

# Chapmanslade School Pupil Premium Strategy Statement

## School overview 2020-21 and review of 2019-20

Metric	Data
Pupils in school	97
Proportion of disadvantaged pupils	1%
Pupil premium allocation this academic year	£3514 (plus £873 carry forward)
Academic year or years covered by statement	2020 - 21
Publish date	October 2020
Review date	April 2021
Pupil premium lead	Mrs Chapman
Governor lead	Mark Foster

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	n/a no data due to Covid-19 / lockdown
Writing	n/a
Maths	n/a

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	n/a
Achieving high standard at KS2	n/a

## Strategy aims for disadvantaged pupils (also service children)

Measure	Activity
Priority	To continue to fund and maintain training for the school's <b>Emotional Literacy Support Assistant</b> , and to fund the school's <b>Family Support Worker</b> .
Barriers to learning this priority addresses	Emotional difficulties for pupils and their families leading to anxiety, low resilience, poor attendance and poor coping strategies preventing full engagement in learning. Getting the right support can mitigate this barrier very successfully.
Projected spending	£4,000

## Teaching priorities for current academic year

Aim	Target	Target date
Rapid improvement in writing after lockdown, including the opportunity and skills to write regularly at length	In all year groups, pupils' writing outcomes align with outcomes in reading and maths	July 2021
Improve attainment in maths as our mastery approach becomes embedded, ensuring all pupils are securely grasping new concepts	At least 70% of KS1 pupils and at least 80% of KS2 pupils meet ARE in maths	July 2021
To ensure teaching in each subject systematically builds on prior knowledge and skills, and that the curriculum as a whole builds on links with prior learning.		July 2021

## 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. This money can be used to buy materials to support phonics, reading and poor grasp of mathematical concepts should the need arise.
Barriers to learning these priorities address	Any anxiety or family pressure that may prevent pupils grasping skills as rapidly as their peers.
Projected spending	£300

## 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, with sum set aside to buy additional resources if needed
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
To continue to fund and maintain training for the school's Emotional Literacy Support Assistant	Actual spend was £3556. Essential emotional support was provided to five out of seven FSM pupils on roll between April 2019 and lockdown in March 2020, as well as to other pupils as needed. Pupils were able to better cope in class and to access learning.
Partially funding a Family Support Worker (FSW) to support additional needs that families of disadvantaged pupils may have (£1,800). Ensuring the families facing most challenges can access the support they need.	Actual spend was £1888. Family support and counselling for named children and their parents was provided as needed. This included families of pupils in receipt of FSM and the service grant. Providing additional support and advice helped the families to manage a variety of concerns. Our FSM continued to support families remotely during lockdown and counselled pupils during the limited return to school in June to July 2020.
Small sum of money set aside for enrichment activities and purchase of concrete materials for maths mastery if needed.	Actual spend £35. This supported a child in receipt of FSM to access school events.