

Pupil premium report – Chester Blue Coat CE Primary School

Coronavirus

Due to coronavirus and school closures, the impact of pupil premium for the 2020/21 academic year can fluctuate

We have monitored the grant's impact at the end of the 2020/21 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 2021-22.

Pupil premium spending – 2021/22

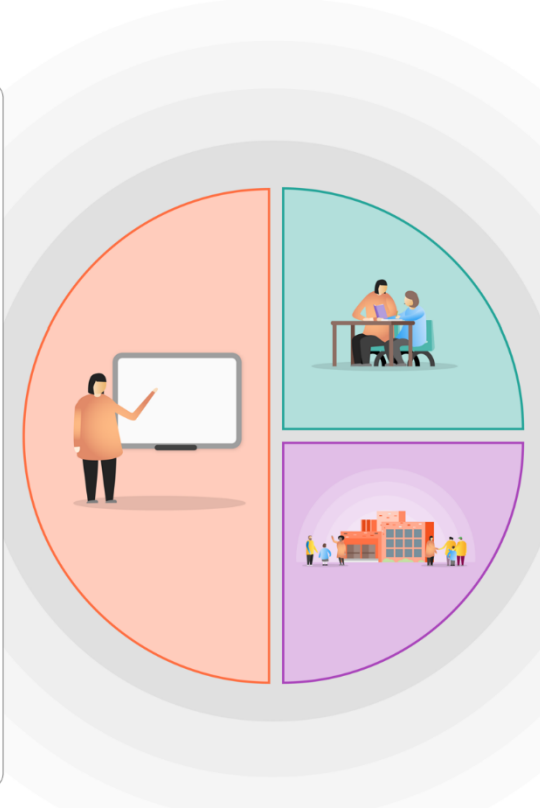
SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2021	Date of next pupil premium review:	September 2022
Total number of pupils on role at CBC:	384 (including nursery)	Total pupil premium budget:	£101,495
Number of pupils eligible for pupil premium:	70 Ever6, 3 LAC & 1 services pupils (17.4% compared to 22.4% National)	Amount of pupil premium received per child:	£1,345 for PP, £2345 for LAC, £310 for Services children
		Total funds allocated	£101,969

SCHOOL PLANNING (2021-22) – TIERED MODEL
 Chester Blue Coat CE Primary School



1 Teaching

- Quality First Teaching supported by evidence informed CPD for teachers and support staff.
- A coaching, 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 (readtheory.com, Phonics Play, writing linked to the learning project, TT Rockstars and MyMaths)
- Whole-class reading approach underpinned by clearly defined formative assessment practices – whole school focus on oracy in Early Years
- 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 tutoring 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

Assessment information

Due to coronavirus, we do not have assessment data available for the 2020/21 academic year and won't be able to benchmark progress against other schools. We will use the school's internal data (e.g. from formative assessments).

EYFS		
	Pupils eligible for pupil premium – 4 pupils (PP)	Pupils not eligible for PP
Reading	75%	72%
Writing	25%	53%
Number	75%	68%

END OF KS1		
	Pupils eligible for PP – 11 pupils	Pupils not eligible for PP – 39 pupils
% making expected or better than expected progress in reading	73%	74% (10% no data)
% making expected or better than expected progress in writing	82%	70% (10% no data)
% making expected or better than expected progress in maths	81%	72% (10% no data)

YEAR 2 PHONICS SCREENING CHECK*		
Pupils eligible for PP	Pupils not eligible for PP	National average
		N/A

* Year 2 pupils took the check during the second half of the Autumn Term in Year 2.

END OF KS2		
	Pupils eligible for PP (16 children)	Pupils not eligible for PP (children)
% meeting expected standard or better than in Reading	75%	82.5%
% meeting expected standard or better than in Writing	56.3%	75%
% meeting expected standard or better than in Maths	62.5%	82.5%

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	COVID-19 absence – individual absence affecting learning and staffing levels reduced due to COVID absence
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 Learning – stamina for writing affected
F	Home environment and ability of parent to support learning
G	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 maintained as Good, with specific focus on PP 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	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	RO AER MH	Dec 2021 Mar 2022 Jul 2022	£4,680

