



Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

The Pupil Premium is a grant provided from central Government, direct to schools. It is additional to the school's delegated budget and is targeted to support those pupils who are most vulnerable and enable them to close the gap in achievement. The Pupil Premium is allocated to pupils who are eligible for free school meals (FSM) or children who have been or are currently a Child in care of the Local Authority.

Our priorities

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring an 'outstanding' teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

In September 2020. On return to school post COVID 19 closure, assessment has highlighted the following priorities:

All Pupils	Pupils eligible for the Pupil Premium Grant
Initial assessment has highlighted the following priorities on return to school post COVID closure: <ul style="list-style-type: none">• Writing, Spelling and Grammar• Phonics• Reading• Vocabulary, skills and knowledge application• Capacity to work with increased independence	Initial assessment has highlighted the following priorities on return to school post COVID closure for pupils in receipt of PPG – these will be addressed within this strategy: <ul style="list-style-type: none">• Effective access to remote learning technology and provision to support learning both at home and in school• Reading• Writing• Spelling and Grammar

<ul style="list-style-type: none"> • Access to further improved remote learning in the event of closure 	<ul style="list-style-type: none"> • Phonics • Vocabulary, skills and knowledge application • Capacity to work with increased independence
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Barriers to future attainment

The following data sources have been used to ascertain the future barriers in attainment for PPG pupils:

The following data sources were used to identify barriers to attainment at CVPS:

- Internal assessment and reporting software – Target Tracker and initial pupil progress reviews
- Half termly Pupil Progress Meetings (PPM’s)
- The EEF families of school’s database
- Staff, pupil and parent consultations on return to school
- Attendance records
- Most recent school Ofsted report
- IDSR - 3 Year Report
- Guidance from external partners

➤ BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Poor speech and language skills, particularly vocabulary from on entry - Language, communication and processing skills which impact on CLL, reading, phonics and writing outcomes across EYFS and KS1
B	SEND (including social and emotional barriers) complexities of need for a significant number of pupil premium children

C	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.
D	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

ADDITIONAL BARRIERS

External barriers:

E	Attendance – PP and SEND pupils historically have lower attendance than non pp and non-SEND (this has been exacerbated by Covid with remote learning previously not accessed)
F	Parental engagement of all families in school and pupil’s education – linked to remote learning and home learning partnerships
G	Social, emotional and economic needs for an increasing number of families post Covid19

Our implementation process:

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

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:	
Ever 6	£1345
Free School Meals	£1345
Service children	£310
Adopted pupils	£2,345
LAC	£2,345

1. Summary information					
School	Chapelford Village Primary School				
Academic Year	2020-21	Total PP budget	£116,863	Date of most recent PP Review	09/20
Total number of pupils	591	Number of pupils eligible for PPG September 2020	86	Date for next internal review of this strategy	Termly and Final review in September 2021

2. Current attainment 2019 (Outcomes 2019 due to COVID 2020) – see schools own data Autumn 2020 update			
Early Years Outcomes 2019	All PP 6 Pupils	PP Non SEND 5 Pupils	All Pupils 77
Reading ELG	50%	40%	74.7%
Writing ELG	50%	40%	76%
Number ELG	50%	40%	77.3%
Space Shape and Measure ELG	50%	40%	77.3%
GLD	50%	40%	73.3%
Year 1 Phonics Screen 2019	All PP 8 Pupils	PP Non SEND 5 Pupils	All Pupils 85
Working at the expected level - Phonics	50%	60%	85.7%

