

# Pupil premium report – Chester Blue Coat CE Primary School

## Coronavirus: flexibility in reporting requirements

The DfE understands that due to coronavirus and school closures, it won't be possible to evaluate the impact of pupil premium for all of the 2019/20 academic year.

Instead, we will monitor and report on the grant's impact at the end of the 2020/21 financial year. This report will cover the whole period between September 2019 and March 2021, but will give most detail about the grant's use and impact for the period between September 2020 and March 2021. We will include any changes made to the pupil premium spending due to coronavirus.

## Pupil premium spending – 2020/21

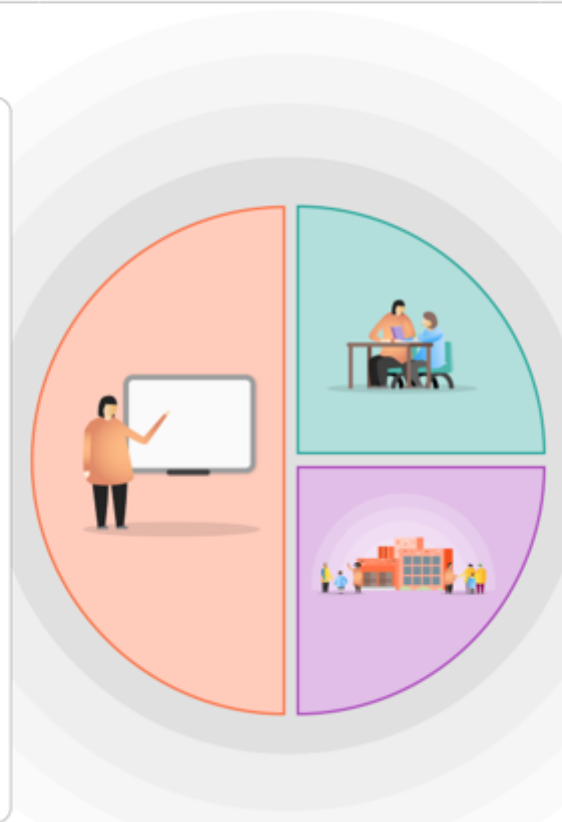
| SUMMARY INFORMATION                          |                              |   |   |
|--|------------------------------|---|---|
| Date of most recent pupil premium review:    |                              | Date of next pupil premium review:          |   |
| Total number of pupils on role at CBC:       | 370 (excluding nursery)      | Total pupil premium budget:                 | £104,185                                  |
| Number of pupils eligible for pupil premium: | 77 Ever6 & 2 services pupils | Amount of pupil premium received per child: | £1,345 for PP, £310 for Services children |
|  |                              | Total funds allocated                       | £112,734                                  |

## SCHOOL PLANNING (2020-21) – 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
- Focus on basic skills (Bug Club, 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
- 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 National Tutoring Programme

## 3 Wider strategies

- Lessons on identifying emotions and self-regulation strategies
- Conscious Discipline 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 2019/20 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) for the period between September and March.

| EYFS                       |  |                            |
|----------------------------|--|----------------------------|
|                            | Pupils eligible for pupil premium (PP) | Pupils not eligible for PP |
| Reading                    | 33%                                    | 67%                        |
| Writing                    | 33%                                    | 50%                        |
| Number                     | 33%                                    | 26%                        |
| Understanding the world    | 33%                                    | 50%                        |
| Expressive arts and design | 33%                                    | 54%                        |

| END OF KS1  |                        |                            |
|---|------------------------|----------------------------|
|   | Pupils eligible for PP | Pupils not eligible for PP |
| % making expected or better than expected progress in reading | 100%                   | 90%                        |
| % making expected or better than expected progress in writing | 80%                    | 84%                        |
| % making expected or better than expected progress in maths   | 80%                    | 84%                        |

| YEAR 2 PHONICS SCREENING CHECK* |                            |                  |
|---------------------------------|----------------------------|------------------|
| Pupils eligible for PP          | Pupils not eligible for PP | National average |
|                                 |                            |                  |

\* Year 1 pupils who missed the summer 2020 check because of coronavirus will take the check during the second half of the autumn term in year 2. Here, we will add in the results once we receive them at the end of the Autumn Term

| END OF KS2  |                        |                            |
|---|------------------------|----------------------------|
|   | Pupils eligible for PP | Pupils not eligible for PP |
| % making expected or better than expected progress in Reading | 67%                    | 81%                        |
| % making expected or better than expected progress in Writing | 67%                    | 90%                        |
| % making expected or better than expected progress in Maths   | 100%                   | 100%                       |

## Barriers to learning

| BARRIERS TO FUTURE ATTAINMENT |  |
|-------------------------------|--|
| Academic barriers:            |  |
| A                             | COVID-19 absence – closure of year groups or individual absence affecting learning |
| 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 |
| E | Home Learning – lack of reading during the new term and during lockdown                      |
| F | Home environment and ability of parent to support learning                                   |

