

Chapel St Leonards Primary School

Pupil Premium Funding Report 2018-19

“The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.” (DfE website 26th April 2012)

At Chapel St Leonards Primary School we are committed to providing all of our pupils with a balanced and broad curriculum, ensuring they reach their full potential and progress in all areas. The school receives funding to ensure we provide additional support to raise the attainment of disadvantaged pupils, this is called Pupil Premium. Every pupil who is eligible for free school meals, or who has been in receipt of them in the last six years, receives £1320 for the academic year. Pupils who are looked after receive £1900 and service pupils receive £300. All of these pupils are referred to as Ever 6. It is our role to ensure we allocate and spend this funding responsibly in order to have an impact on the progress of these pupils and close the gap between the non-pupil premium pupils. Since September 2014, all pupils in KS1 have received universal free school meals, meaning most pupils aged 4 to 7 have a hot meal, every day, in school. Those pupils in KS1, whose families are classed as disadvantaged, are in receipt of the pupil premium funding too.

At regular intervals throughout the year, the spending is evaluated and the impact monitored.

Our Main Objectives are as follows:

- Curriculum – to further develop strategies to ensure pupil premium children make progress in line with and exceed that of non-pupil premium children
- Teaching and Learning – further improve teaching and learning, ensure robust tracking of attainment and identify barrier to learning for individual pupil premium children.
- Wider outcomes – to ensure no child misses out on educational enrichment due to financial difficulties; to provide a range of opportunities for pupils, no matter what their background, to access learning opportunities outside the curriculum.
- Attendance – to ensure attendance of pupil premium children is at least 96%.

Barriers to learning

At Chapel St Leonards Primary School, we know that the pupil premium grant must be used to remove barriers to learning for our pupils. As a school, we recognise that there is not a one size fits all strategy that will ensure that all children flourish. However, we also know that certain whole school strategies will benefit all children – especially those eligible for pupil premium.

	We do this by ensuring that common experiences and focused support prevent children from:(for pupils eligible for PP, including high ability)
Academic	<ul style="list-style-type: none"> • Missing out the latest research by experts such as the EEF and other reliable sources (Hattie, OFSTED etc) and using findings within our vision and development plans • Falling behind with their language or communication skills • Having low attendance and thus seeing any gaps between themselves and their peers widen
Well Being	<ul style="list-style-type: none"> • Losing self-esteem when comparing themselves with their peers - interventions to happen quickly for those children who are not at the expected level within school (where there is not a special educational need) • Arriving at school in the correct frame of mind for a day of learning – breakfast club allows a smooth transition from home to school • Having less confidence than their peers
Enrichment and engagement	<ul style="list-style-type: none"> • Missing opportunities which are commonly taken up by others (music lessons, school trips etc)

Measuring Our Success

There are a range of ways in which we measured the success of the impact of our spending:

1. As the grant is provided to ensure that barriers to learning are removed our key measure of success will be measured using our assessment systems for reading, writing and mathematics. The following will be considered:

- a. The standardised scores achieved by those children eligible for pupil premium and those who are not.
- b. The rate of progress each term – has the standardised score for those pupils eligible for pupil premium matched that of their peers?
- c. The size of the gap between those pupils eligible for the pupil premium and their peers (we will consider the percentage of pupils in each grouping who have a standardised score above 90).

We will use all of the above information to target support and ensure that pupils eligible for pupil premium are able to increase their rate of progress where it falls below that of their peers.

2. The overall increase in the quality of writing where pupils have accessed trips thanks to subsidies using the pupil premium grant.
3. We will monitor the behaviour of pupils during lunches and break times and see if the strategies in place reduce the number of behaviours that are not conducive to good learning.
4. Comparing the rate of progress for those pupils who are placed in smaller groups (using pupil premium monies) to see if they provide value for money. We will report upon the success of the measures taken to increase rates of progress each year.

Pupil Premium Provision Mapping 2018-19

Academic

Overview: Use of additional teacher to support vulnerable groups in Year 5 and 6

£20,000

Aim/outcomes: Providing small group quality first teaching for pupils entitled to PP funding with an experienced teacher focussed on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement

Planned Impact: To accelerate progress so gap between pupil attainment and age related expectations is reduced.

