half term through SLT discussion.
Total budgeted cost = £					
ii. Targeted support					
Desired outcome	Chosen action / approach EFF	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>Improved Speech and Language attainment</p>	<p>One to One tuition with SPLT or trained TA; small group support in continuous targeted provision in EYFS Parental engagement; Oral language intervention</p>	<p>For those with Speech and Language programmes from the Speech and Language therapist and are registered on the SEND register, additional support should be provided; Class teachers are aware of pupil targets and need to build ops into Quality first teaching to support learning. It is expected that parents at home also contribute to their child's speech and language development when placed on a SpLT programme by the therapist</p>	<p>Monitoring through Green PFS books / EL Journals and staff feedback as well as SCLN assessment by phase leader; Monitoring through virtual SEND reviews by SENCO; Monitor through 6 weekly virtual pupil progress meetings; SpLT assessment by therapist</p>	<p>HC and LM</p>	<p>Weekly staff / TA Half termly by SENCO 6 weekly by teacher / GG 6 monthly by Therapist</p>
<p>Social Skills and independence</p>	<p>Individualised instructions</p>	<p>Address individual needs by supporting children in the moment when required. Pre-teaching and post review. Involvement with external agencies.</p>	<p>Regular assessment and review 6 week intervention by external support agencies</p>	<p>LM SENCO</p>	<p>Half termly Regular parental meetings</p>
<p>Improved Phonic / maths Acquisition</p>	<p>Phonics / Small group tuition / collaborative learning; teaching assistants to reduce class size;</p>	<p>Use of small class sizes – some classes under 20 pupils. Use TA's / HLTA's across school to reduce class size allows for collaborative learning within small groups. Greater number of TA's in Y3/Y4 and EYFS to support target areas. Class groupings based on pupil needs. Target PP pupils through pupil progress to develop reading skills, stamina or variety of genres;</p>	<p>Intervention RWI and Acc. Reader training to be undertaken Communication consideration; Feedback through phase leaders Deployment of staffing to ensure targeted support is given by trained staff / teachers.</p>	<p>LM (RWI) DT(Acc. Reader) AB (Maths) DB/AS</p>	<p>Half termly Children's progress will be reviewed every 6 weeks in line with pupil progress meetings to determine next steps</p>

Social, emotional and well-being (mental health) challenges	Small group tuition and 1:1 approaches	INSET training of Well-being – implementation of strategies shared Continuation of successful strategies - SEMH check ins / “Meet, greet and seat” strategy. Use and review of Pink concern log in order to identify growing concerns; Staff observations to responses in Jigsaw programme; Use of pupil passport and Graduated Response to monitor support needs and vulnerability levels.	Termly PP Passport updates; 10 incidents of concern requires discussions outside of the safeguarding procedures / practices; identification of concern procedures reviewed	All Staff	As the need arises. Half termly TAF meeting / CIN meetings etc.
Home learning and increased parental engagement	Parental engagement Extended school day	Challenges of supporting home learning recognised and individualised home learning packages for some children provided. Extension of technology to support learning at home and remote learning package to be developed in line with govt guidance. Awareness of families without / with limited technology access.	Class teachers to identify PP children where individualised programmes / homework tasks may be beneficial; use of ICT to enhance homework would stimulate engagement for some children depending on the access availability	All staff	Revisit in phases each term / half term
Total budgeted cost =					
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?

<p>Improved Speech and Language attainment;</p>	<p>Arts Participation; Curriculum Design; sports participation</p>	<p>Children are more willing to engage whilst on their way to an activity; during an activity of interest; whilst with friends in an informal situation; New Curriculum developments focus on Vocabulary and language understanding and knowledge;</p>	<p>“Wow!” starter to each theme to be continued allowing children a different learning experience. Additional learning experiences are provided in a range of arts, sports and creative areas during the year where covid regulations allow.</p>	<p>GG / AS/ DB</p>	<p>Performance Management cycle review – cultural capital opportunities / curriculum development Ed visits / visiting groups residential experiences / local environment / music lessons / sports participation / extra curric.</p>
<p>Improved Phonic / Arithmetic Acquisition</p>	<p>Curriculum Design; Sports participation</p>	<p>Children have undertaken summer reading challenges with the local library successfully; Guided reading VIPERS Additional support through Fresh start / Bookmark charity and online reading opportunities to be considered.</p>	<p>Use first hand experiences to support reading and writing in the curriculum; External visitors / opportunities to be arranged when possible under Covid regulations.</p>	<p>SD - RE GG - PSHE HH – PE LB – Bookmark DT - Vipers</p>	<p>Termly review of Curriculum design.</p>
<p>Effective support staff deployment</p>	<p>Block scheduling</p>	<p>PP Champion to be released from teaching commitments pm HLTAs to deliver French, RE and Music in school across each phase; ICT access timetables</p>	<p>Timetabled New ICT scheme to be used.</p>	<p>GG / HC HM (ICT)</p>	<p>Termly</p>
<p>Social, emotional and mental health challenges</p>	<p>Feedback; Parental engagement</p>	<p>Attendance officer employed in order to monitor and inform staff of attendance concerns. Continue incentives and contact with head teacher/SLT for those not attending to attend over shorter periods. Jigsaw PSHE programme</p>	<p>Increased attendance of PP children and targeted families/pupils Continued Jigsaw PSHE programme to all years. PP Champion to make referrals for identified families.</p>	<p>GG / HC</p>	<p>Half termly Number of pupils to be reduced with attendance below 96%; Overall school attendance to improve to be higher than national.</p>

