



Chapel End Primary School

Pupil Premium Strategy

1. Summary information

School	Chapel End Primary School				
Financial Year	2021-2022	Total PP budget	£37,660	Date of most recent PP Review	July 2019
		LAC	£2000		
		Post LAC	£4690		
Total number of pupils	221 (including nursery)	Number of pupils eligible for PP	28	Date for next internal review of this strategy	Jan 2022

2. Current attainment

	<i>Pupils eligible for PP % base upon average of all year groups Autumn term data pack 2020-2021</i>	<i>All Pupils % base upon average of all year groups Autumn term data pack 2020-2021</i>	<i>Pupils not eligible for PP (national average 2019)</i>
% achieving in reading, writing and maths	66 % (Reading) 58% (Writing) 52% (Maths)	76 % (Reading) 66% (Writing) 69 % (Maths)	68% (Reading) 78% 81% (Writing) 83% 81% (Maths) 84%
% making progress in reading	90%	96%	-3.33 (Reading) 0.3
% making progress in writing	81%	87%	-0.59(Writing) 0.57
% making progress in maths	81%	83%	-1.90 (Maths) 0.37

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	There is a gap between the achievement levels of PP and non PP children in Reading, Writing and Maths. Interventions along with quality first teaching have been impacted by school closures caused by COVID 19
B.	Recovery curriculum measures put in place have impacted on use of Learning Assistants
C.	Physical environments have been affected by COVID social distancing restrictions EG. the approach to live marking

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Attendance rates for Pupil Premium children compared to non-pupil premium children are 90% PP and 97% non PP
E.	The learning environment provided for children receiving PP is not as targeted at home during lockdown as it is in school.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For the gaps and barriers in attainment between pp children and non pp children to be identified in reading, writing and Maths in order to reduce them.	Pupil progress meetings will detail which PP children have gaps and what the barriers to learning are.
B.	Create specific intervention action plans and timetables which indicate when interventions take place with PP children. They also will indicate who with, where they will take place, for how long and what area of learning is to be addressed.	PP pupils will make accelerated progress in order that the gap between PP and non PP pupils is reduced. Interventions are put in place in a timely manner after lockdown and adapted/reviewed accordingly to support pupils in meeting their end of year attainment targets. Objectives that are stated in the intervention action plans are to be started at the beginning of the Summer term COVID restrictions permitting.
C.	After COVID restrictions, create a learning environment policy which allows for effective live marking and feedback and targeted support by all staff.	Targeted interventions can occur.
D.	To improve the attendance rates of pupil premium children.	Pupil premium attendance rates to be in line with non-pupil premium attendance rates.
E.	For all children to be attending school after lockdown.	Children attending school and intervention action plans and timetables in place.

5. Planned expenditure

Financial year		2021 - 2022		
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Costings
A. For the gaps and barriers in attainment between pp children and non pp children to be identified in reading, writing and Maths in order to reduce them.	<ul style="list-style-type: none"> Senior Leaders to adapt the design and organisation of pupil progress meetings so that PP children can be identified and targeted support packages can be put into place. Teachers to communicate with families so that support is a partnership between school and home. 	<ul style="list-style-type: none"> Internal data shows that there is a gap in attainment between pupil premium children and non-pupil premium children. 	<ul style="list-style-type: none"> Pupil premium children will be identified on Senior leaders and subject leader monitoring sheets so that progress and attainment can be closely monitored. Teachers are able to identify PP children within their own class and express the support that they get along with levels of progress and attainment. 	Supply costs to cover staff members attending pupil premium days. £3,840 (3 per year)
B. Create specific intervention action plans and timetables which indicate when interventions take place with PP children. They also will indicate who with, where they will take place, for how long and what area of learning is to be addressed.	<ul style="list-style-type: none"> Senior Leaders to adapt the design and organisation of pupil progress meetings so that PP children can be identified and targeted support packages can be put into place. Teachers to communicate with families so that support is a partnership between school and home. Put intervention packages and strategies into place at the beginning of the Sumer term (COVID restrictions permitting) 	<ul style="list-style-type: none"> Internal data shows that there is a gap in attainment between pupil premium children and non-pupil premium children. 	<ul style="list-style-type: none"> Intervention impact are to be completed by Learning assistants and monitored by class teachers. Progress and attainment feedback given to parents and senior leaders by class teachers in a termly report 	Cost of Learning assistant targeted support: £29,200

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Costings
C. After COVID restrictions, create a learning environment policy which allows for effective live marking and feedback and targeted support by all staff.	<ul style="list-style-type: none"> • Each staff member to identify PP children within their class • Allocate PP children with a place in class where continual targeted support can be delivered. • Target PP children in live marking and feedback sessions. 	<ul style="list-style-type: none"> • Internal data shows that there is a gap in attainment between pupil premium children and non-pupil premium children. 	<ul style="list-style-type: none"> • Learning walks will identify the effective placement of pupil premium children within each class. 	£0
D. To improve the attendance rates of pupil premium children.	<ul style="list-style-type: none"> • Employ the services of an Educational Welfare Officer through St Helens Local Authority. 	<ul style="list-style-type: none"> • Attendance figures demonstrate a gap between pp children and non pp attendance rates. 	<ul style="list-style-type: none"> • EWO reports to school 	£3,950
E. For all children to be attending school after lockdown.	<ul style="list-style-type: none"> • Full school opening after lockdown in line with government guidelines. 	<ul style="list-style-type: none"> • To give all children an equal opportunity in their right to a full education. 	<ul style="list-style-type: none"> • Monitor attendance. 	£0