

# Pupil premium report – Chester Blue Coat CE Primary School

We have monitored the grant's impact at the end of the 2022/23 academic year. This report looks at data impact of the previous years actions and outlines the steps to be taken to support children in receipt of the Pupil Premium during the academic year 2022-23.

## Pupil premium spending – 2022/23

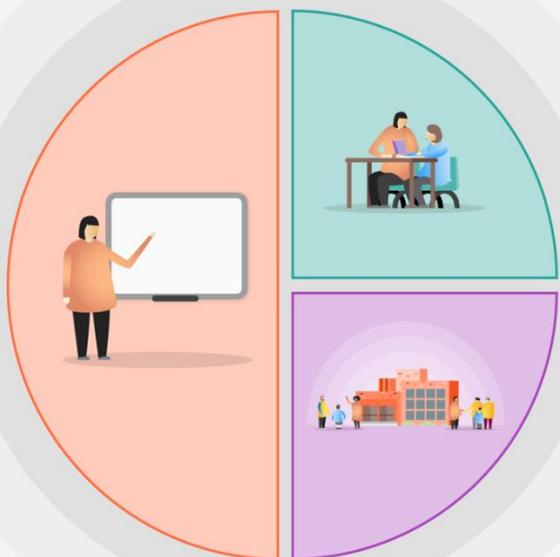
SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2022	Date of next pupil premium review:	September 2023
Total number of pupils on role at CBC:	407 (including nursery)	Total pupil premium budget:	£100,705
Number of pupils eligible for pupil premium:	70 Ever6, 2 AFC, 1 LAC (no funding) & 1 SCP (Service Child Premium – also Ever6) 72 pupils in total (17.7% compared to 22.5% National)	Amount of pupil premium received per child:	£1,385 for PP, £2410 for LAC, £320 for Services children
		Total funds allocated	£101,962

**SCHOOL PLANNING (2022-23) – TIERED MODEL**  
 Chester Blue Coat CE Primary School



**1 Teaching**

- Quality First Teaching supported by evidence informed CPD for teachers and support staff.
- A peer-support model to help embed and sustain research-based teaching strategies.
- A broad and engaging curriculum that focuses on vocabulary acquisition
- Continued focus on core skills – Little Wandle Phonics, Pathways to Spell, Reading for Pleasure.
- Enquiry-based approach to History
- Whole-class reading approach underpinned by clearly defined formative assessment practices – whole school focus on oracy in Early Years. Including the benefits of shared and group reading.
- Curriculum ‘essentials’ for Reading, Phonics, Writing and Maths are identified and taught / revisited across wider curriculum subjects – focused support for teachers from senior leaders
- Further development of a Maths Mastery approach supported by external Mastery Specialists.
- Effective formative assessment as a central point of T&L – Insight Tracking
- Regular Subject Planning and Development Meetings.



**2 Targeted academic support**

- Same-day in-class intervention – Assessment for Learning strategies for in class direct feedback
- Teacher-led targeted group teaching for Year 5 and Year 6 pupils.
- Specific intervention programmes led by both Teachers and Teaching Assistants
- Third Space Learning – targeted 1:1 programme of support for mathematical learning in KS2
- Focused support for English through small group TA-led intervention.

**3 Wider strategies**

- Lessons on identifying emotions and self-regulation strategies – development of self-awareness through myHappyMind programme of study
- Continued development of Trauma Informed Model for self-awareness, self-regulation, problem solving, social awareness and relationship skills shared
- Embed Behaviour Principles into a consistent, modelled approach, adopted by all stakeholders.

