# Chadsmead Primary Academy
# Pupil Premium Strategy Statement

2020 - 2021

This Pupil Premium Strategy outlines how our school has spent the Pupil Premium allocation in 2020 – 2021 and how it plans to spend it during the rest of this academic year It also outlines our key principles and reasons for spending the Pupil Premium in the way that we do; the progress that children in receipt of the Pupil Premium are making and the impact this funding is having on these children.

## Chadsmead Principles and Objectives

The Pupil Premium was introduced to address the underlying inequalities between children eligible for free school meals and their peers. It is allocated to schools to work with pupils who have been registered for free school meals, Service children and Looked After Children at any point in the last six years. Eligible children must be of statutory school age (Reception to Year eleven).

Arrangements to pay schools vary between Local Authorities however schools are free to spend the Pupil Premium as they see fit. Our approach and vision for our pupils is to ensure that those from poorer socio-economic backgrounds do not suffer barriers which hamper their progress and attainment.

Our decision on how to use the "Pupil Premium" are based on findings of high quality research and publications as well as OFSTED's best practice guidelines. These have supported our decision and expenditure in order to make effective use of our Pupil Premium funding.

## Chadsmead Beliefs

We believe that:

- All of our children should and will benefit from the teaching and learning opportunities that Pupil Premium funding provides
- Appropriate provision is made for all pupils belonging to vulnerable groups, including those who are from socially and economically disadvantaged groups.
- Pupil premium spending should be allocated following a needs analysis which identifies children with priority needs; those with the greatest need being children in receipt of free school meals whose progress is not rapid enough.
- Pupils who receive free school meals are not necessarily socially disadvantaged or making inadequate progress.
- Not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Our Pupil Premium funding should be spent in a wide and imaginative variety of ways, so as to benefit the wide variety of interests and needs of our children
- Our Pupil Premium funding should be spent according to 'best value principles' and related to activities which research suggests will make the very best use of the finances available
- It is important to take a 'long term view' to stop achievement gaps from widening. Some of our long-term objectives will take more than an academic year to come to fruition.

| Pupil Premium Funding 2020 - 2021 | |
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| Total number of pupils on role: | 258 Plus Nursery |
| Total number of pupils | 74 in Sept 2018<br>80 in Sept 2019<br>82 in Sept 2020 |
| % of pupils currently eligible for Pupil Premium Grant | 32 % in Sept. 2020 |
| Total amount of Pupil Premium grant per pupil: | £1,320 |
| Total Amount of Pupil Premium Grant 2020 | £93,331 Based on 70* pupils last census |

## Main Barriers to Future Attainment 2020 - 2021

- Lower than expected attainment in EYFS / Year 1 following school closure in:
  - Speech and Language development
  - Social skills
  - Independence / Play
- Ongoing development of early phonic acquisition & reading in EYFS, KS1 and KS2
- Ongoing development of Mathematical Reasoning in EYFS, KS1 and LKS2
- The impact of low levels of learning at home during school closure; lower than expected levels of attendance on learning during school opening from June 1st and after re-opening of school by identified PP children:
- Impact of missed learning on attainment of age related expectations in reading, writing and math for identified PP children /.all children following school re-opening
- Impact of Social, Emotional and Welfare challenges faced by PP Children and families both during school closure and continuing after school's full re-opening

## Our Targeted Areas 2020 - 2021

- To improve speech & language; social & independence skills of children on entry in EYFS and year 1.
- To continue to improve the basic phonics & maths reasoning acquisition of children in order to narrow the gap between PP children and all children.
- To continue to increase the awareness and support available for children experiencing personal, social, emotional and well-being (mental health) challenges alongside the support available to families locally.
- To continue to develop home learning through a remote learning curriculum that runs alongside our new home learning systems.
- To continue to work towards increasing the attainment of PP pupils across all years
- To continue to work towards increasing attendance rates of identified PP children

## Nature of Support Planned – This Year 2020 - 2021

Record of planned Pupil Premium Grant Spending by item / project

| Area of Action | Objective | Cost | Expected Outcome | Termly Impact (PP) |
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| Priority 1<br>Improve acquisition of speech and language based skills | To engage with EEF project on speech and language Nuffield Language Intervention | £10,000 | Newly identified pupils with SCLN challenges to be referred quickly to SALT service; Children with ongoing SCLN challenges to be re-referred / re-assessed by SALT as soon as possible; Engagement with | Autumn Term 2020<br>New Nursery unit opened<br>Speech and language referrals made for newly identified children by half term following diagnostic assessment of re-entry to schools; Meetings held with SALT professionals via TEAMS to train staff on new SpLT programmes issued; |

