

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding 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	Chapmanslade CE VA
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	3
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Specifically 2021-22 within ongoing plan
Date this statement was published	October 2021
Date on which it will be reviewed	April 2021
Statement authorised by	Full Governing Board
Pupil premium lead	Mrs Chapman
Governor / Trustee lead	Mrs House

Funding overview 2021-22

Detail	Amount
Pupil premium funding allocation this academic year	£1952
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2078
Total budget for this academic year	£6030

Part A: Pupil premium strategy plan

Statement of intent

- *Chapmanslade School is committed to supporting disadvantaged pupils to attend school regularly, participate fully, apply themselves consistently, communicate respectfully and succeed joyfully in all areas of school life so that they may flourish at primary school and move on to secondary school as kind, confident and articulate young people. We want no difference in these outcomes for disadvantaged pupils when compared to all other pupils.*
- *Chapmanslade School's pupil premium strategy is realistic in its scope given the relatively small amount of financial uplift that the pupil premium allocation to our school provides. We spend the money on ways that directly impact the emotional wellbeing of our pupils and their families so that pupils are ready to achieve their best academic outcomes – a teaching assistant in every class, Family Support Worker, ELSA.*
- *We seek to plan three years ahead whilst being flexible to the impact on the PPG from changing numbers on roll. We are unable to employ our own Family Support Worker or full time ELSA due to budget constraints. Where these supports are not available for us to buy in, we optimise staffing to provide the most appropriate allocation of teaching assistant support in each class.*

Challenges

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

Challenge number	Detail of challenge
1	<i>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, and feeling listened to, can mitigate this barrier very successfully.</i>
2	<i>Any anxiety or family pressures, for example linked to family crisis or parental separation, can be a barrier to learning, preventing pupils from grasping new skills as rapidly as their peers. We are able to set aside a small sum of money to purchase additional learning resources, or to provide training for school staff, if the need arises – for example in phonics, mathematics or acquiring reading skills.</i>
3	<i>Family crisis can further contribute to barriers to learning if it results in increased absence from school for pupils.</i>
4	<i>Staff absences stretch the capacity of the school to meet the specific needs of identified pupils, and of all pupils, in a consistent and coherent way.</i>

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
<i>Families facing severe challenges can access the support they need.</i>	<p><i>Our families feel listened to and supported to overcome periods of crisis, resulting in a high approval rating for the school (measured in governor surveys) and improved attendance for identified pupils. School continues to fund and maintain training for the school's Emotional Literacy Support Assistant, and to fund the school's Family Support Worker. Where such provision is unavailable to purchase, to train staff to provide similar support.</i></p> <p><i>Pupils know the name of safe adults in school that they can speak to at any time, and they benefit socially and emotionally from this excellent pastoral care (measured in ability to engage with normal school routines including learning).</i></p> <p><i>Where possible within budget and staffing constraints, pupils vulnerable to underachievement due to their emotional needs, will be given one-to-one or small group emotional support and interventions over time.</i></p>
<i>Staff busy supporting the emotional and behavioural needs of pupils are able to focus sufficient time and energy on class teaching, and on supporting learning.</i>	<i>Where possible, the school seeks to support teachers and teaching assistants through the provision of advice via outside (local authority) specialists to allow teachers and teaching assistants to focus on the quality of the learning.</i>
<i>Targeted improvement in writing outcomes after lockdowns to ensure writing outcomes align with outcomes in reading and maths.</i>	<p><i>Pupils write confidently at length (appropriate to age) and books show progress in handwriting, grammar and spelling, and vocabulary choices over time. End of year and end of key stage outcomes are at least in line with the national picture (unofficial currently due to covid changes) and show parity between core subjects.</i></p>

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: £ 5900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide a teaching assistant in each class every day. £5000</i>	<i>Chapmanslade School has relatively large mixed age classes. Two adults make the separate targeted teaching of phonics, science and maths possible, improving outcomes for all pupils. Those pupils struggling with emotional or behavioural needs can be supported to maintain their attention when there is more than one adult available in the class.</i>	1 & 2
<i>Professional Development £900</i>	<i>Providing continuing professional development results in higher quality teaching, learning and support allowing pupils to grasp and retain new skills and to learn and remember more. Training opportunities that fit with the school's core improvement plan are taken where cost-effective and feasible to do so.</i>	1 & 2

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

Budgeted cost: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improving attendance through HT working with specific families (attendance is generally very high at Chapmanslade) and with absent staff.</i> £0	<i>High attendance allows pupils to access the full range of learning, and the wider benefits of school attendance. High staff attendance supports the development of a highly effective school culture leading to consistent and coherent strategies for supporting individual children. This measure does not have an additional cost.</i>	3 & 4
<i>Supporting wellbeing through full participation in school life.</i> £130	<i>A small amount of financial assistance can make a big difference to achieving full participation - the school maintains a second hand swap shop, donates needed items such as nit combs and conditioner, or can buy items of uniform and sports kit when needed.</i>	1,2 & 3

Total budgeted cost: £ 6030

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. During this period, the progress and attainment of the small group of disadvantaged pupils at Chapmanslade was tracked through internal assessment. The progress of the group is roughly in line with the school as a whole. The attainment of the group is below that of their peers in some cases and is closely monitored and addressed as discussed above.

In the 2020-21 academic year, Chapmanslade School received £3513 in pupil premium and had a rollover of £873 from the 2019-20 academic year. The total of £4386 was spent on maintaining the school's own ELSA (£348), and buying in the services of a Family Support Worker (£1960). The balance of £2078 has been ring fenced and rolled over into 2021-22.

At the time of writing this report, it has not been possible to purchase Family Support Worker hours for 2021-22 in the way that we did previously, due to increased demand for her time at the school where she is employed.

In the 2020-21 academic year, Chapmanslade School received £7680 Covid Catch Up Grant. This money was spent on maintaining a TA in each of our four classes to provide pastoral and academic support for those pupils that required it while the school was forced to remain in four bubbles.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<i>Chapmanslade School received £600 Service Premium and used it to provide counselling to a service pupil who was experiencing anxiety linked to the service parent's absence from home.</i>
What was the impact of that spending on service pupil premium eligible pupils?	<i>A pupil was supported by a trained counsellor to acquire strategies to put in place when experiencing anxiety linked to a parent's work related absence. The pupil's academic outcomes were therefore optimised.</i>