Home learning and increased parental engagement	Sports and arts participation; Curriculum Design;	Children to gain greater recognition for their involvement in external activities allowing children’s skills outside of school to be rewarded at school; Increased opportunities in school to “try” new skills where possible under covid regulations	Liaison with opportunities locally for PP children to be involved in different activities to expand and broaden their opportunities. Monitor and continue to address attendance issues	GG / HC / HH / JM / DT / AS	Half Termly
Total budgeted cost					

Review of expenditure				
Previous Academic Year		2019 - 2020		
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)	Cost
Low than expected levels of attainment on entry to EYFS children	Wave 1 QFT teaching Timetabled TA support in class Use of SCLN Training and EYFS support	APS and School Cornerstones Data re: PP children (July 2018 outcomes) need to show that PP children make expected progress in all year groups	Positive outcomes for attainment and progress. Y2 remains a concern with regard to Progress Graduated Approach to be continued via Pupil Progress meetings and Pupil Passports See whole school data sheet & Data Overview See whole school provision map See GG Data re average progress of PP children Next step: <ul style="list-style-type: none"> • Further development on higher, middle, lower PP analysis to be developed – Met • Look at reviewing assessment systems – Cornerstones Curriculum Maestro – Met • Arrange additional training in Sept for TAs - Met • Look at EEF projects for SCLN - Met 	£40,000
Lower than required embedded phonic acquisition during EYFS and KS1	RWi Phonic Acquisition programme Accelerated Reader Guided reading - VIPERS	APS and School Cornerstones Data re: PP children (July 2018 outcomes)	Positive outcomes for attainment and progress. Approach to be continued via Pupil Progress meetings. See whole school data sheet & Data Overview See whole school provision map Next step: <ul style="list-style-type: none"> • Further development of comparison between boys and girls PP outcomes – Met • Further training in maths mastery, RWInc – Met • Extension of schemes to further year groups - met 	£7,500

ii. Targeted support				
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)	Cost
Effective and consistent home learning and increased parental engagement	Early Birds Sessions from 8.30am Curriculum Re-design	Observation and Audit of school resources.	Early Bird Access to Y6 and PP children successful for some PP children who attended. Some PP children requested to attend but were not given permission by parents. IXL log ins and spag.com logins for Y6 pupils Next step: Parental Engagement / Home learning - Met IXL / Spag.com logins for Y5 / Y6 children – Met TT rock start – Y4 children - met Review Home learning policy and practice – Met Develop Covid closure home learning practice - Met	£1,200
Restrictions with regard to Support staff deployment	Pupil Progress Meeting outcomes / Accelerated Learning Plans	Cornerstones data – July 2018 Half termly assessment and moderation	PP children's progress enhanced by Pupil Progress meetings See GG data overview See Provision map See SEND provision map See TA deployment Next step: Continue focused Pupil progress work - Met Redeploy TA's to needs focused interventions- Met Change staffing year groups to meet children's needs for Sept 2020 - met	£42,000
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)	Cost
To maintain the role of Pupil Premium Champion	Employment of full time SENCO / PP champion to ensure provision is in place and monitored	Successful role during 2018 / 2019	Coordinating Graduated responses and pupil passports Coordinating summer school responses Attends all Pupil Progress meetings with HT Support HLTA delivering Early Bird sessions Liaise with Attendance officer re PP children's absence reasons to identify further support Next step: Share PP strategy with staff; Met Menu of support for parents and cont.- Met Pupil Passport and graduated response embedded – met Cultural capital development - ongoing	£14,000
To improve the attendance of PP pupils falling below 96%.	Head teacher, Attendance officer and SENCO to monitor attendance.	Low attendance for 57% of PP pupils in July 2018 have below 96% attendance figures Attendance is a key factor in achievement.	Family groups impact on PP attendance Next steps: Monitor family groups more closely and identify support available through new tier 2 response; Develop attendance systems and procedures to consider rewards for short term improvements with attendance officer – met Attendance for PP children reduced – Met Home visits for those children causing concern – met Tiered contact phone call levels during school closure to ensure engagement with school.	£8,000

