



## Pupil Premium Strategy 2019 – 2020

The Pupil premium was initially introduced in April 2011. Since announcing the Pupil Premium, the Government has extended its reach to cover any child that has been registered for Free School meals in the last six years. This is known as the “Ever 6” model.

Pupil Premium Grant is additional money given to schools to enable them to support pupils who may be disadvantaged, to raise their educational attainment. It is available to schools to support pupils eligible for Free School Meals (FSM), Children who are or have been Looked After or In Care (LAC), adopted children and for children whose parents are currently serving in the armed forces.

Our key objective in using the pupil premium grant is to diminish the difference between pupil groups. A significant amount of additional funding has been allocated to the school and we are determined to ensure that it has maximum impact. **We have used existing research and findings of studies taken from Education Endowment Foundation (2019), Sutton Trust and Ofsted to enable us to make the best decisions to ensure consistently good provision for our pupil premium children.**

The funding for pupil premium is distributed following a comprehensive analysis of individual needs through school tracking data, pupil progress meetings, internal monitoring and discussions with parents.

Total amount of PPG received per pupil:	
<b>Ever 6</b>	<b>£1,320</b>
<b>Service children</b>	<b>£300</b>
<b>Adopted pupils</b>	<b>£2,300</b>
<b>LAC</b>	<b>£2,300</b>

1. Summary information					
<b>School</b>	Chapelford Village Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£95,600	<b>Date of most recent PP Review</b>	09/19
<b>Total number of pupils</b>	558	<b>Number of pupils eligible for PP September 2019</b>	71	<b>Date for next internal review of this strategy</b>	Termly and Final review in September 2020

<b>2. Current attainment</b>			
<b>Early Years Outcomes 2019</b>	All PP 6 Pupils	PP Non SEND 5 Pupils	All Pupils 77
<b>Reading ELG</b>	<b>50%</b>	<b>40%</b>	<b>74.7%</b>
<b>Writing ELG</b>	<b>50%</b>	<b>40%</b>	<b>76%</b>
<b>Number ELG</b>	<b>50%</b>	<b>40%</b>	<b>77.3%</b>
<b>Space Shape and Measure ELG</b>	<b>50%</b>	<b>40%</b>	<b>77.3%</b>
<b>GLD</b>	<b>50%</b>	<b>40%</b>	<b>73.3%</b>
<b>Year 1 Phonics Screen 2019</b>	All PP 8 Pupils	PP Non SEND 5 Pupils	All Pupils 85
<b>Working at the expected level - Phonics</b>	<b>50%</b>	<b>60%</b>	<b>85.7%</b>
<b>Key Stage 1 outcomes 2019</b>	All PP 16 Pupils	PP Non SEND 12 Pupils	All Pupils 89
<b>% achieving the expected level in reading</b>	<b>75%</b>	<b>92%</b>	<b>78.7%</b>
<b>% achieving the expected level in writing</b>	<b>56%</b>	<b>67%</b>	<b>71.9%</b>
<b>% achieving the expected level in mathematics</b>	<b>62.5%</b>	<b>75%</b>	<b>79.7%</b>
<b>% achieving the expected levels in reading/writing/maths combined</b>	<b>50%</b>	<b>58%</b>	<b>62%</b>

% achieving greater depth in reading	1.25%	17%	27%
% achieving the greater depth level in writing	0%	0%	16.8%
% achieving greater depth in mathematics	19%	25%	22.5%
<b>Key Stage 2 outcomes 2019</b>	All PP 12 Pupils	PP Non SEND 7 Pupils	All Pupils 58
% achieving the expected level in reading	75%	88%	86%
% achieving the expected level in writing	75%	88%	86%
% achieving the expected level in mathematics	75%	88%	85%
% achieving the expected levels in reading/writing/maths combined	75%	88%	83%
% achieving SS 110+ in reading	16%	25%	28%
% achieving the greater depth level in writing	25%	38%	35%
% achieving SS 110+ in mathematics	25%	25%	35%
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>			
<b>In-school barriers</b>			
<b>A.</b>	Language, communication and processing skills which impact on CLL, reading, phonics and writing outcomes across EYFS and KS1		
<b>B.</b>	SEND (including social and emotional barriers) complexities of need for a significant number of pupil premium children		
<b>C.</b>	Development and understanding of independent learning skills – consolidation of the characteristics of effective learning so that learners demonstrate self-motivation skills and know how to learn for themselves		
<b>External barriers</b>			

