



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Chapel End Primary School
Number of pupils in school	194 (205 including Nursery)
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	1 st December 2021
Date on which it will be reviewed	9 th March 2022
Statement authorised by	C. Hewitt (Headteacher)
Pupil premium lead	C. Hewitt (Headteacher)
Governor / Trustee lead	Mr S. Gaskell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,970
Recovery premium funding allocation this academic year	£3,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,450



Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low standards in attainment in communication and language and writing for all pupils in the Early years (exacerbated by COVID19)
2	Key stage 1 attainment in reading, writing and Maths has fallen significantly when comparing data over a 3 year trend. (exacerbated by COVID19)
3	Key Stage 2 attainment in writing has dipped (exacerbated by COVID19)
4	Attendance and readiness to learn of pupil premium children is lower than non-pupil premium children Pupil Premium = 93.4% Autumn 2021-2022 Non Pupil Premium = 96.2% Autumn 2021-2022 Pupil Premium = 92.3% 2020-2021 Non Pupil Premium = 97.8% 2020-2021 Pupil Premium = 90.1% 2019-2020 Non Pupil Premium = 94.2% 2019-2020
5	Social and emotional health and wellbeing of children who are returning to education- post COVID



Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral and language skills and vocabulary among disadvantaged pupils	<p>End of year EYFS data compared to the National baseline will show improved levels of communication and language.</p> <p>Children are using vocabulary that is age appropriate both inside and outside of the classroom</p> <p>Learning journeys show clear improvements on a termly basis</p>
Improved reading, writing and maths attainment for disadvantaged pupils at the end of key stage 1	<p>Reading, writing and maths outcomes show a that the gap in attainment between disadvantaged and non-disadvantaged children has reduced.</p> <p>Subject Leader monitoring shows improved standards in reading writing and maths for disadvantaged children.</p>
Improved writing attainment for disadvantaged pupils at the end of Key Stage 2.	<p>Writing outcomes show a that the gap in attainment between disadvantaged and non-disadvantaged children has reduced.</p>
To achieve and sustain improved attendance of disadvantaged pupils to bring their data in line with non-disadvantaged pupils	<p>To achieve a high attendance rate and to have narrowed the gap between disadvantaged and non-disadvantaged pupils. This will be measured by half termly attendance data analysis.</p>
To improve the pastoral offer in school to develop social and emotional wellbeing of all pupils in particular disadvantaged pupils.	<p>To have a trained pastoral team in place.</p> <p>To have a dedicated pastoral safe space to support self regulation of pupils.</p>



Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train staff in the use of NELI	Evidence and programme development Nuffield Early Language Intervention (NELI) (teachneli.org)	1
EYFS Hub training for staff	Local Authority recommended training and support	1
Staff training in standardised reading assessments (PIRA)	Rising Stars Assessment Bank - case studies and reviews (risingstars-uk.com)	2
Purchase of NFER maths assessments	NFER Tests - NFER	2
Staff training in use of NFER assessments	It is widely known that if staff are trained in administering assessments, then a more accurate picture of pupil performance can be obtained.	2
Purchase of DFE approved synthetic phonics Essential letters and sounds resources	SSP Programme ELS - Essential Letters & Sounds (essentiallettersandsounds.org)	2+3
Essential Letters and Sounds staff training	Knowledge Schools Trust - Home	2+3
Essential Letters and Sounds subscription	SSP Programme ELS - Essential Letters & Sounds (essentiallettersandsounds.org)	2+3
Staff training in Maths Mastering of number	Mastering Number NCETM	2+3
Purchase of WhitRose Maths subscription	White Rose Maths Free Maths Teaching Resources CPD Training	2+3
Maths specialist consultant supporting staff development	ST Helens Local Authority have recent historical evidence that their specialist input has supported schools in	2



	developing the quality of teaching and learning.	
English specialist consultant supporting staff development	ST Helens Local Authority have recent historical evidence that their specialist input has supported schools in developing the quality of teaching and learning.	2+3
EYFS-Y1 transition specialist consultant supporting staff development	ST Helens Local Authority have recent historical evidence that their specialist input has supported schools in developing the quality of teaching and learning.	2
Learning assistant quality intervention training	ST Helens Local Authority have recent historical evidence that their specialist input has supported schools in developing the quality of teaching and learning.	2+3
Purchase of the PSHE +RSE SACRF programme	The Impact of our Work (coramlifeeducation.org.uk)	5
Staff training in emotion coaching	https://afaeducation.org	5
Subscription to reading eggs and fast phonics to support the development of children's reading in school and at home.	Learning to Read for Kids Learn to Read with Phonics Free Trial – Reading Eggs	2



Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Learning support to provide targeted personalised academic support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2+3
<i>Dedicated Learning support assistant for NELI</i>	Evidence and programme development Nuffield Early Language Intervention (NELI) (teachneli.org)	1
<i>Dedicated Learning support assistants for additional phonics sessions targeting disadvantaged pupils</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	5



Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of onsite attendance officer	Evidence from historical attendance data supported by Local Authority inspections praising the actions of our Attendance officer on site.	4
Service Level Agreement for Educational Welfare officer to ensure increased engagement with disadvantaged families	Evidence from historical attendance data supported by Local Authority inspections praising the actions of our Attendance officer in the Local Authority	4+5
Development of a safe space to support children with emotional wellbeing needs	We All Need A Safe Space Billesley Research School	5
<i>Dedicated Learning support assistants to provided emotional support to identified children</i>	https://afaeducation.org	5

Total budgeted cost: £ 37,975



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The pupil premium plan for 2020-2021 was severely disrupted due to the National Lockdown in January 2021.

All pupil premium children were invited to attend school.

Disadvantaged children who did not attend school received daily phone calls from the school office and weekly phone calls from class teachers.

The Educational Welfare Officer was employed to check on disadvantaged families throughout lockdown.

Disadvantaged families were allocated digital tablets for children to access

Children who accepted the invitation to attend school received targeted Learning assistant support in line with Target B of the pupil premium plan.

Target A – To employ a supply teacher to work with small groups of pupil premium children at least once a week.

This target was disrupted as no new teaching staff could be introduced to school during lockdown. During this time, we limited staff attendance in the interest of health and safety. Following lockdown, Learning assistants provided small group mindfulness and wellbeing sessions as a replacement for the planned academic support using an external supply agency.

Target B- To use targeted Learning Assistant support across the school to impact on personalised pupil targets which were generated through pupil progress meetings.

This target did happen with children who accepted the invitation to attend school. Children who did not attend school received focused teacher feedback through online learning and also intervention with Learning assistants following the lockdown period.

Target C- To create focused and consistent learning environments allowing for all pupils including pupil premium pupils to receive high quality marking and feedback.

This target has continued into 2021-2022. The focus for all stakeholders on return to school was supporting each other with mental, physical and emotional wellbeing.



Target D- To increase attendance rates of Pupil Premium children.

This target has been continues in 2021-2022 as it was parental choice whether to send their child to school or not during lockdown.

Outcomes for pupils 2020-2021

Average percentage of 'disadvantaged' pupils achieving the expected standards

Reading 47%

Writing 79%

Maths 63%

Average percentage of 'All' pupils achieving the expected standards

Reading 80%

Writing 73%

Maths 79%