



# Pupil premium strategy statement

This statement details our school’s use of pupil premium funding for the 2023 to 2024 academic year 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	171 (202 including Nursery and 2 year old provision)
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	21 <sup>st</sup> November 2024
Date on which it will be reviewed	8 <sup>th</sup> March 2025
Statement authorised by	C. Hewitt (Headteacher) A. Marsh (Senior Finance Officer for The Everyone Matters School’s Trust)
Pupil premium lead	C. Hewitt (Headteacher)
Governor / Trustee lead	Mr S. Gaskell

## Funding overview

Detail	Amount
Pupil premium funding allocation academic year 2024-2025	£38,480
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£0



# Part A: Pupil premium strategy plan

## Statement of intent

At Billinge Chapel End Primary School we aim to offer fully inclusive provision. Disadvantaged children receive appropriate support to help them overcome barriers to learning. This document sits in line with the school inclusion policy and equality statement.

## Challenges

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

Challenge number	Detail of challenge
1	Communication and language barriers for children entering school in the EYFS
2	The percentage of children in receipt of pupil premium achieving age related expectations in Maths
3	The percentage of children in receipt of pupil premium achieving age related expectations in Reading
4	Pupil Premium children attendance figures are lower than non-pupil premium attendance figures.
5	Social and emotional health and wellbeing of children resulting on impacting on whole school behaviour standards.



## 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
1) Communication and language barriers for children entering school in the EYFS	Children's attainment from Baseline assessments to the end of the year have improved in terms of 'Communication and Language'.
2) The percentage of children in receipt of pupil premium achieving age related expectations in Maths	The percentage of pupil premium children achieving age related expectations in Maths has increased compared to Summer 2024 data.
3) The percentage of children in receipt of pupil premium achieving age related expectations in Reading	The percentage of pupil premium children achieving age related expectations in reading has increased compared to Summer 2024 data.
4) Pupil Premium children attendance figures are lower than non-pupil premium attendance figures.	Pupil premium attendance figures are in line with non-pupil premium figures excluding genuine illness absences.
5) Social and emotional health and wellbeing of children resulting on impacting on whole school behaviour standards.	Appropriate training completed and disseminated to all staff in relation to pastoral support strategies. CPOMS record to show a reduction in incidents relating to negative behaviour.



## 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: £18,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train staff in the use of 'Drawing Club'.	<a href="#">Drawing Club – “CAN I GO AND PLAY NOW..?”</a>	1
EYFS Hub training for staff and moderation support	Local Authority recommended training and support	1
Annual purchase of reading assessments and book updates (ELS )	<a href="#">Essential Letters and Sounds</a>	3
Purchase of NFER maths assessments	<a href="#">NFER Tests – NFER</a>	2
Purchase of NFER reading assessments	<a href="#">NFER Tests – NFER</a>	3
Staff time for NFER analysis and pupil progress meetings	Analysis of the tests will give accurate identification of need which can be addressed through interventions	2+3
Purchase of DFE approved synthetics phonics Essential letters and sounds resources	<a href="#">SSP Programme   ELS – Essential Letters &amp; Sounds (essentiallettersandsounds.org)</a>	3
Essential Letters and Sounds new staff training	<a href="#">Knowledge Schools Trust – Home</a>	3
Essential Letters and Sounds subscription	<a href="#">SSP Programme   ELS – Essential Letters &amp; Sounds (essentiallettersandsounds.org)</a>	3
Staff training in Maths through the North West Learning Partnership	<a href="#">Home :: North West Learning Partnership</a>	2
Purchase of WhiteRose Maths subscription	<a href="#">White Rose Maths   Free Maths Teaching Resources   CPD Training</a>	2