<p>A broad and engaging curriculum that focuses on vocabulary acquisition and enquiry</p>	<p>Children experience a rich and varied curriculum encompassing a range of interesting subject areas</p> <p>Children utilise critical thinking and enquiry skills across a broad and engaging curriculum, leading to deep learning</p>	<p>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.</p> <p>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 grouping and cognitive and metacognitive strategies are key components of high-quality teaching and learning for pupils.</p> <p>Having deep subject knowledge and a flexible understanding of the content being taught is clearly important.</p> <p>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-</p>	<p>Curriculum review – progression of all areas evident and all subject areas given adequate focus.</p> <p>Focused training on Enquiry Model of teaching – historical enquiry and key concepts as a driver for the curriculum.</p>	<p>RO AER MH Subject Leaders</p>	<p>Mar 2022</p>	<p>N/A</p>
<p>Focus on basic skills (readtheory.com, Phonics Play, writing linked to the learning project, TT Rockstars and MyMaths)</p>	<p>Engagement and progress in core areas of reading and mathematics</p>	<p>Having deep subject knowledge and a flexible understanding of the content being taught is clearly important.</p> <p>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-</p>	<p>Engagement in online learning – review and focus attention on non-engagement</p>	<p>RO AER MH</p>	<p>Dec 2021 Mar 2022 Jul 2022</p>	<p>£399 £95 £339</p>
<p>Whole-class reading approach underpinned by clearly defined formative assessment practices – whole school focus on oracy in Early Years</p> <p>Whole-class, progressive Spelling Approach – Literacy Company.</p>		<p>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-</p>	<p>Monitoring of Phonics and Oracy in EYFS</p> <p>Support and Monitoring of Whole-Class Reading in Y1 – Y6</p> <p>Support and Monitoring for Spelling teaching and impact of teaching in Writing activities – Y2 – Y6</p>	<p>RO AM</p>	<p>Mar 2022 Jul 2022</p>	<p>£1,850 £495</p>

Curriculum 'essentials' for Reading, Phonics, Writing and Maths are identified and taught / revisited across wider curriculum subjects – focused support for teachers from senior leaders		<p>establish classroom routines and recover any learning loss</p> <p>Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development.</p>	All subject areas clearly defined through progression of key learning and skills – monitoring linked to Appraisal and Strategic School Improvement Plan.	RO AER MH	Dec 2021 Mar 2022 Jul 2022	£2,000
Further development of a Maths Mastery approach supported by external Mastery Specialists.			<p>All staff in attendance at two training sessions:</p> <ol style="list-style-type: none"> 1) Using Numberless Prompts to Deconstruct Word Questions 2) Fluency in Addition and Subtraction 3) Using I See Reasoning – to Deepen Mathematical Reasoning 4) Sequences of Challenges to Build Mathematical Problem-Solvers 5) Embedding Reasoning Routine 	AER MH	Jan 2022 Feb 2022	£655
A coaching, peer-support model to help embed and sustain research-based teaching strategies.		Coaching is focused professional dialogue designed to aid the coachee in developing specific professional skills to enhance their teaching repertoire. The focus of the coaching is usually elected by the coachee and the process provides opportunities for reflection and problem solving for both coach and coachee.	Monitor engagement in the coaching process and feedback with staff and SLT re. the impact of coaching.	MH	Jan 2022 Jul 2022	£895
Total budgeted cost:			£10,113		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 2022 Jul 2022	£6955
Support for English and Maths teaching	Quality first teaching support from Sept Y6, Y5, Y4 and Y1 cohorts. More PP pupils are working at GD in core subjects.	Support in Y6 – KC as third teacher for morning sessions Support in Y5 – AER part time Support in Y3 Support in Y1 – additional class TA – support for behaviour and social skills Support in EYFS Whole school support—Pupil review meetings	Clear Monitoring Schedule – accountability for the progress and attainment of pupils across all year groups.	RO AER MH	Ongoing	£6,300 £4,593 £14,593 £6,300 £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.	RO 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 in 2020-21.	EAL and early language assessments WellComm Assessment		Ongoing	£3,000
Further Phonics – supported delivery of Phonics from RO	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	£2,000
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:					£60,102	
Other approaches						
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
Family Worker, Attendance Officer 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	£22,462

<p>Mental Health and Well Being support</p>	<p>PP children have support strategies for their well being.</p> <p>Curriculum delivery across the school.</p>	<p>Activities every day to ensure a positive start to the day - Wake and Shake, Sensory Circuits, etc.</p> <p>ELSA support for PP pupils available every afternoon.</p> <p>Nurture Group implemented and developed with targeted children.</p> <p>Play Therapy for targeted individuals to meet emotional needs</p>	<p>Support and supervision from SLT to ensure that quality of intervention for mental health and well-being is high.</p>	<p>MH AER</p>	<p>On-going</p>	<p>£6,335 £1,775 £1,865</p>
<p>My Happy Mind 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 wellbeing too and so all schools using the programme have access to a teacher wellbeing 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 2021 Mar 2022 Jul 2022</p>	<p>£4,250</p>

Support for day trips, residential visits, holiday clubs, food parcels and uniform	Ensuring that all pupils experience a range of activities that enhance learning and increase enjoyment in learning.	Feeling of inclusion and belonging and not be left out. Evidence suggests that first-hand experiences really enhance the learning for all pupils.	Monitoring of engagement in	SK	Ongoing	£4000
Breakfast Club for targeted pupils	Ensuring that all pupils have adequate food and clothing			TS		£1000
	Increased attendance and focus as a result of Breakfast Club			MH		
Total budgeted cost:					£41,867	

Review of expenditure from previous academic year

The pupil premium has again been utilised to improve classroom pedagogy, provide targeted support, support whole school strategies or supported pupils during lockdown COVID-19 affected the plans:

- Initiatives were affected because of the enforced absence from school between January and March 2021
- Further disruption from COVID-19 with class bubble closure and limited systems for monitoring due to lack of mixing bubbles.

Data from KS1 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 and KS1, apart from Writing 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.