

St Chad's CE Primary School

Pupil Premium 2019/2020

Since September 2012 all schools have been required to publish information on their Pupil Premium funding. The Department of Education issue the Pupil Premium allocation to schools based on 'Ever 6' as of the most recent census. This funding is available for us to support children in care, adopted children, children of parents serving in the armed forces and children known to be eligible for free school meals over a 6-year period. For the period 1st September 2019 to 31st August 2020 St Chad's CE Primary School received Pupil Premium funding of **£39,631**.

Our Pupil Premium initiatives have included:

- Use of the post of Parent Support Social Worker with a focus on attendance support and parenting advice. To ensure children are in school, ready to learn and able to progress appropriately. Support to remove barriers to effective learning.
- Use of Leading Practitioners to mentor and support improvement in planning, delivering and assessing lessons resulting in improved progress and over time sustainable learning for learners.
- The targeted and structured use of teaching assistants, placed and acting upon need, with a focus on developing English and Maths skills.
- Targeted support working only with Pupil Premium children on a 1 to 1/small group basis to develop and improve reading, writing and maths.
- Support and training from external consultants to support pupils with attachment needs in developing secure attachments and enabling them to access learning more fully.
- Funding of trips, visits and visitors to school in promotion of inspirational events and experiences, including residential visits.
- Provision and opportunity tailored to individual needs, taken from pupil responses linked to aspiration and inspiration - including spiritual, moral, social and cultural learning.

Impact Summary

In the last academic year (September 2019 to August 2020) St Chad's CE Primary School used its Pupil Premium funding to provide both individual and group intervention to ensure progress and academic achievement. This has focussed on English and Maths interventions and includes guided reading; handwriting intervention; Letters and Sounds and Rapid Phonics; reading comprehension; extending school hours, times tables and using and applying mathematical knowledge, skills and understanding. From March 2020 onwards there has been a huge focus on mental health and wellbeing with the use of Nurture and THRIVE approaches alongside counselling. Pupil Premium children continue to have trips and visits funded, additional resources purchased, alongside additional booster and intervention provision. As well as academic interventions, the SENCo and pastoral staff have worked with groups and individuals to provide pastoral interventions to build self-esteem and develop positive attitudes to learning. Children have received focused support to ensure they develop the necessary skills to build their self-esteem and resilience. Pupils with attachment needs have been supported to develop secure attachments and enable them to access learning more fully. Pastoral staff, including teaching assistants, have designed and implemented

individual behaviour strategies for each pupil, provided increased adult support at breaks to develop appropriate social skills and build friendships and have supported pupils in accessing the unstructured time after eating their lunch. Leading Practitioners have mentored and supported improvements in planning, delivering and assessing in lessons resulting in improved progress and outcomes for Pupil Premium learners.

2020 End of Key Stage 2 Predicted Results (Year 6 leavers)

	Reading	Writing	GPAS	Maths
Pupil Premium* (5)	80%	80%	80%	80%
Non Pupil Premium (23)	87%	83%	91%	83%
National Disadvantaged 2019	62%	68%	67%	67%

* the number of Pupil Premium children including Looked After Children, Adopted from Care or whose parents work in the Armed Services

Table above shows the number & percentage of pupils attaining at least the expected standard in the End of Key Stage 2 tests and teacher assessments (July 2019)

Please note the 2020 statistics release was cancelled.

2020 End of Key Stage 1 Predicted Results

	Reading	Writing	Maths
Pupil Premium* (1)	0%	0%	0%
Non Pupil Premium (29)	77%	80%	80%
National Disadvantaged 2019	62%	55%	62%

Table above shows the number & percentage of pupils attaining at least the expected standard in the End of Key Stage 1 teacher assessments (July 2019)

Please note the 2020 statistics release was cancelled.

Early Years Foundation Stage:

PP GLD at end of EYFS (3)	33.3%
Non-PP GLD at end of EYFS (27)	81.5%
National GLD 2019	71.8%

Please note the 2020 statistics release was cancelled.

Attendance (2018/2019)

PP attendance (average) is 96.2% compared to national average of 94.5%. We will continue to track, monitor and promote good attendance for all pupils, particularly pupils accessing PP funding.

Next Steps (2020/2021)

During the next academic year (September 2020 to August 2021) the school is estimated to receive **£36,000** and will continue to use the Pupil Premium grant to support individual and group intervention work alongside quality first teaching. Further plans include the continuing development of our nurture provision for the most vulnerable through THRIVE provision, the Nurture Room as well as continuing to use the services of a trained counsellor one and a half days each week. The academy will continue to draw upon the expertise of the Abbey Multi Academy Trust central team to ensure our actions are research informed. Funding will be used to continue to enhance the skills of teaching staff, in order to maximise the impact of teaching and learning to ensure Pupil Premium children reach their full potential.