

Pupil premium strategy statement 20-21

| 1. Summary information | | | | | |
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| School | Henry Chichele Primary School | | | | |
| Academic Year | 2020/21 | Total PP budget | £50936 | Date of most recent PP Review | July 2020 |
| Total number of pupils | 360 | Number of pupils eligible for PP | 36 | Date for next internal review of this strategy | July 2021 |

| 2. Current attainment | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>All Pupils (national average – end of KS2 SATs 2020)</i> |
| % achieving expected standard or above in reading, writing & maths | Statutory assessments cancelled due to school closures (COVID-19) | Statutory assessments cancelled due to school closures (COVID-19) |
| % making expected progress in reading (as measured in the school) | | |
| % making expected progress in writing (as measured in the school) | | |
| % making expected progress in mathematics (as measured in the school) | | |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| Academic barriers | |
| A. | Pupils are entering the school, in Early Years Foundation Stage, with a lower baseline entry level. Due to increase in the school size; cohorts entering the school are changing and we are attracting families from a wider catchment area. There is a greater diversity across the families with an increasing number identified as disadvantaged and with identified SEND. Due to recent school closures, (COVID-19) children have inevitably returned to school with gaps in their learning. |

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| B. | Emotional well-being for disadvantaged pupil and families. A higher proportion of pupils eligible for the Pupil Premium, compared to non-PP pupils have social, emotional and self-esteem difficulties. This affects their concentration, motivation to learn and engagement with activities which impacts on progress across all curriculum areas. |
| External barriers | |
| C. | Attendance and punctuality – The whole school community understand the link between attendance and achievement. Attendance levels for pupils eligible for the Pupil Premium are not in line with the rest of the school. During school closures, (COVID-19) families were not penalised or sanctioned for their child’s non-attendance at school. School attendance will be mandatory again from the beginning of the autumn term. |
| D. | Behaviour – Following school closures (COVID-19) Children will need to be reintegrated back in to school. Rules and routines will need to be re-established in order to develop a positive ethos across the whole school, which aims to support greater engagement in learning. |
| 4. Intended outcomes | |
| A. | Early intervention implemented – baseline assessments to identify gaps. High quality, targeted teaching/interventions to teach to gaps. High levels of pupils meeting ELG on entry in to Y1 (NC). High levels of progress in English and Maths for pupils eligible for the Pupil Premium. Gaps in learning identified early and catch up programmes/ interventions to be implemented across the school. |
| B. | Improved emotional well-being reported for pupils eligible for the Pupil Premium and their families. Well-being tracker to be implemented and progress monitored. |
| C. | Improved attendance for pupils eligible for the Pupil Premium – in line with the whole school. |
| Success criteria | Baseline assessments to inform and assist early intervention. Formative assessment will show gaps and inform intervention strategies. Pupils eligible for the Pupil Premium will make (or exceed) expected progress, in line with their non-pupil premium peers. |
| | Pupils to be independent in using strategies to develop resilience and self-regulation. Pupils seek help when needed and respond with appropriate actions to difficult circumstances. |
| | Attendance levels for all are regularly checked and acted upon. Attendance figures for pupils eligible for the Pupil Premium to be in line with the whole school. |

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| D. | Positive ethos across the school, supporting a greater engagement in learning. | School to re-establish rules and routines across the school, promoting the school aims and values; 5Rs, fish philosophy and Blooms Taxonomy. Pupils eligible for the Pupil Premium to have increased concentration and engagement with activities and lessons. |
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| 5. Review of expenditure 2019/20 | |
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| Previous Academic Year | £32280 |
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| i. Quality of teaching for all | |
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| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) |
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| <p>Ensure all pupils have access to quality first teaching, which is delivered through a broad and balanced curriculum.</p> | <p>Subject leaders to attend appropriate training and disseminate information in designated staff meetings. Rising Stars assessments completed termly and information is used to inform planning.</p> <p>Teachers to use Rising Stars gap analysis to ensure pupils gaps in learning are identified and addressed.</p> <p>Dedicated CPD provision for all staff.</p> <p>School leaders to review and implement monitoring process.</p> | <p>CPD is driven by the needs of the curriculum, availability of suitable training and accounted for in the school improvement plan.</p> <p>Performance management meetings allow open dialogue between staff and leaders establish areas of interest/need for CPD.</p> <p>School leaders have established a rigorous monitoring timetable, which including the monitoring of teaching and learning through lesson observations, learning walks, voice of the pupils, book scrutiny and monitoring of planning.</p> | <p>Continue to seek and provide CPD provision for all staff.</p> <p>Continue to monitor CPD through performance management meetings.</p> <p>School leaders to continue to review the schools monitoring process.</p> |

