

# Chadsmead Primary Academy

## Pupil Premium Strategy Statement - updated

2018 - 2019

This Pupil Premium Strategy outlines how our school has spent the Pupil Premium allocation in 2018 - 2019 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 2017 – 2018 - updated				
Total number of pupils on role:		269 + Nursery (22)		
Total number of pupils		74 in Sept 2018 84 in April 2019		
% of pupils currently eligible for Pupil Premium Grant		27.5%		
Total amount of Pupil Premium grant per pupil:		£1,320		
Total Amount of Pupil Premium Grant 2018 / 2019		£91,080		
Main Barriers to Future Attainment 2018 – 2019				
<ul style="list-style-type: none"> <li>• Speech and Language development in EYFS</li> <li>• Phonic Acquisition in EYFS and KS1</li> <li>• Social Emotional and Welfare Challenges faced by PP Children and families including : <ul style="list-style-type: none"> <li>○ the impact on attendance - 24% of PP children below 96% at the end of September 2018</li> <li>○ Home learning and parental engagement opportunities to support learning</li> </ul> </li> <li>• Overall impact of these on attainment below age related expectations in reading, writing and math for identified PP children.</li> </ul>				
Our Targeted Areas 2018 – 2019				
<ul style="list-style-type: none"> <li>• To improve speech and language attainment of EYFS children from on entry.</li> <li>• To improve the phonic acquisition of children and their reading in order to narrow the gap between PP children and all children.</li> <li>• To increase awareness of social, emotional and mental health challenges for children and support available for families</li> <li>• To increase home learning opportunities through developing an enhanced curriculum accessible to all PP children.</li> <li>• To increase the attainment of PP pupils' in all year groups through targeted provision</li> <li>• To increase attendance rates of identified PP children</li> </ul>				
Nature of Support Planned – This Year 2018 – 2019				
Record of planned Pupil Premium Grant Spending by item / project				
Area of Action	Objective	Cost	Expected Outcome	Termly Impact (PP)
TA		£42,000		
Early Years intervention (oral language) Improve Early Years acquisition of speech and language based skills	To ensure the EYFS children make expected / more than expected progress in SCLN areas	£2,000	Further development of data analysis and targeted support of low attaining / PP children in SCLN areas of learning. Welcom Package; Adoption of Maths mastery approach to speak in sentences to be embedded across the whole school	<p>Autumn 2018</p> <p>Pupil Progress 6 weekly meetings to ensure all PP children not achieving Age Related Expectation are targeted</p> <p>Spring 2019</p> <p>Welcom programme showing positive results; individual speech and language programmes in place and evidence for referrals used</p> <p>Summer 2019</p> <p>Only a small minority of EYFS children require</p>

				Speech and Language intervention and have been referred to Speech and Language therapy service following intervention
<p><b>Within class attainment grouping</b> Improve attainment in all year groups</p>	To improve pupil progress for PP children to make more than expected progress	£2,000	Children are grouped according to needs and supported additionally according to need. PP children are targeted first and may be sat with the group above their attainment group to share expectations.	<p><b>Autumn 2018</b> Pupil Progress 6 weekly meetings to ensure all PP children not achieving Age Related Expectation are targeted 36% of PP interventions resulted in accelerated progress; 64% of PP intervention resulted in expected progress.</p> <p><b>Spring 2019</b> 29% of PP interventions resulted in accelerated progress; 69% of PP intervention resulted in expected progress.</p> <p><b>Summer 2019</b> 23% of PP interventions resulted in accelerated progress; 77% of PP intervention resulted in expected progress</p>
<p><b>Reducing class size / small group tuition:</b> Improve phonic acquisition for KS1 children (RWI)</p>	To ensure that EYFS/ KS1 PP children make more than expected progress	£50,000	Implementation of RWI strategy across KS1 through small group teaching and intervention. Improved Progress to close the gap between PP and others	<p><b>Autumn 2018</b> Impact to be measured in terms of NC as well as using impact data from the programme to identify groups of pupils requiring greater support</p> <p><b>Spring 2019</b> Successful RWI results; progress being made by PP children</p> <p><b>Summer 2019</b> RWI successful impact 97% of Y2 children attaining ARE in reading</p>
<p><b>Reading comprehension strategies:</b> Improve phonic acquisition and comprehension of Y2 to Y6 children.</p>	To ensure that Y2 to Y6 PP children make at least / more than expected progress	£10,000	Improved Progress to close the gap between PP and others Cornerstones Assessments / Accelerated Reader Baseline assessments & progress	<p><b>Autumn 2017</b> Impact to be measured in terms of NC as well as using impact data from the programme to identify groups of pupils requiring greater support</p> <p><b>Spring 2019</b> Accelerated Reader begun and promising results obtained. Improved phonic results</p> <p><b>Summer 2019</b> 82% Y3 children attaining ARE in reading</p>