<p>Increasing social, emotional and mental health challenges faced by children on entry to school</p>	<p>Subsidise music tuition, education visits, PE activities, residential visits and other activities within the school day. Curriculum Development</p>	<p>Ensure equal access to all Arts participation Opportunities are available to all WOW starter days Educational Visits Residential experience – Y6 Local Area / Environment. Curriculum Enrichment.</p>	<p>Good outcomes for attainment and progress. Approach to be continued and further opportunities to be identified as new themes are planned. See new Rich and Broad Curriculum planning and extra-curricular activities Next steps: Cycle 2 of new rich and broad planning; identify and include enrichment experiences for all; Met Greater use of local community including Library and cathedral; Met New RE scheme and developing curriculum areas via subject leaders. Met Continue subsidies for PP children in arts and Ed. Visits _ Met New playground equipment or EYFS children – Met.</p>	<p>£10,000</p>
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Annex 3: School visit template

Chadsmead Academy		
<p>Summary of school's existing areas of focus and approaches</p>	<p><i>□ Improve the quality of teaching and learning by ensuring that the school's new approach to the teaching of phonics is embedded further.</i></p> <p><i>□ Improve leadership and management by ensuring that: – subject leaders further develop the progression of knowledge, skills and understanding in subjects across the curriculum – leaders continue to address the progress and attainment of disadvantaged pupils.</i></p>	<ul style="list-style-type: none"> • <i>Read Write Inc Nursery to Y2</i> • <i>RWinc intervention Y3/Y4</i> • <i>Accelerated Reader Y2 to Y6</i> • <i>Maths Mastery Rec – Y3</i> • <i>Guided Reading – VIPERS</i> • <i>Cornerstones Curriculum used a basis for assessment and curriculum design</i> • <i>National Curriculum expectations</i> • <i>Jigsaw PSHE programme</i> • <i>Spelling programme introduced</i> <p><i>Next steps: Continue curriculum revision in line with new Ofsted framework; update / review ICT scheme; Extend intervention support in Y5; extend ICT based home learning opportunities</i></p>

Summary of how effectively school uses evidence to identify effective approaches

Ofsted Comments – Summer 2019 / **Updated viewpoints July 2020**

Outcomes in phonics are strong. Leaders have recently introduced a new approach to the teaching of phonics to have an even greater impact on pupils' reading, writing and spelling. Some staff teach this well but others are still developing confidence in the new approach. - **Staff and TAs teach this well**

Teachers place a strong emphasis on developing language across the curriculum.- **Still the case:**

As a result of clear strategies and tighter procedures, attendance has improved and is now in line with the national average. A whole-school focus, positive rewards and effective procedures have led to improved attendance, including for disadvantaged pupils and pupils with SEND - **Still the case:**

Children in the early years make strong progress because they are taught well. The early years is well led and the quality of provision is good. - **Still the case although progress of Reception children significantly hindered due to covid 19 as were all children across school.**

Pupils use their reading to support their writing. Pupils are beginning to use more sophisticated vocabulary in their writing. The introduction of a new reading programme has raised the profile of reading and inspired pupils to read more. - **Still the case – new library areas have helped and new books for children to choose from.**

The progress and attainment of disadvantaged pupils are a high priority. In some year groups, pupils have made good progress. However, this continues to be an area of focus. - **Still the case. There is expected to be a significant impact on learning due to school closure for this demographic of pupils.**

Leaders ensure that additional funding, such as the pupil premium, is spent well. Leaders ensure that barriers to learning are identified for disadvantaged pupils. Targeted support is provided and leaders ensure that whole-school strategies have a positive impact on disadvantaged pupils' progress and attainment. This is closely monitored by the 'pupil premium champion'. Leaders analyse the progress of groups such as disadvantaged pupils and pupils with SEND closely- **Still the case:**

Leaders provide workshops for parents in phonics and mathematics so that they can help their children at home. Parents receive regular newsletters to explain the current focus of their children's learning – **My Ed app and Website are main sources of parental communication to enable parents to gain up to date information. Newsletters and parent information is posted here.**

Ofsted Comments – Summer 2019:

What does the school need to do to improve further?