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| <p>To improve phonics outcomes in Year 1 and the end of KS1.</p> | <p>KS1 teachers to receive CPD of 'Read Write inc' and phonics strategies through phase meetings. Phonics assessments to be completed termly and pupils grouped accordingly to enable smaller group teaching of phonics. Phonics assessments to identify pupils not on track and inform intervention planning. Phonics intervention groups to be established and reviewed at least half termly.</p> | <p>Consistency in the approach to the planning and teaching of phonics across KS2.</p> <p>Phonics subject leader has been put in place, and relevant CPD has been accessed. A phonics policy has been introduced.</p> <p>The percentage of pupils passing the Y1 phonics screening assessment in July 2019 was 81%, which is in line with . The government cancelled all statutory assessments for 2020 due to school closures (COVID-19)</p> <p>Children in Year 2 and across KS2 have been identified and phonics intervention groups have been implemented.</p> <p>Additional teaching staff deployed to plan, deliver and review phonics intervention sessions.</p> <p>School English subject lead has been part of the reading project and alternative (to 'Read Write Inc') interventions have been introduced across KS2; Switch on reading, Inference training. Training for the new interventions has been accessed by relevant support staff and disseminated across the school through staff meetings.</p> | <p>The planning, teaching and assessment of phonics is consistent across the school.</p> <p>Intervention strategies to support reading, to be re-established in September. Continue to develop programmes such as read Write Inc, 'switch on' and inference to sustain the progress made by all disadvantaged pupils.</p> <p>Following the reading, guided reading sessions have been developed.</p> <p>New staff (2020/21) to be inducted with reading across the school strategies, including interventions (Switch on' and Inference.)</p> <p>Staff CPD to be delivered 2020/21 re: reading across the school.</p> |
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ii. Targeted support

| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p> | <p>Lessons learned (and whether you will continue with this approach)</p> |
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| <p>Reduce the gap between pupils eligible for the Pupil Premium and on-pupil premium pupils. Accelerate progress of PP pupils with low baseline and prior attainment in English and Maths</p> | <p>A focus on early intervention – baseline assessments to identify gaps in learning and interventions to high quality targeted interventions to be established.</p> <p>Introduction of readiness for learning screening in EYFS and implementation of intervention strategies to support readiness for learning.</p> <p>Ensure Rising Stars assessments tools are embedded across the school and there is consistency in the use of the gap analysis tools to identify and inform targeted intervention planning.</p> | <p>100% of pupils with identified needs/ in receipt of the Pupil Premium receive access to additional support. (1:1 or small group) from a teaching assistant or qualified teacher.</p> <p>Pupil progress meetings with the HT enable leaders to analyse and scrutinise data effectively.</p> <p>Core subject leaders and the inclusion manager report to governors 3 times a year.</p> <p>When comparing data from December 2019 – April 2020 there has been a decrease in the number of PP pupils working below ARE in RWM. There has also been an increase in the number of pupils working at ARE in RWM.</p> <p>Pupil in receipt of the Pupil Premium Grant continue to be tracked through 1:1 pupil progress meetings 3 times a year; teaching staff are held accountable for their progress and to ensure we are meeting their needs.</p> | <p>Ensure that all support is targeted. Strategies in place such as baseline assessments to ensure early identification and enable early intervention to be established.</p> |
| <p>Improved attention and listening skills.</p> | <p>Introduction of sensory circuits before and within the school day with the aim to focus concentration in readiness for the day's learning.</p> <p>Introduction of Maths Market Stalls has encourage pupils to be more independent learners by providing readily available access to a range of resources. The aim is to encourage metacognition and self-</p> | <p>Sensory circuits sessions available to targeted groups of children up until the end of T4 (due to school closures COVID-19)</p> <p>Sensory circuits training has been accessed by 2 member of staff.</p> <p>Increase in readiness for learning noted by class teachers on entering classroom following sensory circuits sessions before school day.</p> | <p>Employment of full time sports coach – CPD opportunities to enable more children to access sensory circuits.</p> <p>Continue to develop outdoor provision to enable greater opportunities for outdoor learning.</p> <p>Continue to promote independence through the use of market stalls and access to resources in the classrooms.</p> <p>New Maths lead allocated - review and monitor impact of Maths market stalls.</p> |