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| | | | "Language Screen" app to support EEF project in conjunction with Catch-up Premium funding. | conversations between staff and SENCO to ensure support is in place by half term for those with SPLT programmes in place.<br>Engagement with NELi Programme – Training for SCLN<br>**Spring 2021 - School Closure**<br>Neli Programme continued in EYFS<br>Resources purchased to support NELi Programme and SpLT provision for identified children in EYFS following training by therapist son PECS and PODS communication systems<br>Whole school focus on Theme Vocabulary and explanations of vocabulary when discussing texts<br>Summer 2021<br>All children moving in to Year 1 met expectations for communication unless they had already been referred to the specialist services due to significant needs arising with regard to speech and language acquisition. It is anticipated that school will continue the program next academic year & a continued focus on vocabulary and the teaching of vocabulary will be further developed across the curriculum. |
| Priority 2<br>Improve acquisition of social and independence skills | To develop social and independence skills of identified children | £10,000 | Children to have regained and developed further social skills and independence on return to school following school closure;<br>Children to develop strategies to support personal needs | Autumn Term 2020<br>Well-Being Fortnight on re-opening of school in September to re-introduce life in school including independence for learning, friendships and responsibilities.<br>New Nursery unit opened<br>Cross Curricular work based on Oliver Jeffers book: "We are here" - undertaken across school to regain sense of school cohesions whilst adjusting to "new" school procedures and children's individual needs.<br>All children provided with own equipment, uniform items, snack at break when a need has been identified / discussed with parents.<br>New ICT scheme purchased for 2020/2021<br>**Spring 2021- School Closure**<br>Children are provided with own equipment for lockdown period including ICT devices to access home learning when required;<br>TEAMS training for students to access remote learning; focus on independence and responsibility in school bubble via school's curriculum during spring term; Children to supported through remote learning via phone calls from staff and encouraged to submit work on weekly basis<br>Summer 2021<br>Children's resilience has been monitored carefully and diagnostic needs analysis has been undertaken per pupil on return to school following spring term school closure; any needs identified have been addressed on return to school on an individual basis during the summer term ; |
| Priority 3<br>Further improve basic skills: Phonic / Reading acquisition and mathematical reasoning | To develop further levels of phonic and number acquisition in the aim to narrow the gap between PP children and all children<br><br>Reduction in class sizes by employment of additional staff. | £14,000 | RWI, Accelerated Reader and Maths Mastery to enhance pupil knowledge and skills, raising attainment in KS1 and KS2<br><br>Class sizes in KS1/LKS2 remain smaller than normal – some classes have below 20 pupils in a class.<br>Targeted class in Y5/Y6 | Autumn Term 2020<br>RWInc programme continued in KS1 for all and in LKS2 and UKS2 (Y5) for identified groups of children. Purchase of "Fresh Start" catch up programme purchased in conjunction with Government allocated catch up funding. New Nursery unit opened and pre-teaching of RWinc is part of the curriculum.<br>Accelerated Reader Programme continued with new KS1 library established and additional reading material purchased in levels with known shortages of books.<br>Maths Mastery extended to Year 4<br>Continuation of IXL / Spag.com in Y6;<br>New trial of www.maths.co.uk access for Y5 pupils. Engagement with Bookmark reading in Y3 – To be established |