Whole school staff training on 'Are you really reading' run by the SHINE group.	<a href="#">Are You Really Reading? – SHINE</a>	3
Purchase of supporting 'Are you really reading' materials	<a href="#">Are You Really Reading? – SHINE</a>	3
Staff training on trauma Informed practice	<a href="#">Trauma informed training – Merseyside Violence Reduction Partnership</a>	5
Learning assistant quality intervention and APDR 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
Subscription to timestables rockstars/ numbots- to support the development of rapid recall of tables and numberbonds	<a href="http://trockstars.com">Times Tables Rock Stars (trockstars.com)</a>	2
Purchase of the PSHE +RSE SCARF programme	<a href="http://coramlifeeducation.org.uk">The Impact of our Work (coramlifeeducation.org.uk)</a>	5
Staff training in pastoral strategies including PATHS by Barnardo's	<a href="#">The PATHS® Programme for Schools (UK &amp; NI Version)   Barnardo's</a>	5
Recruitment and retention of 3 LSA's specifically supporting children with combined SEND and PP funding	Bespoke curriculum offers can be observed in school.	2/3/4/5
Recruitment of an Educational Welfare Officer to monitor attendance and support school and families in maintaining good attendance figures above 95%	Attendance records kept in school and shared with the DFE through the attendance toolkit. <a href="#">Attendance toolkit for schools.pdf</a>	4/5



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

Budgeted cost: £ 12,521

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Dedicated Teacher Time and Learning support assistants for 'Drawing Club'</i>	<a href="#">Drawing Club – “CAN I GO AND PLAY NOW..?”</a>	1
Dedicated Learning support to provide targeted personalised academic support	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2+3
<i>Dedicated Learning support assistants for additional phonics sessions targeting disadvantaged pupils</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2+3
<i>Dedicated Learning support assistants for additional Pastoral support targeting disadvantaged pupils</i>	<a href="#">The PATHS® Programme for Schools (UK &amp; NI Version)   Barnardo's</a>  <a href="#">Trauma informed training – Merseyside Violence Reduction Partnership</a>	4/5



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

Budgeted cost: £ 7,612

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a clerical officer with a role to monitor attendance	Evidence from historical attendance data supported by Local Authority and OFSTED inspections praising the actions of our Attendance officer on site.	4
School funded places in breakfast and afterschool club for disadvantaged children	<a href="#">More than just a meal: breakfast club attendance and children's social relationships — Northumbria University Research Portal</a>	4+5
Pupil premium children are offered teacher led extra curricular activities in priority over non-PP children	<a href="#">Children's University   EEF (educationendowmentfoundation.org.uk)</a>	4+5
Development of safe spaces to support children with emotional wellbeing needs	<a href="#">We All Need A Safe Space   Billesley Research School</a>	5
Staff training relating to PATHS and trauma informed support.	Training in supporting children in conflict and resolution will support mental health.	5
<i>Dedicated Learning support assistants to provided emotional support to identified children</i>	<a href="https://afaeducation.org">https://afaeducation.org</a>	5

**Total budgeted cost: £ 38,455**



## 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 2022 to 2023 academic year.

**Target 1)** Improved oral and language skills and vocabulary among disadvantaged pupils

- The % of children in Reception children achieving age related expectations in communication and language increased by 4%.

**Target 2)** Disadvantaged children in EYFS and Key Stage 1 have reduced the attainment gap in reading compared to non-disadvantaged children

- EYFS % of disadvantaged children attaining the expected standards in reading increased from 0% to 50%
- Y1 % of disadvantaged children attaining the expected standards in reading increased from 0% to 33%
- Y2 Y1 % of disadvantaged children attaining the expected standards in reading increased from 38% to 63%
- 

**Target 3)** Improved reading, writing and maths attainment for disadvantaged in Year's 2+4

Year2 have:

Converted from 66% of the class 100% of the class achieving a majority 75%+ of the class attaining ARE.

Year 4 have:

Converted from 0% of the class 100% of the class achieving a majority 75%+ of the class attaining ARE.

**Target 4)** To achieve and sustain improved attendance of disadvantaged pupils to bring their data in line with non-disadvantaged pupils

At the end of the year 2023-2024, pupil premium attendance was only 1% behind non pupil premium attendance compared with 3% at the end of the previous year

**Target 5)** To further improve the pastoral offer in school by training staff in Emotional Literacy strategies and along with other strategies to support children in regulating their emotions.

- CPOMs records evidence the use and approaches of emotional literacy in cases of adult support.