D.	Attendance of vulnerable groups	
<b>4. Desired outcomes</b>		<b>Success criteria (Data Review Autumn 2020 due to COVID closure to fully assess impact)</b>
A.	Communication, language and processing skills enable learners to access the curriculum	<ul style="list-style-type: none"> <li>• Evidence of rapid progress being made across EYFS, Yr1 &amp; KS1 so that all non-SEND pupils meet ARE expectations.</li> <li>• All pupils' needs are identified.</li> <li>• Referrals are made and external support is implemented by teaching assistants.</li> <li>• Pupils working on speech and language aims make good progress from their starting points.</li> </ul>
B.	Increase in numbers evidencing age related expectations and greater depth in English and Mathematics	<ul style="list-style-type: none"> <li>• Given starting points, pupils show good progress with 80% of all PP pupils with 100% of non-SEND PP pupils achieving ARE</li> <li>• SEND pupils make at least expected progress from their varying and complex starting points</li> </ul>
C.	Improve outcomes for the most able pupil premium children to secure greater depth working	Increased proportions of the most-able working at greater depth in English, particularly in writing and Mathematics
D.	Improved attendance of all vulnerable groups	97% attendance of vulnerable groups.
E.	Pupils are resilient and know how they learn best. They can apply appropriate skills, ask relevant questions and disseminate information when responding to challenge.	<ul style="list-style-type: none"> <li>• Confident learners who are self-motivated and demonstrate high meta cognition skills</li> <li>• Pupils have opportunities to access wider learning opportunities</li> <li>• Progress in SDQ scores from play therapy</li> </ul>

5. Planned expenditure					
Academic year		2019-2020 – funding £95,260			
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 – Mastery Learning					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of expenditure for 2019 – 2020
<b>In line with EEF Toolkit recommendation reduce class size in Year 6</b>	Reduce class size in Year 6 into 4 groups of approx. 22 mixed ability pupils for English and Maths.  Extending the school day – morning and afternoon booster sessions and targeted small group intervention.	EFF toolkit recommendation and in house evidence of previous impact of targeted quality first teaching in 2018 – 2019	Monitoring, evaluation and review. Lesson observation. Book scrutiny. Data analysis. ISPP meetings (case studies) and pupil voice	JH LT CH	<ul style="list-style-type: none"> <li>Booster sessions in y6 completed which showed good progress towards end of Year targets at Spring 2</li> <li>Smaller groups enabled refined AFL and identified gaps addressed more rapidly</li> <li>Additional reading sessions addressing decoding and fluency skills for readers identified showed good progress</li> <li>Targeted spelling groups to facilitate precision teaching showed positive impact in pupils' books</li> <li>Basic skills focus in maths to promote fluency and confidence – progress evident in arithmetic scores</li> </ul>
<b>Continue to further improve reading stamina and comprehension skills.</b>	To embed the whole school guided reading strategy using the Maddy Barnes approach to guided reading (CLIMB) Literacy Box Comprehension Box	Securing reading, comprehension and processing skills whilst promoting stamina.	Key priority on the school development plan Monitoring, evaluation and reporting of revised strategy through observations,	Reading Leader SLT	<p><b><i>Please see in school progress and attainment data to support impact</i></b></p> <ul style="list-style-type: none"> <li>Climb sessions were delivered 2 x weekly for years 2 – 6 1 x weekly for year 1 and as a result, children's comprehension skills improved</li> <li>Regular use of Reading Plus in school and at home showed an improvement in fluency</li> <li>Weekly taught comprehension sessions that led to an increase in children's comprehension scores</li> <li>Independent CLIMB and reading comprehension activities were given as part of guided reading sessions that supported application in taught skills</li> </ul>

