

## 2020/21 Pupil Premium Funding Statement

Updated Autumn 2020



Central government provides a grant, through local government, straight to schools called the Pupil Premium. It is allocated to schools that are known to have pupils that are eligible for free school meals (FSM) or currently a Child in Care of the Local Authority. It is additional to the school's underlying school budget and individual schools have the freedom to spend it in the way they think is best to support the raising of attainment for the most vulnerable pupils.

### Documents for download:

3 Year Pupil Premium Strategy Document

Pupil Premium reviewed report 2019-20

Pupil Premium Policy

**Below are the details of funding allocated to Chapelford Village Primary School since the grant was introduced:**

Financial Year	PP Total Allocation
2016/17	£83,403
2017/18	£92,980
2018/19	£93,560
2019/20	£99,820
2020/21	£116,863

### A summary of the main barriers faced by eligible pupils:

These are outlined in the documents from the links above.

### How the allocation is spent to address those barriers and the reasoning behind it:

The school has key initiatives that will have a specific impact on the achievement of vulnerable pupils and as far as it is possible it will use the additional funding to address any underlying inequalities between the children eligible for Pupil Premium and others. The school identifies those pupils who need urgent support to make the same favourable progress as non-vulnerable children nationally. The initiatives from the previous year are evaluated and the most effective will continue and new approaches introduced where necessary.

### In allocating funds, the following criteria have been considered:

#### Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support

### **3. Wider strategies**

Within each category, we have chosen three interventions. This focussed approach ensures the best chance of success for each intervention.

#### **Quality of teaching**

1. Encouraging high quality first teaching for all pupils through high quality professional development and coaching.
2. Support for early career teachers: A an internal programme of bespoke teacher development training delivered by an external expert.
3. To secure value for money for all pupils including those eligible for the PPG through highly effective Pupil Progress Meetings at least half termly – identifying effective targeted support.

#### **Targeted academic support**

1. Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills
2. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations
3. One-to-one/two support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs

#### **Wider strategies**

1. Supporting parents and pupils to access highly effective remote learning
2. Readiness to learn: Introduction of a breakfast club to provide pupils with a nutritious breakfast before school
3. Attendance: Use of an Education Welfare Officer (EWO) and pastoral support manager (0.2) to improve attendance and foster links with parents

Full planning details for interventions are outlined in the 'Intervention planning in full' section of the 2020-21 Pupil Premium Strategy.

#### **How impact will be measured:**

Class teachers are responsible for the attainment and progress of all the children in their class. Progress and the impact of interventions is monitored by the Assistant Headteachers Mrs Whitty and Mrs Stewart. This is shared with Mrs McDavid who assists with any further learning strategies and family support. Mrs McDavid reports approximately half-termly to the school governor with responsibility for pupil premium, Mrs Worrall on the impact of the pupil premium funding to ensure that it is being used most effectively. Monitoring takes the form Pupil Progress meeting where these targeted children are discussed, reviews of data by the Assistant Headteachers, monitoring of support and interventions identified in the Pupil Premium Plan, feedback to the leadership team on the impact of intervention and reporting to the governors.

#### **Review of the strategy:**

The date for the next review of the Pupil Premium Strategy will be September 2021.

#### **Our review process:**

After considering monitoring evaluation and review annually reviewing a one-year pupil premium plan and creating a new plan each year was assessed as time-costly. This three-year approach allows us to dedicate more time up-front and introduce light-touch evaluations scheduled as part of the school's programme of monitoring, evaluation and review processes.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with all teaching staff as part of termly pupil progress meetings.

Once the three-year term has been completed, a new three-year strategy will be created in light of the impact and outcomes during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The headteacher is responsible for ensuring a pupil premium strategy is always in effect.

#### **Its impact on eligible and other pupils:**

Jane Fay, our play therapist, was in touch with parents during lockdown in order to offer support to children she had been working with at the time of lockdown. She stayed in touch during that time. Moving onto online therapy involves Jane accessing different training and different insurance/risk assessments. That has all taken place before the new term.

CAMHS Link Worker remained available and SENDCO was able to get specific advice throughout lockdown. This advice was also expanded into general advice for parents to have via the website and through phone calls with class teachers. Class teachers in turn could recommend phone calls to parents who had specific concerns regarding mental health.

Throughout lockdown school continued to talk to parents and share up-to-date advice. Referrals to Speech and Language continued – particularly regarding stammers which worsened in some cases due to lockdown.

There continued to be a member of staff that parents, teachers and professionals can access more easily. Where possible parents can now access meetings/phone calls on the day they raise a concern. This continued throughout lockdown. Class teachers could highlight children that were not accessing online learning and phone support was offered.

Access to online learning was facilitated where possible and support given to the most vulnerable families

The School's Values Curriculum has continued to be developed and has been extended by the addition of Character Education which is being delivered through Commando Joe Education. After School Clubs and Targeted Interventions have proved successful and this will now be extended to whole class delivery. This all continued until lockdown and will now be in place this academic year.

#### **Accountability**

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections and on an ongoing basis by the Trustee's of Omega Multi Academy Trust, on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website.

The school publishes a link to the school and college performance tables and the schools' performance tables page on the school website.