Overview: Use of HLTA to accelerate progress of children in Year 1

£20,000

Aim/outcomes: A significant number of children (52%) had not achieved GLD on leaving the EYFS.

Planned Impact: Gaps are closed with 75% of children working at age related expectations at the end of Year 1. Wellcomm is used as an intervention.

Overview: Language interventions in EYFS

£3,000

Aim/outcomes: Baseline shows language development is poor.

Planned Impact: Gaps are closed with 75% of children working at age related expectations at the end of Year 1. Wellcomm is used



Overview: Additional TA in Reception class.

£19,500

Aim/outcomes: Staffing increased to ensure rapid intervention could be put in place to ensure that children are reaching GLD by the end of the year.

Impact: Children are ready for KS1 curriculum and percentage achieving GLD increases.

Overview: Success @ Arithmetic intervention Year 5/6

£400

Aim/outcomes: All our work through the pupil premium will be aimed at accelerating progress moving pupils entitled to PP funding to at least age related expectations in Maths.

Impact: Tracking of progress data for groups using Success @ Arithmetic.

Overview: Targeted use of TAs to increase the rate of progress in phonics.

£7,000

Aim/outcomes: To ensure that we continue to outperform the national average in the Year 1 Phonics Screening check. TAs are used to work 1:1 with specific children.

Impact: Pupils eligible for PP pass the phonics screening check.

Pupil Premium Provision Mapping 2018-19

Well Being

Overview: Breakfast Club

£10,000

Aim/outcomes: Breakfast club is subsidised for children who are eligible for PP.

Impact: Children are given a positive and nutritious start to the school day enabling them to settle at school and also engage in learning more.

Overview: Increase attendance for vulnerable groups (PP)

£8000

Aim/outcomes: To improve attendance for PP children and make sure they are in line with the national average and their peers.

Impact:

Support of Educational Welfare Consultant to hold meetings with HT, track PA and advise about FPN.

Overview: School uniform provided for those in most need

£500

Aim/outcomes: To promote a sense of well-being and belonging to the school community through quality uniform provision

Impact: As directed by outside agencies.

Overview: Increasing options at lunchtime using a club and additional support.

£1000

Aim/Outcomes: Active engagement in activities to promote good behaviours and calming activities. Pre-empt problems from outside.

Impact: All pupils make greater progress as fewer behaviour incidents are logged and do not affect specific pupils or peers.



Pupil Premium Provision Mapping 2018-19

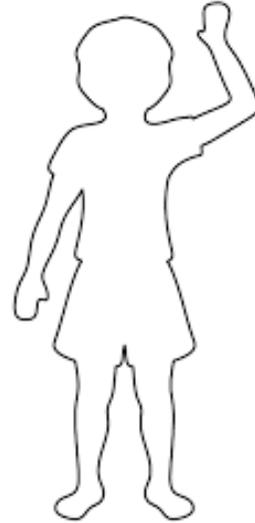
Enrichment and Engagement

Overview: Use of TAs and resources to develop learning behaviours.

£13,000

Aim/outcomes: TAs are used to deliver a range of pastoral interventions such as mentoring and therapy and to support children during lunchtimes.

Impact: Children are now more engaged and know they have someone in school to talk to about their concerns and are integrated in school life.



Overview: Subsidised school trips

£10,000

Aim/outcomes: Raise aspiration, motivation and engagement. Improve behaviour. Give a purpose

Impact: Children do not miss educational enrichment experiences due to financial difficulties. All children have a shared learning experience

Overview: Resources for interventions

£500

Aim/outcomes: To provide children with appropriate, suitable and quality resources to compliment interventions. Purchase phonics cards, pebbles for KS2 interventions

Impact: Children have access to quality resources, children learn to respect and look after equipment

Overview: instrument tuition fees

£1000

Aim/outcomes: Increase self-esteem, improve fine motor skills, increase connections, improve maths. To provide a range of opportunities to children who would not otherwise be able to partake in them.

Impact: Opportunities for children to learn an instrument