

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Chase Lane Primary School
Number of pupils in school	630
Proportion (%) of pupil premium eligible pupils	19% (Approx. review Sep 21)
Academic year that our current pupil premium strategy plan covers	3
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Colin Jeffery
Pupil premium lead	Natasha Harper
Governor / Trustee lead	Shaila Shabbir

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,400
Recovery premium funding allocation this academic year	£49,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£210,600

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium grant was introduced in April 2011, it is the name given to a sum of money allocated to schools to help disadvantaged pupils of all abilities perform better and close the gap between them and their peers. The funding is to support our most vulnerable pupils from low-income families i.e. pupils eligible for free school meals (FSM) at any point in the last six years (known as Ever 6 FSM); to pupils who have been looked-after and pupils whose parents are currently serving in the armed forces.

When children start in reception or are new to our school we require parents and careers to apply for free school meal (FSM) funding if they do not already have it.

At Chase Lane Primary School our Pupil Premium expenditure reflects the guidance of the Education Endowment Foundation, which recommends a three-tier approach:

1. **Teaching-** Professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.
2. **Targeted academic support-** Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.
3. **Wider strategies-** Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

You can find more in depth information about the EEF by clicking on this link:

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

Each school receives a Pupil Premium grant based on the numbers of eligible pupils and this feeds into the school's budget, rather than being ring fenced for an individual pupil. Some pupils will need more support than others and each pupil is an individual with individual circumstances. The school considers how to allocate pupil premium money on an annual basis following rigorous data analysis and careful consideration of the needs of every pupil. We have a clear, strategic approach with a plan for the use of the Pupil Premium funding, and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly by the senior leadership team, and in-depth data analysis ensures that the correct support and strategies are identified to maximise progress. Strong leadership ensures that Pupil Premium funding has the necessary impact on progress, attainment, attendance and pastoral care. All members of staff and governors accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within the school environment.

We are determined to ensure that all pupils achieve their full potential and are given the highest standards of teaching and learning through delivering high quality teaching. The aim of our Pupil Premium strategy is to raise the attainment of both disadvantaged pupils and their peers and to reduce the attainment gap between the school's disadvantaged pupils and others nationally. Targeted support and pastoral care outside of high quality teaching is given to pupils that require it.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Lower attendance and persistent absenteeism of PP/disadvantaged children.
2	Pupils and their families who display behavioural & emotional difficulties, including social challenges that may impact on mental health.
3	Parental engagement and support at home
4	Some pupils display low levels of self-esteem, resilience and independence.

5	<p>Based on the 2020-2021 data the following areas were identified as being areas of focus:</p> <ul style="list-style-type: none"> -Gaps have widened for current Yr 4 children in RWM - Gaps have widened for current Yr 2 children in RWM
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The gap for disadvantaged children compared to non- disadvantaged children across the school to reduce during academic year 2021-2022	<p>Attainment</p> <ul style="list-style-type: none"> To close the gap in 21/22 Yr 2 reading and writing by 10-15 % To close the gap with 21/22 yr 3 writing and maths by 10-15% To close the gap with 21/22 yr 4 writing and maths by 10-15% To close the gap with 21/22 Yr 5 reading and writing by 10-15% To close the gap with 21/22 yr 6 maths by 10-15 %
The number of disadvantaged children reaching higher standard has increased	80% of the PP children who have an exceeding flight path achieved greater depth at the end of KS2.
Disadvantaged pupils will meet national expectations for attendance and persistent absence will reduce	<ul style="list-style-type: none"> - Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%). - Monitoring of attendance by Head teacher brings about and increase in PP pupils' attendance and a decrease in persistent absence.
Pupils and their families who struggle for a range of reasons receive further support from the school's family outreach worker, signposting to additional support or referral to key services by the school.	-100% of the families who request support from the family outreach worker are supported or signposted to recommended resources.
Children who lack independence and experience low self- esteem are supported by all staff and referred to CHAMS if necessary	<ul style="list-style-type: none"> -Pupil interviews show that 90+% of the children are confident in working independently. - Pupil interviews show that 90+% of the children know that staff care about them. -Pupil interviews show that 90+% of the children know who they can go to if they

	experience difficulties.
Improve the quality of vocabulary that children experience starting from the EYFS	-GLD to exceed national averages - To close the gap in Yr 2,Yr 3,Yr 4 and Yr 5 reading 10-15 %

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD focusing on PP children	EEF- Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.	Whole school will benefit (630)
Every child receives teaching which is at least good in every classroom/everyday		Whole school will benefit (630)