Key Stage 1 outcomes 2019	All PP 16 Pupils	PP Non SEND 12 Pupils	All Pupils 89
% achieving the expected level in reading	75%	92%	78.7%
% achieving the expected level in writing	56%	67%	71.9%
% achieving the expected level in mathematics	62.5%	75%	79.7%
% achieving the expected levels in reading/writing/maths combined	50%	58%	62%
% 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%
Key Stage 2 outcomes 2019	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%
3. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers				
A.	Language, communication and processing skills which impact on CLL, reading, phonics and writing outcomes across EYFS and KS1			
B.	SEND (including social and emotional barriers) complexities of need for a significant number of pupil premium children			
C.	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.			
D.	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			
External barriers				
E.	Attendance – PP and SEND pupils historically have lower attendance than non-pp and non-SEND (this has been exacerbated by COVID with remote learning previously not accessed)			
F.	Parental engagement of all families in school and pupil's education – linked to remote learning and home learning partnerships			
G.	Social, emotional and economic needs for an increasing number of families post Covid19			
4. Desired outcomes		Success criteria (Data Review Autumn 2020 due to COVID closure to fully assess impact)		
A.	Improved language, communication and processing skills which impact on CLL, reading, phonics and writing outcomes across EYFS and KS1	<ul style="list-style-type: none"> Evidence of rapid progress being made across EYFS, Yr1 & KS1 so that all non-SEND pupils meet ARE expectations. All pupils' needs are identified. Referrals are made and external support is implemented by teachers and teaching assistants. Pupils working on speech and language aims make good progress from their starting points. 		

B.	Significant support for SEND (including social and emotional barriers) complexities of need for a significant number of pupil premium children	<ul style="list-style-type: none"> Given starting points, pupils show good progress with 80% of all PP pupils with 100% of non-SEND PP pupils achieving ARE SEND pupils make at least expected progress from their varying and complex starting points Good access for PP pupils to support for emotional difficulties
C.	Closing the significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.	<ul style="list-style-type: none"> There will be systematic revision of key areas of knowledge, understanding and vocabulary in all curriculum subjects. There will be experiences provided during the academic year as soon as restrictions allow. If restrictions remain there will be creative alternatives.
D.	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	<ul style="list-style-type: none"> Confident learners who are self-motivated and demonstrate high meta cognition skills Pupils have opportunities to access wider learning opportunities Progress in SDQ scores from play therapy
E.	Improved attendance – PP and SEND pupils historically have lower attendance than non-pp and non-SEND (this has been exacerbated by COVID with remote learning previously not ..	<ul style="list-style-type: none"> 97% attendance of vulnerable groups. Regular contact and support will be given
F.	Improved parental engagement of all families in school and pupil's education – linked to remote learning and home learning partnerships	<ul style="list-style-type: none"> All children eligible for PPG will have access to a digital device. All parents will be supported by in enabling their children to access online learning.
G.	Support given for the Social, emotional and economic needs for an increasing number of families post Covid19	<ul style="list-style-type: none"> School staff have an awareness of changes in the circumstances of families in the school. Advice is given regarding families accessing free school meals. More complex difficulties are addressed with an Early Help Assessment if relevant.

5. Planned expenditure	
Academic year	2020-2021 – funding £116,875

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 2020 - 21
Improved Communication, language and listening skills	Dedicated specialist lead for Speech and Language Small group and 1:1 support targeted support using: - Nuffield Early Language Intervention	Improved CLL skills across EYFS and KS1 using well-researched speech and language programmes	Specialist S and L lead Staff skills and training developments Planned timetable for provision Monitoring provision and outcomes	EYFS Leader of Learning SENDCo	
Continue to further improve reading stamina and comprehension skills.	To embed the whole school guided reading strategy using the Maddy Barnes approach to guided reading (CLIMB) Literacy Box Comprehension Box Dazzle Boxes Quality texts Reading plus for identified pupils Fresh start	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, assessments and effectiveness of provision.	Reading Leader SLT	

	Pre and post learning supported by teacher/TA				
<p>To further sustain and embed work previously achieved in increasing the maths attainment at higher levels.</p> <p>This consolidation is needed due to 19-20 school closure. Review January 2021</p>	<p>Further embed the maths mastery curriculum</p> <p>Work with Sarah Skelley – Maths consultant to support QFT, Parent Maths Workshop, Pre and post learning to diminish the difference</p> <p>In line with EEF Toolkit recommendation reduce class size in Year 6</p>	<p>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.</p>	<p>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</p> <p>Accurate provision mapping</p> <p>Challenge thoroughly sharply differentiated tasks and activities</p> <p>Highly effective first teaching with rapid support and ongoing assessment.</p> <p>Effective use of new resources to consolidate concrete learning</p>	<p>Maths Leader</p> <p>SLT</p>	

