

Chapmanslade School Pupil Premium Strategy Statement

School overview

Metric	Data
Pupils in school	112
Proportion of disadvantaged pupils	3%
Pupil premium allocation this academic year	£5404
Academic year or years covered by statement	2019-20
Publish date	November 2019
Review date	October 2020
Pupil premium lead	Mrs Chapman
Governor lead	Mark Foster

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.8
Writing	-4.5
Maths	-1.5

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	33%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority	To continue to fund and maintain training for the school's Emotional Literacy Support Assistant
Barriers to learning this priority addresses	Emotional difficulties leading to anxiety, low resilience and poor coping strategies preventing full engagement in learning
Projected spending	£1,527

Teaching priorities for current academic year

Aim	Target	Target date
Improve progress by the end of Y6 for all pupils in reading, writing and maths	Achieve national average progress scores in KS2	Sep 2020
Improve attainment in maths as our mastery approach becomes embedded, ensuring all pupils are securely grasping new concepts	At least 60% of KS1 pupils and at least 80% of KS2 pupils meet ARE in maths	Sep 2020
More pupils to achieve greater depth in writing	Achieve national % for GD at end of KS2	Sep 2020
Phonics	To continue to close the gap between girls and boys in phonics	Sep 2020
Attendance	Improve attendance of disadvantaged pupils to match school average	Sep 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Partially fund SENCO to liaise with external agencies and class teachers to ensure necessary support and interventions are in place for disadvantaged pupils (£1,900)
Priority 2	Small sum of money for recommended learning resources if needed, eg fidget cubes (£50)
Barriers to learning these priorities address	Potential unmet needs for our disadvantaged pupils
Projected spending	£1,950

Targeted academic support for current academic year

Measure	Activity
Priority	Small sum of money set aside to purchase additional learning resources if the need arises
Barriers to learning these priorities address	The slow grasping of new mathematical concepts
Projected spending	£50

Wider strategies for current academic year

Measure	Activity
Priority 1	Partially funding a Family Support Worker (FSW) to support additional needs that families of disadvantaged pupils may have (£1,800)
Priority 2	Small sum of money set aside for enrichment activities (£50)
Barriers to learning these priorities address	Pupils unable to fully participate in school life
Projected spending	£1,850

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff who are supporting the behavioural needs of some pupils are able to focus sufficient time and energy on class teaching, and supporting learning	Provision of experienced SENCO, ELSA and FSW to support class teachers and teaching assistants to be able to focus on teaching and learning
Targeted support	Ensuring slow graspers have sufficient opportunities to master concepts	Concrete resources in every classroom
Wider strategies	Ensuring the families facing most challenges can access the support they need	Provision of an experienced FSW who can sign post available help

Review: last year's aims and outcomes

Aim	Outcome
See separate review of 2018-19	