

# 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 Primary School         |
| Number of pupils in school  | 106                                 |
| Proportion (%) of pupil premium eligible pupils   | 3%                                  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/22                             |
| Date this statement was published   | 11/10/21                            |
| Date on which it will be reviewed   | 11/10/22                            |
| Statement authorised by   | FGB                                 |
| Pupil premium lead  | Frances Chapman,<br>Headteacher     |
| Governor / Trustee lead   | Minnie House, Chair of<br>Governors |

## Funding overview

| 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  |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £6030  |

## Part A: Pupil premium strategy plan

### Statement of intent

This intent has been written with a shared understanding, across our school community, that the amount of pupils in receipt of pupil premium does not fully describe the disadvantage in our school. We prioritise children in receipt of pupil premium and other members of our community who experience disadvantage.

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.

Our strength, as a small school, is our ability to build and maintain a strong sense of community. We encourage the growth of a strong partnerships and positive relationships between pupils, parents, carers, staff and the wider community – this will drive our pupil premium strategy to improve outcomes for all pupils. Our 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.

Overall, our intent has been crafted to ensure that our pupil premium grant prioritises equal access to a broad range of opportunities to support all our children's academic, social and emotional needs.

### Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Our disadvantaged children struggle to be resilient learners both in and out of school, specifically in maths and writing tasks. Anxiety or family pressures such as family crisis or parental separation affects this. This has also significantly increased as a result of COVID lockdowns. |
| 2                | The attendance of our disadvantaged children is currently not in line with the rest of the school. A significant percentage of this low attendance is rooted in social and emotional issues, such as anxiety surrounding situations at home.  |
| 3                | Our disadvantaged learners struggle to flourish and thrive, due to limited participation and access to equipment, uniform, educational experiences and extra-curricular opportunities.  |
| 4                | Our disadvantaged pupils struggle with reading accuracy due to limited access to regular sustained reading practice at home, including reading for pleasure, being heard read and being read to.  |

## 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   |
|--|--|
| 1. Disadvantaged learners show increased learning independence and resilience skills.  | Monitoring data, including pupil voice, will demonstrate pupil's resilience.<br>Pupils will be able to know, use and explain strategies to help them succeed with their learning when they experience challenge.<br>Pupils will feel more confident in problem solving activities in maths and in extended writing tasks in writing.<br>Pupils will feel confident in sharing their worries; helping them focus more on their learning.<br>Pupils will demonstrate a growth mindset. |
| 2. Attendance of our disadvantaged pupils data is in line with our non-disadvantaged pupils. Attendance is at or much closer to an attendance target of 97%. | Attendance is at 97% or better<br>Attendance is in line with non- disadvantaged pupils.<br>Parents will have successful strategies to improve attendance.  |
| 3. All children will have access to educational equipment, uniform, experiences and extra-curricular activities despite barriers to engagement.              | Our disadvantaged children will have access to all extra-curricular activities (relevant to their cohort).<br>Pupil voice will show that our disadvantaged children can talk about their wider experiences and how these support their learning.   |
| 4. Progress in reading accuracy will have improved for all our disadvantaged learners and in line with non- disadvantaged learners. (Salford Reading Test)   | Data, over the next three years, shows improved progress in reading accuracy (using the Salford Reading Test)<br>Monitoring (internal and external) demonstrate a broader knowledge of word reading skills and comprehension.<br>Pupil voice will show an increased level of engagement and love of reading.   |

## Activities 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 |
|--|--|-------------------------------|
| Provide a teaching assistant in each class every day.<br>£5000 | Teaching assistants can provide a large positive impact on learner outcomes. | 1, 4                          |

|  |   |      |
|--|---|------|
|  | <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=teaching%20assistant">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=teaching%20assistant</a></p> |      |
| <p>Professional Development<br/>£900</p> | <p>Professional development plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> <p>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.</p>   | 1, 4 |

#### 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 |
|----------|--------------------------------------|-------------------------------|
| N/A      |                                      |                               |

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

Budgeted cost: £ 130

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Improving attendance through HT working with specific families (attendance is generally very high at Chapmanslade) and with absent staff.<br/>£0</p> | <p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p><a href="#">Link to evidence.</a></p> <p>High attendance allows pupils to access the full range of learning, and the wider benefits of school attendance.</p> | 2                             |

|  |  |   |
|--|--|---|
|  | 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.   |   |
| Continue ELSA training to support social and emotional needs                               | We will use a portion of our PPG to continue training for our ELSA.<br><br><a href="https://www.elsa-support.co.uk">https://www.elsa-support.co.uk</a>   | 1 |
| Supporting wellbeing through full participation in school life – enrichment access<br>£130 | 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.<br><br>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. <a href="#">Link Here</a> .<br><br>This initiative will also ensure that of disadvantaged pupils get access to low cost or free enrichment activities.<br><br><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a> | 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). Several disadvantaged pupils benefitted from support from ELSA or counselling from Family Support Worker.

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. Disadvantaged pupils from each class benefitted from increased in-class support, reducing anxiety and emotional difficulty and increasing their confidence.

### 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 |
|-----------|----------|
| N/A       |          |

### 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? | Counselling was provided to a service pupil who was experiencing anxiety linked to the service parent's absence from home.<br><br>Chapmanslade School received £600 Service Premium. |

|   |   |
|---|---|
| <p>What was the impact of that spending on service pupil premium eligible pupils?</p> | <p>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.</p> |
|---|---|

Additional Information:

Chapmanslade School has relatively large mixed age classes. A teacher and TA in each class makes 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.