			Effective staff training and development.		
<p>To embed the mastery approach to Reading and writing through Pathways to Write (Literacy Company) across the whole school.</p> <p>This consolidation is needed due to 19-20 school closure. Review January 2021</p>	<p>To embed the writing mastery approach working with Linda Neil as a pilot school for the Pathways to Write – high quality text based approach – exposing all pupils to challenging texts.</p> <p>CPD for all staff to develop subject knowledge.</p> <p>In house and external moderation.</p> <p>Lesson study</p> <p>In line with EEF Toolkit recommendation reduce class size in Year 6</p> <p>Quality text resources.</p>	<p>Reading and Writing attainment at the end of KS 1 at ARE and ARE+ and ARE+ at KS 2</p>	<p>Key priority on the school development plan</p> <p>Monitoring, evaluation and reporting of revised strategy through observations, assessments and effectiveness of provision</p>	<p>English Team</p> <p>SLT</p>	
Total budgeted cost					£43,075
ii. Targeted support					

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 2020 - 21
<p>SEND pupils secure strong progress given their needs and abilities</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>Closing the gaps in knowledge caused specifically by the school closure in 2019 – 20 academic year.</p>	<p>1:1 interventions or small group support using pre-learning techniques. Additional teachers support to accelerate progress and address gaps for PP in Years 1 - 6 with a particular</p>	<p>Securing and extending class based learning So that pupils can consolidate skills and knowledge and apply in a range of challenging concepts</p>	<p>Highly skilled teacher and Ta deployment Staff skills and training developments Planned timetable for provision</p>	<p>SLT Leaders of Learning</p>	

	focus on phonics, reading and writing. Target work to further challenge or consolidate learning In line with EEF Toolkit recommendation reduce class size in Year 6		Monitoring provision and outcomes		
Total budgeted cost					£39,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	Review of expenditure for 2020 - 21 Also see Pupil Premium data
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	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	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	Weekly monitoring Pupil discussions Reports and impact of therapies and Character Education.	H/T SENDCO SLT	

when responding to challenge.	Learning in the form of Commando Joe, after school club, lunch support, lessons throughout school.				
Improve attendance of the most vulnerable groups to include a reduction in the number of persistent absences – attendance target 97% for all groups	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 (when possible with restrictions)	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	Weekly monitoring and discussions Regular follow up to absence	H/T SENDCO SLT	
Supporting parents and pupils to access highly effective remote learning.	Device allocated to all PP children who require access to online learning. Assistance to access the internet if that is required.	Online working is becoming a feature of learning in school. This has been pushed up the agenda by the lockdown and the need for remote learning at that time.	Close monitoring of the use of online learning by PP children and teachers to discuss quality of work submitted with designated member of staff.	H/T SENDCO SLT	
Appropriate provision in place for those pupils	Rapid referral for educational psychologist	Previous success of rapid referrals to	Monitoring and evaluation of	SENDCO	

whose emotional needs are causing concern.	assessments so that appropriate provision is put in place 1:1 support Play therapies Cognitive behaviour therapy	ensure appropriate provision is in place To support emotional health and wellbeing of identified learners	outcomes and provision		
Support for families hit by increased economic needs due to COVID.	A designated 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. Class teachers able to highlight children that were not accessing online learning and phone support offered.	This was introduced during lockdown and has had positive feedback from parents, teachers and external professionals. Led to rapid referrals and support offered.	Record of support on CPOMS for SLT to monitor.	H/T SENCO SLT	
Total budgeted cost					£34,800

6. Impact Data (Updated Autumn 2020 as impact of 19 – 20 and baseline for 20-21)			
Early Years Outcomes 2020	All PP 7 Pupils	PP Non SEND 5 Pupils	All Pupils 78

Reading ELG			
Writing ELG			
Number ELG			
Space Shape and Measure ELG			
GLD			
Year 1 Phonics Screen 2020	All PP 12 Pupils	PP Non SEND 10 Pupils	All Pupils 90
Working at the expected level - Phonics			
Key Stage 1 outcomes 2020	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			
Key Stage 2 outcomes 2020	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