## Assessment information

EYFS		
	Pupils eligible for pupil premium (9 pupils)	Pupils not eligible for PP (38 pupils)
Word Reading	88.9%	76.3%
Reading – Comprehension	88.9%	76.3%
Writing	77.8%	68.4%
Number	77.8%	73.7%

END OF KS1		
	Pupils eligible for PP (12 pupils)	Pupils not eligible for PP (43 pupils)
% meeting expected standard or better than in Reading	50%	60.5%
% meeting expected standard or better than in Writing	41.7%	41.9%
% meeting expected standard or better than in Maths	50%	51.2%

YEAR 1 PHONICS SCREENING CHECK*		
Pupils eligible for PP	Pupils not eligible for PP	National average
2 / 5 (40%)	41 / 57 (71.9%)	N/A
<b>Total Year 1 Phonics Check</b>	69.4%	

END OF KS2		
	Pupils eligible for PP (16 pupils)	Pupils not eligible for PP (34 pupils)
% meeting expected standard or better than in Reading	75%	85.3%
% meeting expected standard or better than in Writing	43.8%	75%
% meeting expected standard or better than in Maths	56.3%	82.4%

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Persistent absence – individual absence affecting learning and staffing levels reduced
B	Low levels of language and literacy – identified EAL support

## ADDITIONAL BARRIERS

### External barriers

D	Low Attendance – attendance data to be monitored clearly and support given for low attenders – specific focus on persistent absentees
E	Home environment and ability of parent to support learning
F	Social and Emotional Development affected due to lack of time together in school

## INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Identified gaps in learning addressed – focus on core skills of Reading, Phonics, Writing and Number	Gaps in learning identified for pupils and identified pupils make good progress within core areas
B	Attendance data is Good, with specific focus on PP children and persistently absent children	Attendance for the whole school is above 95% for the academic year
C	Support for families to help children at home, with focus on engagement	Engagement in parental engagement is increased from prior information

## Planned expenditure for current academic year

The headings below demonstrate how we will use the pupil premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

ACADEMIC YEAR						
Quality of teaching for all						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Funding allocated
Year Group support from English/Maths Lead – work with teachers to plan units of work to address gaps in learning	All staff clear as to the strategies and panning to be used in order to have biggest impact of pupil learning	Evidence suggests that biggest impact can come from quality first teaching. Focus on core skills to ensure that children can apply these in a range of contexts.	Close monitoring from Senior Leaders  Monitoring of standards in core subjects – progress measures and close focus on PP children	RWK  AER  MH	Dec 2022  Mar 2023  Jul 2023	£4,680
A broad and engaging curriculum that focuses on vocabulary acquisition and enquiry	Children experience a rich and varied curriculum encompassing a range of interesting subject areas  Children utilise critical thinking and enquiry skills across a broad and engaging curriculum, leading to deep learning	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital as schools plan for all pupils to return in the upcoming academic year.  Prioritising high quality instruction in the classroom setting has new-found logistical barriers, but the principles of great teaching remain unchanged. There is strong evidence that explicit instruction, scaffolding, flexible	Curriculum review – progression of all areas evident and all subject areas given adequate focus.  Focused training on Enquiry Model of teaching – historical, geographical and scientific enquiry and key concepts as a driver for the curriculum.	RWK  AER  MH  Subject Leaders	Mar 2023	N/A

Focus on basic skills (Reading Owls, Little Wandle Phonics, writing linked to the learning project, TT Rockstars and MyMaths)	Engagement and progress in core areas of reading and mathematics	grouping and cognitive and metacognitive strategies are key components of high-quality teaching and learning for pupils.  Having deep subject knowledge and a flexible understanding of the content being taught is clearly important.	Engagement in online learning – review and focus attention on non-engagement	RWK AER MH	Dec 2022 Mar 2023 Jul 2023	£399 £95 £339 £995
Whole-class reading approach underpinned by clearly defined formative assessment practices – school focus on communication and language in Early Years  Embed whole-class, progressive Spelling Approach – Literacy Company.		High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils’ progress, particularly as they re-establish classroom routines and recover any learning loss	Monitoring of Phonics and Oracy in EYFS  Support and Monitoring of Whole-Class Reading in Y2 – Y6  Support and Monitoring for Spelling teaching and impact of teaching in Writing activities – Y2 – Y6	RWK AM	Mar 2023 Jul 2023	£1,850 £495
Curriculum ‘essentials’ for Reading, Phonics, Writing and Maths are identified and taught / revisited across wider curriculum subjects – focused support for teachers from senior leaders		Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development.  High impact of Forest School and Outdoor Learning on resilience, mental health and well-being.	All subject areas clearly defined through progression of key learning and skills – monitoring linked to Appraisal and Strategic School Improvement Plan.	RWK AER MH	Dec 2022 Mar 2023 Jul 2023	£2,000
Access to the breadth of the curriculum and enrichment opportunities: • Use of Forest school and Outdoors • Range of school trips to enrich the wider curriculum • Access to music opportunities • Use of external specialists		Engagement in first-hand learning experiences on school trips increases enjoyment in learning across all areas.	Monitor and review implementation of Forest School and Outdoor Learning initiative.	MH RW JF RF	Dec 2022 Mar 2023 Jul 2023	£1,500 £4,000 £1,000
Total budgeted cost:						£17,353