	Dazzle Boxes Quality texts Reading plus for identified pupils Fresh start Pre and post learning supported by teacher/TA		assessments and effectiveness of provision.		<ul style="list-style-type: none"> <li>• Bug Club for children working below Year 3 standard to support comprehension skills showed impact in progress data.</li> <li>• CPD from M Barnes to support teaching delivery of CLIMB sessions meant that all teaching of CLIMB was monitored to be at least good.</li> </ul>
<b>To further increased maths attainment at the higher levels building on the success of 18-19</b>	<b>Further embed the maths mastery curriculum</b> Work with Sarah Skelley – Maths consultant to support QFT Parent Maths Workshop Pre and post learning to diminish the difference	Embedding of maths' mastery curriculum including fluency, problem solving and reasoning to secure higher standards and to empower pupils to work confidently at greater depth.	Key priority on SIP – led by maths lead, SLT and First for Maths Consultants. Clear focus on pupil progress outcomes through high expectation and target setting Accurate provision mapping Challenge thoroughly sharply differentiated tasks and activities Highly effective first teaching with rapid support and ongoing assessment.	Maths Leader SLT	<b><i>Please see in school progress and attainment data to support impact</i></b> <ul style="list-style-type: none"> <li>• Skills tracker used in class to early identify misconceptions and gaps in learning so provision can be put in place for support</li> <li>• Personalised teaching approach with clear AFL and quality first teaching with the addition of targeted interventions and boosters throughout school where and when needed</li> <li>• Autumn 1 after school intervention weekly in y4 to support LA and SEN children with multiplication</li> <li>• Support from external maths advisor re diminishing the difference for all ability groups across school and next steps – staff training</li> <li>• Moderation and ISPP meetings in Autumn 2 will establish success to date and refocus for Spring 1</li> </ul>

			Effective use of new resources to consolidate concrete learning Effective staff training and development.		
<b>To embed the mastery approach to writing through Pathways to Write (Literacy Company) across the whole school.</b>	<b>To embed the writing mastery approach</b> working with Linda Neil as a pilot school for the Pathways to Write – high quality text based approach – exposing all pupils to challenging texts. CPD for all staff to develop subject knowledge. In house and external moderation. Lesson study  Quality text resources.	Writing attainment at the end of KS 1 at ARE and ARE+ and ARE+ at KS 2	Key priority on the school development plan Monitoring, evaluation and reporting of revised strategy through observations, assessments and effectiveness of provision	English Team SLT	<b><i>Please see in school progress and attainment data to support impact</i></b> <ul style="list-style-type: none"> <li>• L Neill delivered training and supported staff with planning and implementation of Pathways to Write ensuring that lessons closely matched the needs of the children and addressed gaps.</li> <li>• L Neill supported SLT and English team in monitoring of writing showing the PP pupils make progress in line with peers.</li> <li>• High quality texts were purchased to support the teaching and learning of writing ensuring that PP pupils access a range of texts</li> <li>• Teaching and learning reviewed and monitored resulting in lessons that were at least good</li> <li>• Targeted support for PP children with identified specific gaps</li> <li>• Regular PPMs to review learning and identify target children ensuring that learning opportunities were maximised and PP children made progress in line with peers.</li> </ul>
<b>Total budgeted cost</b>					£35,500
<b>ii. Targeted support</b>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of expenditure for 2018 – 2019
<b>Appropriate provision in place for those pupils causing concern</b>	Rapid referral for educational psychologist assessments so that appropriate provision is put in place 1:1 support Play therapies Cognitive behaviour therapy	Previous success of rapid referrals to ensure appropriate provision is in place To support emotional health and wellbeing of identified learners	Monitoring and evaluation of outcomes and provision	SENDCO	<p>During this academic year there has been some difficulty accessing certain professionals due the COVID pandemic. We accessed some provision by the Educational Psychologist, but other children have had to wait till the first two terms of the following academic year. We have been in contact with the EP to look at their capacity and we have had to prioritise accordingly. Local authorities have adjusted timelines accordingly.</p> <p>Due to this in response 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. See individual impact data in school.</p> <p>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.</p>
<b>Improved Communication, language and listening skills</b>	Dedicated specialist lead for Speech and Language Small group and 1:1 support targeted support using: - Talkboost materials Drawing and Talking Therapy	Improved CLL skills across EYFS and KS1 using recognised speech and language programmes	Specialist S and L lead Staff skills and training developments Planned timetable for provision	EYFS Leader of Learning  SENDCo	For the first part of the year the dedicated specialist lead for Speech and Language continued to oversee Talkboost, Drawing and Talking Therapy etc. Bespoke Speech and Language programmes were delivered in school and these showed positive impact in supporting pupils to access learning and develop behaviour for learning. 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.