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £125,443

JC £150 cost, 2x cover supervisors cost £56,119 Y2/ Y6 Teacher led booster sessions £7200 Phase leader led booster £13,607 Teacher led booster group £42,319 cover for Play phonics £6,048.00 Nuffield £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 reading with JC	EEF Improving Literacy in KS2 ... activities that extend pupils' expressive and receptive vocabulary; collaborative learning activities where pupils can share their thought processes; ... pupils articulating their ideas verbally before they start writing.	Approx. 12 children per term
1:1 reading with cover supervisors		Approx. 12 children per term
Children placed in small teacher led targeted phonics groups	EEF - Improving Literacy in KS1 Develop pupils' speaking and listening skills and wider understanding of language - activities which extend pupils' spoken and receptive vocabulary	Approx. 19 per term

Play Phonics	EEF - Improving CLL in Early Years Prioritise the development of communication and language	End of academic year 90 - Reception children 58- Nursery children 90-Yr 1 children
SLT Lead boosters	EEF Improving Literacy in KS2 ... activities that extend pupils' expressive and receptive vocabulary; collaborative learning activities where pupils can share their thought processes; ... pupils articulating their ideas verbally before they start writing.	SB Reading Booster – 15 children JW-Maths Booster 15 children RH- Yr 2 Boosters 15 children NH-Maths booster HA 15 children
Nuffield speech and language programme	EEF - Improving CLL in Early Years Prioritise the development of communication and language	Approx. 12 children
Experienced teacher led boosters Yr 1 and Yr 2	EEF- Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.	Approx. 25 children

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £53,359 £25,864 FOW £2165 Isobel cost Ember's the dragon- £245 Behaviour Champions £23,708 £3542 Breakfast club staff

Cost x 2 Jo C clubs £2158

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social skills group	EEF - Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support	Approx. 22 per term
Special time sessions		Approx. 12 children per term
Family Outreach worker (FOW) well-being support		Approx. 15/20 per term
FOW-Parenting classes		Approx. 15 per term
FOW-Mother and toddler groups		Approx. 30 per term

Improve attendance of disadvantaged pupils to meet national 96%	EEF- Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism see https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	Whole school will benefit (630)
Embers the dragon	EEF - Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support	270 children
Breakfast club	EEF - Provision of a range of initiatives to extend children's experiences see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully . Education Endowment Trust Toolkit	Approx.10 children per term
After school clubs		Approx.8 children per term

Total budgeted cost: £ 4323

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, at Chase Lane Primary school pupils sat standardised teacher administered tests so we could ascertain where the children were. Please see the results below.

KS1 and KS2 Attainment Tracker 2020-2021

Year 1 14 of 90 children	Reading			Difference	Writing			Difference	Maths		Difference
	PP%	Non-PP%	%	PP%	Non-PP%	%	PP%	Non-PP%	%		
Spring '20	N.A	N.A	N.A	N.A	N.A	N.A	N.A	N.A	N.A	N.A	
Covid Baseline	0	9	-9	0	10	-10	0	18	-18		
Autumn '20	27	55	-28	55	68	-13	27	59	-32		
Spring '21	46	72	-26	54	73	-19	62	78	-16		
Summer '21	43	81	-38	50	80	-30	71	82	-11		

Year 2 14 of 89 children	Reading			Difference	Writing			Difference	Maths		Difference
	PP%	Non-PP%	%	PP%	Non-PP%	%	PP%	Non-PP%	%		
Spring '20	70	70	0	60	81	-21	70	82	-12		
Covid Baseline	7	23	-16	0	19	-19	0	15	-15		
Autumn '20	64	64	0	43	57	-14	21	48	-27		
Spring '21	64	78	-14	50	67	-17	43	82	-39		
Summer '21	69	81	-12	38	63	-25	46	84	-38		

Year 3 22 of 85 children	Reading			Difference	Writing			Difference	Maths		Difference
	PP%	Non-PP%	%	PP%	Non-PP%	%	PP%	Non-PP%	%		
Spring '20	58	68	-10	68	69	-1	47	81	-34		
Covid Baseline	9	6	+3	18	27	-9	5	3	+2		
Autumn '20	32	49	-17	36	54	-18	36	48	-12		
Spring '21	73	77	-4	55	68	-13	73	74	-1		
Summer '21	55	70	-15	36	65	-29	55	76	-21		

Year 4 26 of 90 children	Reading			Difference	Writing			Difference	Maths		Difference
	PP%	Non-PP%	%	PP%	Non-PP%	%	PP%	Non-PP%	%		
Spring '20	63	79	-16	53	72	-19	58	66	-8		
Covid Baseline	0	2	-2	4	31	-27	9	39	-30		
Autumn '20	52	66	-14	43	70	-27	39	76	-37		
Spring '21	40	59	-19	23	60	-37	23	65	-42		
Summer '21	54	75	-21	54	79	-25	65	75	-10		