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| | regulation approaches across the curriculum. | Maths markets stalls are well resourced and successfully used within lessons. | |
| Average attendance of pupils eligible for the Pupil Premium to be in line with the rest of the school. | Attendance to be closely monitored and actioned quickly where necessary. Reduce the gap in attendance figures between pupils eligible for the Pupil Premium and non-PP pupils. | This remains an important focus; the disadvantaged pupils still have lower rates of attendance and higher persistent absences than non-disadvantaged pupils. | Develop the role of Attendance officer. Explore different strategies to promote attendance across the school. (competition between groups, awards, displays) |
| iii. Other approaches | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) |
| Improved emotional well-being, shown in greater levels of confidence and self-esteem. | Employment of Inclusion support worker to offer pastoral support to individual pupils and families. | Introduction of well-being tracking system for targeted pupils. Introduction of pastoral support plans has enabled focussed liaison between school and families for targeted children. A greater level of self-esteem and confidence was seen in some pupils, prior to school closures (COVID-19). | Further employment of Inclusion support worker to support pastoral support to individual pupils and families. Well-being tracking system to be implemented across the school in order to establish areas of need following reopening of school. |
| Increased number of pupils eligible for the Pupil Premium attending extra-curricular clubs, residential trips and opportunities to widen their life experiences. | School to negotiate with extra-curricular club providers to provide one allocated free space for pupils eligible for the Pupil Premium. Pupils eligible for the Pupil Premium to be targeted to attend at least one extra-curricular club throughout the academic year. | The Pupil Premium grant has financially supported disadvantaged families to participate in a range of enrichment activities. 100% of pupils eligible for the Pupil Premium Grant were offered a place at homework club. 100% of pupils eligible for the Pupil Premium Grant were included in school trips including | Continue to develop and enhance the range of opportunities available. Monitor up take of places in after school clubs and wrap around care. |

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| | Support to be offered to families for school trips and residential trips and wrap around care for families in financial difficulty. | residential visits, which were planned but did not go ahead due to school closures (COVID-19) Places in Acorn, wrap around care were offered and funded to families in receipt of the Pupil Premium on a needs basis. | |
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6. Planned expenditure

Academic year

2020/21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

| Desired outcome | Chosen Action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented | Staff lead | When will you review implementation? |
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| Ensure all pupil have access to quality first teaching which is delivered through a broad and balance curriculum. | Dedicated CPD provision for all staff. Following training, subject leaders to disseminate information in designated staff meetings. Teaching staff to use assessment information to inform planning. School leaders to plan, review and implement monitoring process. Staff given opportunities and encouraged to team teach and observe subject leaders in their area of expertise to improve their own practice. | Evidence shows that high quality teaching is the most effective way to increase the progress of disadvantaged pupils. Use of assessment information including gap analysis to clearly identify gaps in learning of individual pupils, groups, whole class and whole school. | Leadership team to monitor teaching and learning to ensure all pupils have access to Quality First Teaching. (Through lesson observations, learning walks, monitoring of planning and book scrutiny) Pupil progress meetings will ensure teachers have a clear overview of the pupils in their class. They will also provide a clear analysis of data to the leadership team. | Leadership team | As part of monitoring process. 3 times a year (T2, T4, T6) |

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| | | | Intervention plans will be monitored termly and the provision map updated accordingly. | | Termly |
| Reduce the gap between pupils eligible for the Pupil Premium Grant and non-pupil premium pupils. Accelerate the progress of PP Pupils with low prior attainment in English and Maths. | A focus on early intervention – baseline assessments to identify gaps in learning and a focus of high quality targeted interventions through targeted teaching in English and Maths. Additional member of staff to support teaching of English and Maths (focus groups) across upper key stage 2. | The Education Endowment Foundation (EEF) reports that: <i>Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</i> | Staff/phase meetings to review assessment strategies Monitoring of intervention plans (reviews/targets) Track and monitor provision in place across the school. – Through whole school provision map. | Leadership team Inclusion Manager | As part of monitoring process. Termly |
| Provide greater opportunities for access to enrichment and outdoor learning activities. | Enhance outdoor learning provision. (barns, shaded/ canopy area, daily 10 track, astro) Teaching staff to incorporate outdoor learning spaces within their planning. Encourage children to develop independence in classroom environment and outdoor spaces. | The Education Endowment Foundation (EEF) reports that: Outdoor and adventure learning consistently show positive benefits on academic learning. | Barns to be resourced and available to use. Outdoor spaces to be timetabled to allow access to each phase across the school. | Leadership team | End of term 1 |
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action/ approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented | Staff lead | When will you review implementation? |
| Develop the literacy and oral language of pupils in receipt of the Pupil Premium | Ensure that there is a consistent approach to the teaching of English across the school. (Jane Considine) | The education Endowment Foundation (EEF) reports that: <i>“Oral language interventions consistently show positive</i> | Monitoring of planning. Lesson observations and learning walks. | English lead Leadership team | As part of monitoring process throughout the year. |