□ Improve the quality of teaching and learning by ensuring that the school's new approach to the teaching of phonics is embedded further.

□ Improve leadership and management by ensuring that: – subject leaders further develop the progression of knowledge, skills and understanding in subjects across the curriculum – leaders continue to address the progress and attainment of disadvantaged pupils.

“The progress and attainment of disadvantaged pupils in reading, writing and mathematics are below the national averages. In some year groups, current disadvantaged pupils are catching up well. However, the progress and attainment of disadvantaged pupils remain a school priority to ensure that this progress is reflected. “

Inspection report: Chadsmead Primary Academy, 19–20 June 2019

Names of key people to speak to and outline itinerary	Gemma Grainger: Head Teacher Helen Cadman: SENCO and Pupil Premium Champion Sarah Snashall: PP Champion Governor
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During the review, the reviewer may work with the school on all or some of the following areas as appropriate.

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
Pupil characteristics			
Achievement ¹	•		

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
Leadership & Management •	How well does the school make use of evidence including the EEF toolkit? Do evidence-based systems for evaluation of impact exist? How effectively does the school identify priorities for pupil premium funding? How well matched are the school's strategies with the perceived barriers to learning for disadvantaged pupils? How ambitious are the targets for disadvantaged pupils? How does the school divide its use of funding between activities which have a clear and direct impact on pupil progress and those which focused on providing wider opportunities or meeting social/ emotional needs? How effective are the strategies used and how does the school evaluate them?	Used for reference Yes Very effectively Effective Ok See PP statement On line Effective Termly review by PP champion and Head	Greater use? - - - Greater Ambition? - Obtain teacher / pupil / parent feedback?

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
<p>Teaching</p> <ul style="list-style-type: none"> Lesson observation/ learning walks, to include work scrutiny and discussion with teachers Observation of out of class interventions Current progress data 	<p>How well do class teachers plan for disadvantaged pupils within lessons and for targeted interventions? How effective are teaching assistants in implementing strategies and raising attainment and progress of disadvantaged pupils? Are parents/carers and multi professionals involved in these discussions? How well does the school plan for and achieve quality first teaching for disadvantaged pupils? Where out of lesson interventions take place, how does the school evaluate impact?</p>	<p>Well PP plans and PFS Fairly good when trained Mostly Well</p> <p>Start / End data</p>	
<p>Behaviour & safety</p> <ul style="list-style-type: none"> Learning walk and discussion with PPCo Scrutiny of behaviour records 	<p>How well is the school using Pupil Premium funding to support pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts? Where support is focused on wider issues in pupils' and their families' lives and / or to widen opportunity, is there evidence that this support is improving engagement and contributing to closing performance gaps?</p>	<p>Well</p> <p>Sometimes – family / pupil dependent – case by case analysis</p>	
<p>Evaluation of impact, drafting action plan and next steps</p> <ul style="list-style-type: none"> Discussion with HT/ Cog/PPCo 	<p>How well is pupil premium funding used to: Ensure quality first teaching and above expected progress? Support effective interventions? Wider opportunity? What support can the reviewer offer for action planning and on-going monitoring of the plan?</p>	<p>Stable staffing over 4 years Small teaching groups PP Pupil Passports</p>	

Annex 4a: Action plan template (1 of 2)

An action plan similar to the one below should help to provide a refreshed focus on the school's pupil premium strategy. The headteacher and governors should own the plan, which should identify the main approaches, owners and milestones, with dates to review and evaluate the success of each approach.

Reviewers should note that for schools who use the pupil premium strategy statement (see annex 2), it may be more convenient to update the 'planned expenditure' section of the pupil premium strategy statement rather than maintain both a strategy statement and action plan.

Chadsmead Academy School's -Pupil Premium Action Plan : 2016/17			
Headteacher name:	Gemma Grainger	Signature:	
Chair of Governors name:	Iona Chisolm	Signature:	
Reviewer name:	Helen Cadman	Signature:	
Date of pupil premium review:	October 2019		
Pupil Premium Profile			
Number of eligible pupils:			
Amount per pupil:	£1,350 per annum		
Total pupil premium budget:			
Executive summary			
Reviewers may wish to include the following:			



What are the most effective ways to support disadvantaged pupils' achievement?



Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



This briefing, by Caroline Sharp, Shona MacLeod, Amy Skipp and Steve Higgins, is based on national research with primary, secondary and special schools across England. A full research report and a summary for school leaders are also available from the Department for Education and NFER websites:

<http://www.education.gov.uk/researchandstatistics/research> and www.nfer.ac.uk/publications/PUPPP01