				93% Y4 children attaining ARE in reading 97% Y5 children attaining ARE in reading 90% Y6 children attaining ARE in reading
<b>Metacognition &amp; self-regulation:</b> Develop independent learning across school	To introduce metacognition and self-regulation strategies	£1,500	Staff and children to be aware of meta – cognition and begin to develop ideas to support independence in learning	<b>Autumn 2017</b> PP champion to undertake SEMH based training and share with staff. <b>Spring 2019</b> PP Champion has shares with staff memory strategies to support learning in the classroom <b>Summer 2019</b> Staff have undertaken Behaviour training with the Ed. Psychologist. to support learning in the classroom
<b>Homework &amp; Parental Engagement</b> Increased learning opportunities via home learning and parental involvement.	To increase access opportunities to home learning and parental involvement	£5,000	Increased access and availability of ICT for identified PP Pupils in Y5 and Y6; greater involvement of PP parents	<b>Autumn 2017</b> Early Birds Session Updated homework policy Half termly Theme based homework Maths mastery parent workshops. <b>Spring 2019</b> Read write Inc Workshops Maths mastery parent workshops. IXL, Spag.com and Maths Rock star ICT logs purchased for children in KS2 <b>Summer 2019</b> Coffee afternoons have been held to open school to parents for discussion opportunities: Home learning and parental engagement remain a development point for next academic year
Employment of PP champion & attendance officer	To maintain the role of Pupil Premium Champion and improve attendance of PP children below 96%	£22,000	Pupil Premium Champion in role; Attendance Officer as part of administration officer role. Develop further opportunities and provision to support PP children in school	<b>Autumn 2018</b> Undertake external audit and form action plan / strategy; begin to take action re development points raised. Further develop attendance systems in place <b>Spring 2019</b> Pupil Premium Conference attended

				<p>and shared with SLT; Attendance systems embedded – decrease in number of PP children below 96% attendance; Use of Early Help and Tier 2 referral service to support families. <b>Summer 2019</b> 52% of PP children have attendance in July 2019 that is below 96% that impacts on their learning in comparison to 67% of PP children in July 2018</p>
<p><b>Arts Participation</b> Subsidized Rich and Broad curricular activities and experiences.</p>	<p>To develop curriculum in order to provide a wider range of experiences for PP children.</p>	<p>£4,000</p>	<p>Inclusion of PP children in all Rich and Broad Curriculum experiences; Encourage involvement on wider range of activities: summer schools; visits...</p>	<p><b>Autumn 2018</b> New curriculum Plans in plan: Each theme has a WOW activity and / or educational visit or visitor related to the theme. <b>Spring 2019</b> Extended visits to local area and religious buildings; Subsidized participation in curriculum, arts and sports activities continued to ensure SMSC &amp; equal opportunities <b>Summer 2019</b> A range of wider curriculum activities have a been offered to and attended by PP children – each child has their own Passports showing their involvement during the year.</p>

*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.*

#### Measurement of Pupil Premium Funding Spending at Chadsmead

Effectiveness of Pupil Premium money will be measured through:

- Pupil progress results and 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 feedback from learning experiences;
- Impact of intervention programmes at 6 weekly review points
- Impact of Professional Development training
- Tracking of individual PP children provision – Pupil Passports & Graduated Response
- Achievement of the support planned

## Future Pupil Premium Funding at Chadsmead

The funding received at Chadsmead Primary Academy can be predicted as follows 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:

- 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 than £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.

NB ; Changes to the above criteria occurred as of 1<sup>st</sup> April 2018 – please refer to <https://apps2.staffordshire.gov.uk/web/fsmweb/> for up to date information.

### 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: July 2019

Next update: September 2019