Targeted support						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Funding allocated
Third Space Learning – identify KS2 PP pupils who require specific Maths intervention – 1:1 via computer (headphones supplied)	Gaps in learning identified for targeted pupils (disadvantaged) and	88% of pupils who show a solid foundational understanding of the concept they have been learning by the end of a lesson. 1/3 of pupils who move on to independently tackling a greater depth task in their lessons. Of pupils who report low confidence initially, 70% say their confidence has improved at the end.	Weekly and Termly Progress Reports After every session, staff will receive a detailed summary of learning objectives covered. Children sit pre and post intervention diagnostic tests enabling us to map progress across the term.	AER MH	Mar 2023 Jul 2023	£6955
Support for English and Maths teaching	Quality first teaching support from Sept Y6, Y5, Y4 and Y3 cohorts.  More PP pupils are working at GD in core subjects.	Support in Y6 – JF as third teacher for morning sessions Support in Y5 – AER part time Support in Y3 – identified support programme for pupils not meeting ARE in Y2 Support in Y1 – additional class TA – support for social skills and EYFS transition Support in EYFS Whole school support—Pupil review meetings	Clear Monitoring Schedule – accountability for the progress and attainment of pupils across all year groups.	RWK AER MH	Ongoing	£4,300 £4,593 £9,593 £4,300 £4,593
Writing, Spelling, Grammar and Phonics  Use of additional Maths and Reading activities	To ensure PP are at least in line with other pupils in these areas. PP pupils are provided with a range of support materials to accelerate progress	Targeted support all year – KS1 Support for Y2 test One to one teacher support Subscription for Times Table Rockstars Subscription to MyMaths	Clear Monitoring Schedule – accountability for the progress and attainment of pupils across all year groups.	RWK AER MH	Ongoing	See above

Early language development	PP children experience a language rich environment in EYFS, indoors and outdoors. Standards of speaking, listening, reading and writing are raised for PP pupils in EYFS.	The indoor and outdoor environments in EYFS settings are enhanced and developed to provide experiential learning in a language rich environment. Specific spending on outdoor storage and resources provided to be provided in 2022/2023.	EAL and early language assessments WellComm Assessment		Ongoing	£2,000
Further Phonics – supported delivery of Phonics from RWK – new Phonics Programme of study, Little Wandle – associated books	PP pupils attainment in phonics is at least in line with other pupils by the end of Y1	Phonics delivery across YN-2 is developed to ensure consistency of best practice. English Hub supports practice.	Monitoring and feedback from SLT.		Ongoing	£1500
Governors monitoring	PP Gov holds regular meeting with HT	PP Gov meets regularly to monitor plans, data and update			Ongoing	N/A
Total budgeted cost:					£37,834	
Other approaches						
<b>Action</b>	<b>Intended outcome</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>	<b>Funding allocated</b>
Family Worker and Learning Mentor	Full time provision for children and families in need	SK to provide support to families and children to address issues with attendance, medical, family need – working with other agencies to provide support, working with individual children	Support from MH to ensure that the role is fulfilled well and has impact	SK	Ongoing	£24,483