Year 5 22 of 87 children	Reading			Difference	Writing			Difference	Maths		Difference
	PP%	Non-PP%	%	PP%	Non-PP%	%	PP%	Non-PP%	%		
Spring '20	70	59	+11	50	61	-11	55	59	-4		
Covid Baseline	15	19	-4	15	19	-4	15	31	-16		
Autumn '20	85	75	+10	62	57	+5	38	65	-27		
Spring '21	62	78	-16	55	60	-5	55	74	-19		
Summer '21	77	75	+2	59	75	-16	68	89	-21		

Year 6 21 of 82 children	Reading			Difference	Writing			Difference	Maths		Difference
	PP%	Non-PP%	%	PP%	Non-PP%	%	PP%	Non-PP%	%		
Spring '20	67	79	-12	67	75	-8	52	64	-12		
Covid Baseline	10	23	-13	10	23	-13	10	26	-16		
Autumn '20	70	70	0	40	54	-14	20	64	-44		
Spring '21	76	75	+1	71	64	+7	76	72	+4		
Summer '21	81	80	+1	71	89	-18	86	77	+9		

-Yr 6 Reading, Writing and Maths the PP children out performed non-PP children.
 -Yr 1 Maths, there continues to be a reduction in the gap between PP and non- PP children.

- Yr 2 Reading, the gap has reduced between PP and non- PP children.
- Yr 4 Maths the gap has reduced between PP and non- PP children.
- Yr 5 Reading the PP children are outperforming the non-PP children.

KS1 and KS2 Progress Tracker 2020-2021

		Reading		Difference	Writing		Difference	Maths		Difference
		PP%	Non-PP%	%	PP%	Non-PP%	%	PP%	Non-PP%	
Year 1 14/90 children	Autumn	Progress for year 1 cannot be measured until spring due to a different curriculum and assessment system.								
	Spring (1+ bands)	85	89	-4	85	89	-4	92	89	+3
	Summer (2+ bands)	100	96	+4	100	97	+3	100	100	0
		Reading		Difference	Writing		Difference	Maths		Difference
		PP%	Non-PP%	%	PP%	Non-PP%	%	PP%	Non-PP%	
Year 2 14/89 children	Spring 2020	100	94	+6	100	97	+3	89	94	-5
	Autumn (1+ band)	86	80	+6	86	83	+3	71	72	+1
	Spring (2+ bands)	64	80	-16	64	67	-3	57	86	-29
	Summer (3+ bands)	85	94	-9	92	82	+10	85	94	-9
		Reading		Difference	Writing		Difference	Maths		Difference
		PP%	Non-PP%	%	PP%	Non-PP%	%	PP%	Non-PP%	
Year 3 22/85 children	Spring 2020	93	99	-6	87	90	-3	100	93	+7
	Autumn (1+ band)	45	60	-15	45	54	-9	77	84	-7
	Spring (2+ bands)	78	86	-8	46	58	-12	87	85	+2
	Summer (3+ bands)	81	88	-7	68	69	-1	91	93	-2
		Reading		Difference	Writing		Difference	Maths		Difference
		PP%	Non-PP%	%	PP%	Non-PP%	%	PP%	Non-PP%	
Year 4 26/90 children	Spring 2020	100	91	+9	69	89	-20	79	92	-13
	Autumn (1+ band)	74	88	-14	83	60	+23	61	64	-3
	Spring (2+ bands)	76	79	-3	61	55	+6	39	58	-19
	Summer (3+ bands)	84	93	-9	72	74	-2	80	66	+14

		Reading		Difference	Writing		Difference	Maths		Difference
		PP%	Non-PP%	%	PP%	Non-PP%	%	PP%	Non-PP%	
Year 5 21/87 children	Spring 2020	95	94	+1	100	94	+6	95	94	+1
	Autumn (1+ band)	77	81	-4	69	69	0	46	56	-10
	Spring (2+ bands)	79	87	-8	58	66	-8	73	63	+10
	Summer (3+ bands)	90	83	+7	95	90	+5	84	88	-4
		Reading		Difference	Writing		Difference	Maths		Difference
		PP%	Non-PP%	%	PP%	Non-PP%	%	PP%	Non-PP%	
Year 6 21/82 children	Spring 2020	100	99	+1	96	96	0	93	95	-2
	Autumn (1+ band)	90	69	+21	70	80	-10	90	72	+18
	Spring (2+ bands)	86	71	+15	81	56	+25	86	67	+19
	Summer (3+ bands)	95	92	+3	91	80	+11	90	87	+3

Yr 1 Reading & Writing – The yr 1 PP pupils are making better progress than non- PP.

Yr 2 Writing- There has been significant progress made, + 10%.

Yr 4 Maths- There has been significant progress,+14% .

Yr 5 Reading and Writing - significant positive increase +7% +5%.

Yr 6 Reading, Writing and Maths data shows pp pupils outperform non- pp children.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Ember's The Dragon	Partners of Ember's The Dragon are NIHR & Manchester Metropolitan University
Play phonics with Sammy Sounds	Play Phonics
One Decision (PSHE/RSE)	One Decision

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA