

Chadsmead Primary Academy

Pupil Premium Strategy Statement

2019 - 2020

This Pupil Premium Strategy outlines how our school has spent the Pupil Premium allocation in 2019 - 2020 and how it plans to spend it during the rest of this academic year. It also outlines our key principles and reasons for spending the Pupil Premium in the way that we do; the progress that children in receipt of the Pupil Premium are making and the impact this funding is having on these children.

Chadsmead Principles and Objectives

The Pupil Premium was introduced to address the underlying inequalities between children eligible for free school meals and their peers. It is allocated to schools to work with pupils who have been registered for free school meals, Service children and Looked After Children at any point in the last six years. Eligible children must be of statutory school age (Reception to Year eleven).

Arrangements to pay schools vary between Local Authorities however schools are free to spend the Pupil Premium as they see fit. Our approach and vision for our pupils is to ensure that those from poorer socio-economic backgrounds do not suffer barriers which hamper their progress and attainment.

Our decision on how to use the "Pupil Premium" are based on findings of high quality research and publications as well as OFSTED's best practice guidelines. These have supported our decision and expenditure in order to make effective use of our Pupil Premium funding.

Chadsmead Beliefs

We believe that:

- All of our children should and will benefit from the teaching and learning opportunities that Pupil Premium funding provides
- Appropriate provision is made for all pupils belonging to vulnerable groups, including those who are from socially and economically disadvantaged groups.
- Pupil premium spending should be allocated following a needs analysis which identifies children with priority needs; those with the greatest need being children in receipt of free school meals whose progress is not rapid enough.
- Pupils who receive free school meals are not necessarily socially disadvantaged or making inadequate progress.
- Not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Our Pupil Premium funding should be spent in a wide and imaginative variety of ways, so as to benefit the wide variety of interests and needs of our children
- Our Pupil Premium funding should be spent according to 'best value principles' and related to activities which research suggests will make the very best use of the finances available
- It is important to take a 'long term view' to stop achievement gaps from widening. Some of our long-term objectives will take more than an academic year to come to fruition.

Pupil Premium Funding 2019 - 2020	
Total number of pupils on role:	251 not inc Nursery
Total number of pupils	74 in Sept 2018 80 in Sept 2019
% of pupils currently eligible for Pupil Premium Grant	32% in Sept. 2019
Total amount of Pupil Premium grant per pupil:	£1,320
Total Amount of Pupil Premium Grant 2019 / 2020	£105,490 Based on 79 pupils (2019 census)

Main Barriers to Future Attainment 2019 - 2020

- On entry skills attainment: Speech and Language development / Social and independence skills in EYFS
- Phonic Acquisition / Early reading / Mathematical Reasoning in EYFS and KS1
- Social Emotional and Welfare Challenges faced by PP Children and families including:
- The Impact of low attendance by identified PP children: 52% of PP Children had attendance below 96% at the end of July 2019
- Home learning and parental engagement opportunities to support learning
- Overall impact of these on attainment below age related expectations in reading, writing and maths for identified PP children.

Our Targeted Areas 2019 - 2020

- To improve speech & language / social & independence skills of children from entry.
- To continue to improve the basic skills (phonic / maths reasoning) acquisition of children and in order to narrow the gap between PP children and all children.
- To increase awareness of personal, social, emotional and mental health challenges (PSHE) for children and support available for families
- To increase home learning opportunities through developing a consistent home learning and enhanced curriculum accessible to all PP children.
- To increase the attainment of PP pupils across all year groups
- To increase attendance rates of identified PP children

Nature of Support Planned – This Year 2019 - 2020

Record of planned Pupil Premium Grant Spending by item / project

Area of Action	Objective	Cost	Expected Outcome	Termly Impact (PP)
Priority 1 Improve acquisition of speech and language based skills	To develop Speech and language acquisition across school	£10,000	Children speech to develop to within "normal" limits before exiting reception Children's vocabulary to widen through spoken and written word	Autumn Term 2019 Speech and language referrals made for identified children & mtgs held with parents. TA support to deliver SCLN Programme in EYFS Spring Term 2020 Continued provision of SpLT programmes Support from local specialist provision for ASD children and Speech and language therapists on site. Summer Term 2020 COVID19 – School Closure Limited intervention and support available
Priority 2 Improve acquisition of social and	To develop social and independence skills of	£25,000	Children to have greater social skills and independence before leaving reception	Autumn Term 2019 New playground construction and development area completed; Referrals made for well-being; parental mtgs held with PP Champion/SENCO; year groups

independence skills	identified children		Other children to develop strategies to support personal needs	<p>beginning to encourage self-help skills; effective learning characteristics adopted through school in achievement assemblies</p> <p>Spring Term 2020</p> <p>Extended provision available through pupil wellbeing charity Malachi; Further development of PSHE programme: Jigsaw Acknowledgement of weekly independence/ social skills shown by pupils in assembly linked to jigsaw themes & learning characteristics across the whole school.</p> <p>Summer Term 2020</p> <p>COVID19 – School Closure</p> <p>Limited intervention and support available</p> <p>Re-opening school focus for Nursery, Reception, Y1 and Y6 on well-being and social reassurance within the current educational climate. Home learning information to parents contained well-being support and home learning packs via website links and MyEd app.</p>
Priority 3 Further improve basic skills: Phonic acquisition and mathematical reasoning	To develop further levels of phonic and number acquisition in the aim to narrow the gap between PP children and all children	£25,000	RWI, Accelerated Reader and Maths Mastery to enhance pupil knowledge and skills, raising attainment in KS1 and KS2	<p>Autumn Term 2019</p> <p>RWi Programme continued in KS1 in 7 groups using teachers/HLTA/TA; RWI Assessments undertaken and impact measured;</p> <p>AR training / assessments & ZPD monitored</p> <p>AR needs addressed through pupil progress;</p> <p>New books purchased for ZPD ranges;</p> <p>Maths Mastery training for staff continued;</p> <p>Maths Mastery programme to Y3 – aspects used in Y4 – Y6;</p> <p>Online learning through IXL, Spag.com and Rockstars continues</p> <p>Spring Term 2020</p> <p>Further books to extend ZPD ranges purchased; Good progress in Read Write Inc groups with all children making expected progress or more. Math Mastery training continued: differentiation and online learning continued.</p> <p>Summer Term 2020</p> <p>COVID19 – School Closure</p> <p>School Re-opening focus on basic skills, reading, writing and maths, making use of Government endorsed websites such as Whiterose. Home learning access to online reading through oxford owls website and downloaded texts. Websites and resources for home learning shared with parents in two week blocks of work – all including reading, writing and maths year group related work packs.</p>
Priority 4 Address social, emotional, and mental health challenges	To develop pupils roles, responsibilities and viewpoints in order to become more independent.	£6,000	Pupil voice and parent voice indicate greater independence of mind; personal issues are identified and supported/referred on and children's experiences are extended.	<p>Autumn Term 2019</p> <p>Jigsaw scheme and resources purchased, training has taken place and timetabled weekly lessons introduced in each class – whole school ethos developing.</p> <p>Spring Term 2020</p> <p>Jigsaw themes developed</p> <p>Malachi Charity referrals increased</p> <p>Whole school ethos further developed</p> <p>Summer Term 2020</p> <p>COVID19 – School Closure</p> <p>Re-opening curriculum focus on SEMH needs of children. High levels of safeguarding and risk assessments put into place during school closure have been continued upon school re-opening. Home visits undertaken for most vulnerable children and weekly / fortnightly contact for all other pupils depending of identified need.</p>
Priority 5 Home learning and parental engagement	To consolidate expectations for home learning across school; to ensure parent engagement	£6,000	To have held workshops, coffee afternoons, 1:1 meetings, TAF meetings, open days, learning opportunities alongside child	<p>Autumn Term 2019</p> <p>Late Birds developed for KS2; Early Birds Continues targeting PP / Attendance / under achieving Children before school;</p>

	with home learning		etc to encourage parental engagement.	<p>Coffee afternoons continued monthly; open days have been held and parents' workshops for Guided reading</p> <p>Spring Term 2020</p> <p>Late and Early Birds continued and developed with regard to targeting children Home learning review undertaken in school to develop a more coherent whole school approach. Consistency in home learning expectations improved. Parental Home learning guide drafted based on changes made; Varied tasks introduced and maintained across holiday periods between curriculum themes.</p> <p>Summer Term 2020</p> <p>COVID19 – School Closure</p> <p>Home learning published fortnightly on website; Home learning packs produced for vulnerable children and families. Weekly / Fortnightly phone calls for all families and home visits for those requiring additional focus.</p>
<p>Priority 6 Cultural Capital Development Subsidized Rich, Broad and additional curricular activities and experiences.</p>	To continue to develop a cultural capital experiences across the curriculum for PP children.	£12,000	Inclusion of PP children in all Rich, Broad and Cultural Curriculum experiences; Encourage involvement on wider range of activities: music tuition, summer schools; visits, sports etc	<p>Autumn Term 2019</p> <p>Music tuition subsidies continues; School choir before school each week; Educational visits are chosen and arranged with PP children in mind and subsidised; PE interventions at lunchtime for PP children;</p> <p>Uniform provided for identified children in need; Stationary provided for all.</p> <p>Spring Term 2020</p> <p>All of the above continued</p> <p>Extended programme of RE based visits to widen cultural capital experiences across all year groups.</p> <p>Summer Term 2020</p> <p>COVID19 – School Closure</p> <p>Limited intervention and support available</p> <p>Key worker children places available in school providing a range of activities daily.</p>
<p>Priority 7 Employment of PP champion & attendance officer</p>	To allocate time for this coordination role to occur	£22,000	To coordinate the Graduated response / Pupil Passport scheme and liaise with external agencies re needs identified inc attendance	<p>Autumn Term 2019</p> <p>PP and Attendance officer continue to monitor provision, attendance and pupil needs, contacting families where necessary in line with school policy and addresses needs as required.</p> <p>Spring Term 2020</p> <p>As above</p> <p>Summer Term 2020</p> <p>COVID19 – School Closure</p> <p>DFE attendance system introduced as required; Virtual office attendance systems devised and upheld during school closure; PP Champion / SLT members made weekly phone calls to vulnerable families and head teacher made home visits to some PP families requiring a further level of need. Food hampers available for all FSM children. External agency support continued where possible.</p>

Please note: Whilst many of our highly focused short term initiatives are beginning to show success, a number of our initiatives are designed to be 'cumulative in their impact' i.e. their success is planned to be shown over time and across different aspects of the child's life.

Each PP Child at Chadsmead has their own Pupil Passport to record the experiences, achievements and experiences that each has through the academic year.

Measurement of Pupil Premium Funding Spending at Chadsmead

Effectiveness of Pupil Premium money will be measured through:

- Termly Pupil progress results and attainment over time;
- Evidence from book scans, learning walks, pupil progress meetings; formal performance management of teachers and teaching assistants by senior leaders as well as by external stakeholders;
- Performance Management of the SENCO / PP Champion by the Head teacher.
- Pupil voice & feedback from learning experiences;
- Impact of intervention programmes at termly / half termly review points
- Impact of Professional Development training on staff and its impact on children
- Termly tracking of PP children – Pupil Passports & Graduated Response

Future Pupil Premium Funding at Chadsmead

The funding received at Chadsmead Primary Academy can be predicted depending of Government decisions to maintain Pupil Premium Funding:

Applying for Free School Meals / Pupil Premium Eligibility

Parents/carers wishing to apply for free school meals should contact the school office where you can complete an application form. This is available if you receive any of the following benefits:

The entitlement criteria from 1 April 2018 is -

- Income Support
- Income Based Job Seekers Allowance
- Income Related Employment and Support Allowance
- eligible for Child Tax Credit **but not** Working Tax Credit and the household income (as used by HMRC to assess tax credits) is not more than £16,190. **Please note:** anyone eligible for Working Tax Credit, or if you have a partner and they receive it, regardless of Income, you will not qualify
- The Guarantee element of State Pension Credit
- Support under part VI of the Immigration and Asylum Act 1999
- In receipt of the 4 week run on of working tax credit (this is where someone becomes unemployed or reduces their hours and so is no longer entitled to working tax credit but will continue to receive it for a further 4 weeks and is entitled to free meals during that time)
- Universal credit (provided you have an annual net earned household income of no more than £7,400 as assessed by earnings from up to three of your most recent assessment periods). Your net earned income is your household income after taxes and deductions and does not include income from Universal Credit or any other benefits you may receive.

Changes to the above criteria occurred as of 1st April 2018 – please refer to

<https://www.staffordshire.gov.uk/education/Educational-awards-benefits/FreeSchoolMeals/Overview.aspx> for information

<https://www.staffordshire.gov.uk/education/Educational-awards-benefits/FreeSchoolMeals/Q001.aspx> for information

<https://apps2.staffordshire.gov.uk/web/fsmweb/> to apply for free school meals

Chadsmead Pupil Premium Champions

Our school Pupil Premium Champion is Mrs Helen Cadman (SENCO)

Our Governor Pupil Premium Champion is Ms Snashall (Governor)

Dates
Last updated: June 2020 Next update: September 2020