Attendance Officer – appoint member of staff to rigorously monitor attendance, and support families in ensuring good attendance of those in need – allocate time	Full time provision for children and families in need	SR to provide support to families and children to address issues with attendance – work alongside SK to identify any further needs	Support from MH to ensure that the role is fulfilled well and has impact	SR	Ongoing	£4,567
Mental Health and Well Being support	PP children have support strategies for their well being.  Curriculum delivery across the school.	Activities every day to ensure a positive start to the day - Wake and Shake, Sensory Circuits, etc.  ELSA support for PP pupils available every afternoon.  Appoint Mental Health Lead Practitioner and develop	Support and supervision from SLT to ensure that quality of intervention for mental health and well-being is high.	MH AER	On-going	£4,335 £1,775 £1,865

<p>myHappyMind programme</p>	<p>myHappyMind is an award winning, whole school curriculum. It teaches children preventative habits that support positive mental health, resilience and self esteem.</p> <p>We are passionate about supporting teacher well-being too and so all schools using the programme have access to a teacher well-being program.</p> <p>Support for parents by providing them with a free app to continue the learning at home.</p>	<p>Taught to every child in a school from Early Years through to Year 6, myHappyMind is delivered via an innovative technology platform making learning easy and fun.</p> <p>All of the concepts that are taught are based in science and research and grounded in neuroscience and positive psychology.</p>	<p>Clear routines for delivery established – all to complete at the same time, weekly and follow-up during the week.</p> <p>Initial assessments of well-being recorded and impact from pupils at the end of the first year of the programme.</p>	<p>MH AER</p>	<p>Dec 2022 Mar 2023 Jul 2023</p>	<p>£4,250</p>
<p>Support for day trips, residential visits, holiday clubs, food parcels and uniform</p> <p>Breakfast Club for targeted pupils</p>	<p>Ensuring that all pupils experience a range of activities that enhance learning and increase enjoyment in learning.</p> <p>Ensuring that all pupils have adequate food and clothing</p> <p>Increased attendance and focus as a result of Breakfast Club</p>	<p>Feeling of inclusion and belonging and not be left out. Evidence suggests that first-hand experiences really enhance the learning for all pupils.</p>	<p>Monitoring of engagement in trips, clubs etc.</p> <p>Monitor Attendance of Breakfast Club pupils – compare to before introduction.</p>	<p>SK TS MH</p>	<p>Ongoing</p>	<p>£3000 £1000</p>

<p><b>Passion for Learning</b></p> <p>Targeted support for vulnerable children with the intention of bringing life experiences, enthusiasm and skills to children struggling to read and learn.</p> <p>Understanding individual children's motivations and the barriers that they have to overcome to learn and achieve.</p>	<p>Drawing upon the children's own interests and hopes, Clubs include game play, crafts, and interactive sessions with professionals. We develop confidence, knowledge, and skills in a friendly environment.</p> <p>Many children simply do not have the benefit of the enriching experiences that make learning fun. Limited opportunities and little knowledge of the wonders of the world in which they live mean that too many young people lack ambition and aspiration.</p> <p>Trained volunteers are placed and supported in schools to work individually and consistently with children based around their own interests and motivations.</p>	<p>Feeling of inclusion and belonging and not be left out. Evidence suggests that first-hand experiences really enhance the learning for all pupils.</p> <p>Pupil Premium children to attend Careers Fayre and experience what jobs could look like in the future.</p>	<p>Monitoring of engagement in club – feedback from volunteers</p> <p>Monitor Attendance of Passion for Learning pupils – compare to before introduction.</p>	<p>SK</p> <p>MH</p>	<p>Ongoing</p>	<p>£1500</p>
<p>Total budgeted cost:</p>					<p>£46,775</p>	

## Review of expenditure from previous academic year

Data from and EYFS shows positive impact of Pupil Premium expenditure. Attainment in Reading, Writing and Maths is in line or higher proportionately for Pupil Premium Children in EYFS. At the end of KS2, Pupil Premium children did not achieve as well as non-Pupil Premium children statistically – Reading is closer but lower particularly in Writing and Maths.

- Focus on writing experience for EYFS Pupil Premium children, which was significantly lower than other areas, is reflected in the Pupil Premium Plan for this year.
- Whole school focus on Writing, with particular emphasis and support for those in receipt of the Pupils Premium in KS2.