	Derbyshire Programme Bespoke S&L service programmes to followed reinforced in school		Monitoring provision and outcomes		Entering the new academic year, it is important to stay in touch with Ruth Knight, our Speech Therapist, in order to prioritise the children who, need new assessments. Existing therapies are being resumed under the direction of Ruth.
<b>Additional support for reading</b>	Fresh start Reading Plus RWI Phonics Wave Three Fischer Family Trust Inference Training CLIMB Guided Read	Effectiveness of reading intervention programmes in securing better reading outcomes	Employment of Specialist Consultant - Maddie Barnes Rigorous monitoring of progress TA support	Reading leader SLT	<ul style="list-style-type: none"> <li>• Training for staff in order to deliver intervention programs ensured teacher's subject knowledge was strong and as a result all lessons were at least good</li> <li>• After school booster sessions for identified children ensuring that gaps were closed (see data)</li> <li>• Reading Plus support through re-reads and speed adjustments allowing PP children to make good progress from various starting points</li> <li>• CPD from M Barnes in delivery of CLIMB style questions across the curriculum ensuring that learning opportunities in reading were maximised</li> </ul>
<b>Most able PP evidence working at Greater Depth in Maths and English</b>	1:1 interventions or small group support using pre learning techniques Target work to further challenge or consolidate learning Additional teachers support to accelerate progress and close the gap for PP in Year 5/6 with a particular focus on writing	Securing and extending class based learning So that pupils can consolidate skills and knowledge and apply in a range of challenging concepts	Highly skilled teacher and Ta deployment Staff skills and training developments Planned timetable for provision Monitoring provision and outcomes	SLT Leaders of Learning	<p>Greater depth opportunities as part of the Pathways to Write program Extra teacher to support year 5 and 6 in reading and writing Focus on inference skills for the more-able in reading Support for staff from external English consultant in extending learning and ensuring challenge</p> <p>External maths advisor, moderation and ISPP sessions to focus on all ability groups and next steps to ensure all children, regardless of starting point, are making progress. Next steps 2020: When possible, after school catch up sessions will continue with a clear focus for what the end point is and how it will be achieved. Maths support from AHT for children in y6 which allows more flexibility and time to focus on GD children. Staff CPD continuous throughout the year to include 'bigger problem' solving and use of guided vocab within reasoning</p>

<p><b>SEND pupils secure strong progress given their needs and abilities</b></p>	<p>1:1 interventions small group support using pre learning techniques target work to consolidate learning Use of bespoke learning packages to support learning and progress Additional TA time to support learners with specific difficulties Packages may include Fisher Family trust Precision teaching Additional phonics work</p>	<p>Support for individual pupils' needs 1:1 and small group pre and post learning activities to enable pupils to access learning</p>		<p>SENDCO</p>	<p>Training has continued to be implemented across the school looking at dyslexia and children who need dyslexia-friendly strategies. Assessments available to the SENDCO have furthered the identification of these children. Parent voice has been positive in this area. Classroom are audited to check that they are Dyslexia-Friendly and teachers have access to Dyslexia-friendly resources. New teachers have accessed the training as part of their orientation into the school.</p> <p>The SENDCO monitored impact by work scrutiny and assessment to ensure that interventions were effective in acquiring better outcomes linked with detailed analysis in the ISPP meetings. This was disrupted by the lockdown. Some children were identified as needing bespoke learning which was communicated directly with the parents by the SENDCO; Class Teachers were also directly involved in this process. Some children were vulnerable learners and accessed learning in school along with the children of keyworkers.</p> <p>Speech and Language Therapists accessed the school and baseline assessments in Early Years within the first couple of weeks in September mean that needs are identified early, and provision explored, reviewed and amended where necessary. This again was interrupted by lockdown, but these children will be highlighted as a priority going into year one in the new academic year.</p> <p>The provision of the My Zone as a working space was used to provide opportunities for interventions and overlearning that identified children need prior to lockdown. Parent voice continued to be very positive regarding the impact they have seen in their children. This was interrupted by lockdown and the reinstating of this provision is unknown because school needs to teach children in bubbles which isn't possible in My Zone.</p>
<b>Total budgeted cost</b>					£36,200
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented</b>	<b>Staff lead</b>	<b>Review of expenditure for 2018 – 2019</b> <b>Also see Pupil Premium data</b>