## INTENDED OUTCOMES

| Specific outcomes |   | Success criteria  |
|-------------------|---|---|
| A                 | Identified gaps in learning addressed – focus on core skills of Reading, Phonics, Speaking and Listening, Writing and Mathematics | 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 given for home learning, with focus on reading   | Engagement in home learning 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<br>Monitoring of standards in core subjects – progress measures and close focus on PP children | RO<br>AER<br>MH | Dec 2020<br>Mar 2021<br>Jul 2021 | £4,680              |
| A broad and engaging curriculum that focuses on vocabulary acquisition   | Children experience a rich and varied curriculum encompassing a range of interesting subject areas            | 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. | Curriculum review – progression of all areas evident and all subject areas given adequate focus                                     | RO<br>AER<br>MH | Mar 2021                         | N/A                 |
| Focus on basic skills (Bug Club, readtheory.com, Phonics Play, writing linked to the learning project, TT Rockstars and MyMaths) | Engagement and progress in core areas of reading and mathematics  | Prioritising high quality instruction in the classroom setting has new-found logistical barriers, but the principles of great teaching remain unchanged.   | Engagement in online learning – review and focus attention on non-engagement  | RO<br>AER<br>MH | Dec 2020<br>Mar 2021<br>Jul 2021 | £899<br>£339<br>£95 |

|  |  |   |  |                                |   |               |
|--|--|---|--|--------------------------------|---|---------------|
| <p>Whole-class reading approach underpinned by clearly defined formative assessment practices – whole school focus on oracy in Early Years</p>   |  | <p>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>Monitoring of Speaking and Listening and Oracy in EYFS</p> <p>Support and Monitoring of Whole-Class Reading in Y1 – Y6</p>  | <p>RO</p> <p>AM</p>            | <p>Mar 2021</p> <p>Jul 2021</p>                 | <p>£1,000</p> |
| <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> |  | <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-establish classroom routines and recover any learning loss</p> | <p>All subject areas clearly defined through progression of key learning and skills – monitoring linked to Appraisal and Strategic School Improvement Plan.</p>  | <p>RO</p> <p>AER</p> <p>MH</p> | <p>Dec 2020</p> <p>Mar 2021</p> <p>Jul 2021</p> | <p>£2,000</p> |
| <p>Further development of a Maths Mastery approach supported by external Mastery Specialists.</p>  |  | <p>Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development.</p> <p>Areas such as effective remote teaching may need to be revisited in professional development, thereby ensuring effective remote curriculum provision should unplanned school closures occur.</p>   | <p>All staff in attendance at two training sessions:</p> <ol style="list-style-type: none"> <li>1) Reasoning and use of concrete, pictorial, abstract model</li> <li>2) Problem Solving and the process</li> <li>3) EYFS – Early Number Sense</li> </ol> | <p>AER</p> <p>MH</p>           | <p>Nov 2020</p> <p>Jan 2021</p> <p>Jul 2021</p> | <p>£425</p>   |

| 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 2021<br>Jul 2021             | £675              |
|--|--|--|--|------------|----------------------------------|-------------------|
| Total budgeted cost:   |  |  | £10,113  |            |                                  |                   |
| <b>Targeted support</b>  |  |  |  |            |                                  |                   |
| 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 |
| National Tutoring Programme – EEF subsidised programme of tutoring for disadvantaged children – identify pupils and use PP to support additional expenditure | Identified disadvantaged pupils to access high-quality 1:1 tutoring – learning gaps closed through clear support programme in specific areas | <p>There is extensive high-quality evidence demonstrating the potential of one-to-one and small-group tuition as a cost-effective way to support pupils who are falling behind in their learning.</p> <p>Access to tutoring is often limited to the schools and parents that can most afford it. Almost all the pupils that need intensive support the most are not able to access it. The NTP will help schools address this disparity.</p> <p>The evidence confirms the role of quality classroom teaching, which has the greatest positive impact for disadvantaged pupils.</p> | Monitor the impact of the tutoring – to be confirmed through specific impact analysis from tutoring.   | MH<br>RO   | Dec 2020<br>Mar 2021<br>Jul 2021 | £15,000           |



|  |   |  |   |                 |                      |   |
|--|---|--|---|-----------------|----------------------|---|
| 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<br>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<br>MH       | Mar 2021<br>Jul 2021 | £8955   |
| 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 – JP as third teacher from<br>Support in Y5 – AER part time<br>Support in Y3 – additional class TA<br>Support in Y1<br>Support in EYFS<br>Whole school support—Pupil review meetings   | Clear Monitoring Schedule – accountability for the progress and attainment of pupils across all year groups.  | RO<br>AER<br>MH |                      | £6,300<br>£4,593<br>£14,593<br>£6,300<br>£4,593 |
| Writing, Spelling, Grammar and Phonics<br>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<br>Support for Y2 test<br>One to one teacher support<br>Subscription for Times Table Rockstars<br>Subscription to MyMaths  | Clear Monitoring Schedule – accountability for the progress and attainment of pupils across all year groups.  | RO<br>AER<br>MH |                      | See above                                       |
| Early language acquisition   | 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  |                 |                      | £5,000  |

|   |  |   |  |                   |                                   |                          |
|---|--|---|--|-------------------|-----------------------------------|--------------------------|
| 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.  |                   |                                   | £2,000                   |
| Governors monitoring                                  | PP Gov holds regular meeting with HT   | PP Gov meets regularly to monitor plans, data and update  |  |                   |                                   | N/A                      |
| Total budgeted cost:                                  |  |   |  |                   | £67,334                           |                          |
| 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, 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                  |

|                                      |   |   |  |           |   |   |
|--------------------------------------|---|---|--|-----------|---|---|
| Mental Health and Well Being support | <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> | Support and supervision from SLT to ensure that quality of intervention for mental health and well-being is high.  | MH<br>AER | On-going  | <p>£6,335</p> <p>£1,775</p> <p>£1,865</p> |
| My Happy Mind Programme              | <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> | MH<br>AER | <p>Dec 2020</p> <p>Mar 2021</p> <p>Jul 2021</p> | <p>£1,850</p>                             |
| Total budgeted cost:                 |   |   |  |           | £34,287   |   |

## Review of expenditure from previous academic year

The pupil premium was utilised to improve classroom pedagogy, provide targeted support, support whole school strategies or supported pupils during lockdown

COVID-19 affected the plans:

- Initiatives were cancelled because they were meant to start in March.
- By March 2020 it was too early to assess the impact of your spending.
- Adaptations to the plan had to be made. New Leadership Team from September 2020 so new programme implemented.