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| | | | | **Spring 2021- School Closure**<br>Continuation of programmes during school closure through use of access to free websites and internet support. Additional resources provided for identified children via paper resources, additional phonecalls and email contact to staff directly in order to support parents and children; TEAMs platform to support children's remote learning and live lessons put in place each week; Reduced bubble sizes for those children in school across the phases.<br>Use of Government backed websites to support learning including WhiteRose math's subscriptions for staff, providing video lessons and Oak Academy schemes of work to support learning in these areas.<br>Summer 2021<br>Academic results were determined through summative assessment and formative assessment at the end of the term; Varied results were gained and many fluctuations occurred during this academic year due to the individual experiences gained by children 77% Reading; 69% Writing; 38% Maths = Y6 PP children making expected levels of attainment at the end of Y6 based on teacher assessment. |
| Priority 4<br>To address identified social, emotional, and (Well-Being) mental health challenges | To develop staff and pupils' roles, responsibilities and viewpoints in order that children become more independent, resilient and able to talk more about the challenges that face them. | £12,000 | Pupil and Parent voice obtained across all subject areas through deep dives / school council to identify independence of mind; individual personal issues and support how children feel whilst at school with a view to some children/families being referred on and children's experiences thus extended. | Autumn Term 2019<br>Government Well-being training delivered to staff on September INSET by SENCO, plus additional psychology training to enhance adult understanding in school and strategies for use in class.<br>Jigsaw PSHE scheme further embedded / weekly timetabled lessons.<br>Additional signage in school using communication in print for corridors, toilets and classrooms.<br>First 2 weeks focus on SEMH needs including careful monitoring of children identified during school closure as concerns.<br>New Nursery unit opened enabling these skills to be developed prior to reception.<br>**Spring 2021- School Closure**<br>Mental Health Week; Internet Safety day; Malachi Workshops, trained Mental Health Champions in school; Continuation of Jigsaw through the period to address needs and discuss SEMH issues; 1 to 1 conversation with identified pupils at home and at school; Safe and sound live lessons undertaken;<br>Summer 2021<br>A continuation of the above in addition to specialist referrals for those families in crisis continued during the summer term. |
| Priority 5<br>Remote / Home learning and parental engagement | To review and develop the expectations and considerations for home learning / learning at home across school; to ensure greater parent engagement is able to occur. | £20,000 | To have developed communication systems via the school website and school MyEd App in order that parents/staff use this as an additional main method of communication.<br>To develop a remote learning plan for school in light of government guidance for remote learning. | Autumn Term 2020<br>Home learning packs produced by staff for vulnerable children and families not attending school currently in agreement with the head teacher.<br>School Closure packs produced in the event of possible immediate closure of school at short notice in line with govmnt guidance<br>Home learning guidance for parents provided through newsletter & updated home learning school policy – a direct result of work last year in this area.<br>Regular weekly homework re-established across all year groups<br>Open days have been held for EYFS<br>Training for staff has taken place on what is remote learning and Microsoft 365.<br>SEND face to face meetings have continued where necessary to enable work with external agencies under Covid rules.<br>Remote Learning begun via website access to parents |

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| | | | | **Spring 2021- School Closure**<br>Parental TEAMs meetings to aid communication and sharing of information regarding mental health support via school website and MyEd app. Parents encouraged to join their children whilst learning on line; Parental questionnaires to ascertain viewpoints; parental email access direct to bubble staff; continued use of MyEd app; All remote learning published weekly n the school's website for all to access; additional paper packs printed for those families that have a need; Use of TEAMs for daily meetings, weekly assemblies, live lessons and learning platform to share recorded lessons, recorded reading materials and support resources.<br>Summer 2021<br>A continuation of the above and the school website has been updated to a new platform in preparation for the new academic year which is hoped will allow easier navigation and parents able to locate remote learning and school related information more easily. |
| Priority 6<br>Cultural Capital Development<br>Subsidized Rich, Broad and additional curricular activities and experiences. | To continue to develop children's cultural capital and widen experiences to enhance well-being across the curriculum for PP children. | £16,000 | Inclusion of PP children in all Rich, Broad and Cultural Curriculum experiences; Encourage involvement in activities currently available: music tuition; visits, sports etc | Autumn Term 2020<br>New outside learning area established – sensory garden<br>New Nursery unit opened – own outside learning area<br>Continued development of RE curriculum across all year groups inc EYFS.<br>Revised and updated learning Curriculum<br>Music tuition subsidies continues;<br>Uniform provided for identified pupils;<br>Stationary provided for all children if needed<br>Cycling for Y6 children has still taken place<br>Halloween activities – treasure hunt & dressing up opportunities at school / home<br>Christmas activities – treasure hunt, raffles, activities<br>**Spring 2021- School Closure**<br>Easter activities organised – Easter hunt / Easter trail/ Easter raffle<br>Music tuition subsidies continues;<br>Uniform provided for identified pupils;<br>Stationary provided for all children if needed<br>Extension of outside sensory garden & flower planters around school;<br>A wider range of sport events through PE established on a rotation timetable;<br>Additional outdoor play equipment made available for breaks and lunchtimes.<br>Visitors by TEAMs / Visits by TEAMs<br>Summer 2021<br>Sensory garden has been fully completed; Gardening clubs established through friends of the school; Sunflower growing competition and seeds given to all children to plant at home; Further development of the school's thematic curriculum and end of term activities helped to enrich children's summer term experiences. |
| Priority 7<br>Continued Employment of PP champion & attendance officer | To allocate time for this coordination role to occur | £22,000 | To coordinate the Graduated response / PP Pupil Passport scheme and liaise with external agencies, staff, attendance officer and parents regarding identified needs | Autumn Term 2020<br>PP and Attendance officer continue to monitor provision, attendance and pupil needs, contacting families where necessary in line with school policy and addresses needs as required.<br>Attendance officer in conjunction with the head teacher tracks attendance and completed maintains DFE attendance systems where required.<br>PP Champion / SLT members made phone calls to vulnerable families as required<br>Head teacher continued home visits to families requiring a further level of need.<br>FSM vouchers for children were available to families during half term. |