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| <p>Grant to support improved rates of progress.</p> | <p>Ensure pupils are given ample opportunities for verbal interaction during lessons. (targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.)</p> | <p><i>impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year."</i></p> | | | |
| <p>Accelerate progress of upper KS2, PP pupils in English and Maths.</p> | <p>English and Maths booster groups lead by additional teacher in upper KS2.</p> <p>Promote Blooms Taxonomy and mastery of skills to support accelerated progress.</p> <p>Teaching staff to plan greater depth activities for all groups of pupils.</p> | <p>Additional teaching staff will enable small, personalised teaching and learning.</p> <p>Evidence shows that mastery learning is particularly effective when pupils work in groups and take responsibility for supporting each others progress.</p> | <p>Additional teacher deployed to support upper KS2 3 times a week.</p> <p>Monitoring of staff timetables. Monitoring of planning and assessment data. Learning walks and lesson observations.</p> | <p>KS2 Phase leader.</p> <p>Leadership team</p> | <p>Termly</p> <p>As part of monitoring process throughout the year.</p> |
| <p>Average attendance of pupils eligible for the Pupil Premium grant to be in line with the rest of the school.</p> | <p>Appointment of attendance officer. (1 day per week) Attendance to be closely monitored and actioned quickly where necessary.</p> | <p>Poor attendance results in pupils missing key parts of the curriculum thus creating gaps in learning and lower attainment.</p> <p>The Education Endowment Foundation (EEF) reports that:</p> | <p>Attendance reviews to be completed at least termly.</p> <p>Parents of pupils with low attendance to be notified by letter.</p> | <p>Attendance Officer Inclusion Manager</p> | <p>Termly.</p> |

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| | Encourage a collaborative approach supported by competition between groups. | The impact of collaborative approaches is consistently positive. | <p>Parental contracts to be completed for families with persistent no attendance.</p> <p>Referral sent to EIP for persistent absence and holidays during term time.</p> <p>100% attendance to be celebrated Improved attendance to be acknowledge. Competition to be introduced.</p> | | |
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iii. Other approaches

| Desired outcome | Chosen action/ approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented | Staff lead | When will you review implementation? |
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| Improved emotional well-being, greater levels of self-esteem and confidence. | <p>Additional member of staff within inclusion team to support well-being and pastoral provision offered to individual pupils and families.</p> <p>Well-being tracking system to be implemented across the school in order to establish areas of need following reopening of school.</p> | <p>67% (24/36) of pupils eligible for the Pupil Premium have had or have social care or early help involvement. Staff awareness of effective strategies to support emotional well-being in class, will allow pupils to feel safe and successful in their learning environment.</p> <p>Introduction of well-being tracking system will highlight areas of need across the school.</p> <p>The Education Endowment Foundation (EEF) reports that <i>On average, SEL interventions have an identifiable and valuable impact on attitudes to</i></p> | <p>Organise timetable to ensure inclusion staff availability to deliver provision to meet needs.</p> <p>Inclusion team to feedback to involved staff regarding support provided and how to support pupils in class.</p> <p>Regular DSL meetings to share overview of each case.</p> | Inclusion Team | As part of monitoring process. (at least 3 times a year) |

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| | | <i>learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i> | Staff CPD to introduce well-being tracking system. | | |
| Increased number of pupils eligible for the Pupil Premium Grant to access extra-curricular clubs, residential trips and opportunities to widen their life experiences. | <p>School to continue to negotiate with club providers to offer one allocated free space for pupils eligible for the Pupil Premium Grant.</p> <p>Disadvantaged pupils to be offered a funded space at at least one extra curricular club throughout the academic year.</p> <p>Financial support to be offered to families to access school trips and residential trips.</p> | <p>Pupils who attend extra-curricular clubs develop greater social and collaborative skills.</p> <p>Attendance at extra-curricular clubs boosts confidence and self-esteem in pupils.</p> <p>Pupils may not have the opportunity to access these experiences without the additional funding in place.</p> | Monitor uptake of places in extra-curricular clubs and wrap around care. | Inclusion Manger School Business Manager | Termly |
| Improve attainment by reducing challenging behaviour. | <p>Re-establish rules and routines on school reopening (post COVID-19)</p> <p>Monitor behaviour through behaviour books/ records.</p> <p>As part of induction process for new staff, introduce behaviour policy.</p> <p>Liaise with families where necessary and put pastoral</p> | Evidence suggest that approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning. | <p>Lesson observations and learning walks.</p> <p>Monitoring of behaviour books/ records.</p> <p>Number of pastoral support plans in place.</p> | <p>Leadership team</p> <p>Inclusion team</p> | <p>As part of monitoring process.</p> <p>Termly</p> |

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| | support plans in place to encourage ownership and independence in managing positive behaviour strategies. | | | | |
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7. Additional detail

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