<p><b>Improve attendance of the most vulnerable groups to include a reduction in the number of persistent absence – attendance target 97% for all groups</b></p>	<p>Continue to develop and refine whole school attendance strategy Allocation of additional hours to support vulnerable families – designated family support role in school Breakfast Club</p>	<p>Attendance overall is broadly in line with national average Attendance low for SEN support and FSM - lowest 10% Persistent absence was high for FSM and SEN Support – highest 10% Reduction of attendance service by the local authority</p>	<p>Weekly monitoring and discussions Regular follow up to absence</p>	<p>H/T SENDCO SLT</p>	<p>Attendance for Pupil Premium children was difficult to monitor in this academic year due to COVID but most individual cases identified improved over Autumn and Spring before closure.</p> <p>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.</p> <p>Access to online learning was facilitated where possible and support given to the most vulnerable families this included delivering paper pack and resources to support learning at home.</p>
<p><b>Confident, independent and resilient learners who demonstrate a thirst for learning and positive attitudes to all aspects of learning. They can apply appropriate skills, ask relevant questions and disseminate information when responding to challenge.</b></p>	<p>Embedding of school values curriculum, development of Empowering Learning Skills. Continuation of residential, visits, school holiday support, extracurricular clubs and visitors to school enhance knowledge and learning and broaden experiences for pupils Developing and embedding Character Learning in the form of Commando Joe, after school club, lunch support,</p>	<p>Increased numbers of pupils requiring additional support to promote self- esteem and emotional wellbeing.  Pupils demonstrate high meta cognition skills and are strong self- regulated learners</p>	<p>Weekly monitoring Pupil discussions Reports and impact of therapies and Character Education.</p>	<p>H/T SENDCO SLT</p>	<p>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 showing positive impact in relationships.</p> <p>Training on Emotion Coaching, Early-Life Trauma and its effects on early brain development as well as ACES Training (Adverse Childhood Experiences) was updated with teaching staff and delivered to new staff at the end of the Summer Term in time for the new academic year. All staff have access to the notes from training and resources. Staff feedback is positive that they feel more confident in supporting children in this area.</p> <p>Residential trips took place in the first term of the year to ensure that all PP pupils accessed opportunities they may not otherwise have the chance to.</p> <p>Safeguarding Manager made contact with children identified as vulnerable. This involved direct weekly contact which was then reported to the local authority throughout the whole of lockdown.</p>

	lessons throughout school.				Drawing and Talking Therapy, Play Therapy, Sand Therapy, Individual Intervention Therapy have all been offered and accessed by vulnerable pupils up until lockdown. During lockdown the therapies stopped but the play therapist kept up contact with parents whose children were in the middle of a sequence of therapy sessions or had just finished. During lockdown concerned parents or class teachers could access the SENDCO for direct advice. Any more specific bespoke advice could be accessed via the CAMHS Link Worker via consultations and emails.
<b>Total budgeted cost</b>					<b>£23,900</b>

<b>6. Impact Data (To be updated Autumn 2020 as impact of 19 – 20 and baseline for 20-21)</b>			
<b>Early Years Outcomes 2020</b>	All PP 7 Pupils	PP Non SEND 5 Pupils	All Pupils 78
<b>Reading ELG</b>	<b>No data exists for this academic year</b>		
<b>Writing ELG</b>			
<b>Number ELG</b>			
<b>Space Shape and Measure ELG</b>			
<b>GLD</b>			
<b>Year 1 Phonics Screen 2020</b>	All PP 12 Pupils	PP Non SEND 10 Pupils	All Pupils 90
<b>Working at the expected level - Phonics</b>			

<b>Key Stage 1 outcomes 2020</b>	All PP 13 Pupils	PP Non SEND 7 Pupils	All Pupils 90
% achieving the expected level in reading			
% achieving the expected level in writing			
% achieving the expected level in mathematics			
% achieving the expected levels in reading/writing/maths combined			
% achieving greater depth in reading			
% achieving the greater depth level in writing			
% achieving greater depth in mathematics			
<b>Key Stage 2 outcomes 2020</b>	All PP 9 Pupils	PP Non SEND 4 Pupils	All Pupils 64
% achieving the expected level in reading			
% achieving the expected level in writing			
% achieving the expected level in mathematics			
% achieving the expected levels in reading/writing/maths combined			
% achieving SS 110+ in reading			

% achieving the greater depth level in writing			
% achieving SS 110+ in mathematics			

**GLOSSARY OF TERMS USED: -**

PP – Pupils who are eligible for additional funding through free school meals, services children, Looked after children

CLL – communication, language and literacy in the Early Years – Reception class

EFF – Education Endowment Foundation Teaching Toolkit

EYFS – Early Years Foundation Stage – the Reception class

KS1 – Years 1 and 2

KS2 – Years 3,4,5 and 6

ARE – Age related expectations

GD – Greater depth – the level exceeding age related expectations

Maddy Barnes – Literacy training consultant

SLT – Senior Leadership Team

TA – Teaching Assistant

S&L – Speech and Language

CBT – Cognitive Behavioural Therapy

GAPS – Spelling, punctuation and grammar

ECAR – Every child a reader intervention programme