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| | | | | Children referred to external agencies were continued to be remotely supported where possible and contact maintained by TEAMS/Zoom meetings where possible.<br>**Spring 2021- School Closure**<br>Continuation as above - contact maintained by TEAMS/Zoom meetings where possible.<br>Summer 2021<br>Continuation as above - contact maintained by TEAMS/Zoom meetings where possible; face to face meetings returned and transition meetings allowed parents and new settings to come together to share information. |

*Please note: Whilst many of our highly focused short term initiatives are beginning to show success, a number of our initiatives are designed to be 'cumulative in their impact' i.e. their success is planned to be shown over time and across different aspects of the child's life.*
*Each PP Child at Chadsmead has their own Pupil Passport to record the experiences, achievements and experiences that each has through the academic year.*
*All work involved in the Pupil Premium Strategy is undertaken within the constraints of the whole school re-opening risk assessment - reviewed fortnightly by the head teacher / SLT.*

## Measurement of Pupil Premium Funding Spending at Chadsmead

Effectiveness of Pupil Premium money will be measured through:

- Termly Pupil progress results of attainment over time;
- Evidence from book scans, learning walks, pupil progress meetings; formal performance management of teachers and teaching assistants by senior leaders as well as by external stakeholders;
- Performance Management of the SENCO / PP Champion by the Head teacher.
- Pupil voice & feedback from learning experiences;
- Impact of intervention programmes at termly / half termly review points
- Impact of Professional Development training on staff and its impact on children
- Termly tracking of PP children – Pupil Passports & Graduated Response

All work undertaken in relation to the PP Strategy will be noted against the priorities stated above, which will be updated at the end of each term during this academic year..

## Future Pupil Premium Funding at Chadsmead

The funding received at Chadsmead Primary Academy can be predicted depending of Government decisions to maintain Pupil Premium Funding:

## Applying for Free School Meals / Pupil Premium Eligibility

Parents/carers wishing to apply for free school meals should contact the school office where you can complete an application form. This is available if you receive any of the following benefits:
The entitlement criteria from 1 April 2018 is -

- Income Support
- Income Based Job Seekers Allowance
- Income Related Employment and Support Allowance
- eligible for Child Tax Credit **but not** Working Tax Credit and the household income (as used by HMRC to assess tax credits) is not more that £16,190. **Please note:** anyone eligible for Working Tax Credit, or if you have a partner and they receive it, regardless of Income, you will not qualify

- The Guarantee element of State Pension Credit
- Support under part VI of the Immigration and Asylum Act 1999
- In receipt of the 4 week run on of working tax credit (this is where someone becomes unemployed or reduces their hours and so is no longer entitled to working tax credit but will continue to receive it for a further 4 weeks and is entitled to free meals during that time)
- Universal credit (provided you have an annual net earned household income of no more than £7,400 as assessed by earnings from up to three of your most recent assessment periods). Your net earned income is your household income after taxes and deductions and does not include income from Universal Credit or any other benefits you may receive.

Please note:

From September 2014, if parents have an infant age child (those in Reception, year 1 or year 2) they can receive free school meals even if they don't meet the entitlement criteria listed above and without completing our application form. However, for every pupil registered with the council as eligible under the entitlement criteria, the school will receive additional funding called Pupil Premium which we use to help raise achievement levels as stated above in our priorities. Therefore, if you meet the criteria, have a child in reception, year 1 or year 2 and have not applied for Free school meals, it is imperative that you do so in order to obtain additional funding for your child's school.

Changes to the above criteria occurred as of 1st April 2018 – please refer to

https://www.staffordshire.gov.uk/Education/Educational-awards-benefits/FreeSchoolMeals/Apply-online.aspx
for information and online application process
https://www.staffordshire.gov.uk/Education/Educational-awards-benefits/FreeSchoolMeals/Q001.aspx
for eligibility criteria
https://apps2.staffordshire.gov.uk/web/fsmweb/
to apply for free school meals
https://www.gov.uk/browse/childcare-parenting/schools-education
Additional Government Guidance for childcare and parenting / schools and education

## Chadsmead Pupil Premium Champions

Our school Pupil Premium Champion is Mrs Helen Cadman (SENCO)

Our Governor Pupil Premium Champion is Ms Snashall (Governor)

## Dates

Last updated: April 2021
Next update: July 2021