

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Henry Chichele Primary School
Pupils in school	390
Proportion of disadvantaged pupils	5.9% *Jan census
Pupil premium allocation this academic year	£55,664
Academic year or years covered by statement	2020-22
Publish date	01 September 2021
Review date	01 January 2021
Statement authorised by	Scott Dainty
Pupil premium lead	Samantha O'Brien Jones
Governor lead	Carol Bliss

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Statutory assessments cancelled due to school closures (COVID-19)
Writing	
Maths	

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Statutory assessments cancelled due to school closures (COVID-19) School data indicates: Reading 70% Maths 60%
Achieving high standard at KS2	Statutory assessments cancelled due to school closures (COVID-19)

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Embed and resource Talk for Writing across the curriculum. CPD sessions for Talk for Writing (internal and external)

Priority 2	Embed and resource Maths teaching across the school. CPD sessions – Catherine Milner
Priority 3	Embed and resource Kinetic letters across the school. Jess Steele – CPD and resources
Barriers to learning these priorities address	Consistency in the teaching of English and Maths across the school. Developing the literacy and oral language of pupils.
Projected spending	£

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 22
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 22
Progress in Mathematics	Achieve average KS2 Mathematics progress score for our Family of Schools: (X.X)	July 22
Phonics	Achieve national average expected standard in PSC	July 22
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	July 22

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Targeted academic support for current academic year

Measure	Activity
Priority 1	Laptops to be offered to most disadvantaged pupils to provide targeted intervention through the National Tutoring Programme.
Priority 2	Two additional members of staff in inclusion team to support well-being and pastoral provision offered to individual pupils and families. Well-being tracking system to be embedded across the school. Parent workshops offered by inclusion team to support disadvantaged families. (Solihull)
Barriers to learning these priorities address	Reduce the gap between pupils eligible for the pupil premium grant and non-pupil premium pupils. Improved emotional well-being, greater levels and self-esteem and confidence.
Projected spending	£25,000

Wider strategies for current academic year

Measure	Activity
Priority 1	All disadvantaged families to be allocated a £100 voucher to be used towards extra curricular activities, clubs, trips, uniform.
Priority 2	Additional staff within inclusion team to support families with attendance and acute need
Priority 3	Additional staff within inclusion team to monitor behaviour and report to SLT/ DSL team. Embed use of Arbor to record behaviour incidents across the school, in line with behaviour policy.
Barriers to learning these priorities address	Increased opportunities to widen life experiences for the most disadvantaged pupils. Improving attendance and readiness to learn for the most disadvantaged pupils Improve attainment by reducing challenging behaviour
Projected spending	£27,000

Monitoring and Implementation

Area	Challenge	Mitigating action
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Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by school staff
Targeted support	Engaging the families facing most challenges	Offer parent workshops. Work closely with the Early Help Team. Inclusion team/DSL team to establish relationships with families and monitor provision.
Wider strategies	Supporting disadvantaged children to access a wider curriculum	Full time and part time (1.6) members of inclusion team employed to support well-being and pastoral provision offered to individual pupils and families.

Review: last year's aims and outcomes

Aim	Outcome
Ensure all pupil have access to quality first teaching which is delivered through a broad and balance curriculum.	<p>Dedicated CPD provision in place for all staff.</p> <p>New assessment system introduced: NFER assessments, assessment spreadsheet and Pupil Progress Presentations embedded – teaching staff using assessment information to inform planning.</p> <p>Monitoring process planned and implemented – lesson observations completed in Term 5. SLT to plan, review and implement monitoring process in 2021/22.</p> <p>Due to restrictions (COVID -19) staff did not have opportunities to team teach and observe subject leaders in their area of expertise.</p> <p>Talk for Writing has been introduced across the school. All staff have received 1 CPD session, a second session is planned for January 2022.</p> <p>All teaching staff have received Maths CPD sessions with Catherine Milner.</p>
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.	<p>Introduction of NFER assessments and the NFER analysis tool has enabled staff to identify gaps in learning and plan focused interventions for Reading, GPS and Maths.</p> <p><i>Additional members of staff deployed to support teaching of English and Maths across upper KS2 from September 2021</i></p>
Develop the literacy and oral language of pupils in receipt of the Pupil Premium Grant to support improved rates of progress.	<p>Talk for Writing has been introduced across the school. All staff have received 1 CPD session, a second session is planned for January 2022.</p> <p>Reading for pleasure sessions introduced across the school.</p> <p>Story time magazine purchased for all KS1 Pupils in receipt of the PP grant for 3 months.</p>
Accelerate progress of upper KS2, PP pupils in English and Maths.	<p>Due to staffing restructure additional member of staff was not available to deliver booster sessions in Upper KS2. Maths booster groups to be lead by additional teacher from September 2021.</p>

	<p>SLT have completed a review of school values and aims and a result Blooms Taxonomy has been superseded.</p> <p>Review of teaching of Maths across the school ensures that mastery of skills is embedded to support accelerated progress.</p> <p>Teachers plan greater depth activities for all groups of pupils.</p> <p>CPD session delivered to all teaching staff on Rosenshine principles of teaching.</p>
Average attendance of pupils eligible for the Pupil Premium grant to be in line with the rest of the school.	<p>Attendance officer monitors attendance and completes actions quickly. Attendance reports shared as part of DSL review every 4 weeks.</p> <p>Attendance for cohorts displayed in school hall and certificates issued. Attendance celebrated as part of celebration assemblies.</p>
Improved emotional well-being, greater levels of self-esteem and confidence.	<p>Two additional members of staff employed within inclusion team to support well-being and pastoral provision offered to families.</p> <p>Well-being tracking system implemented across the school and data analysed to tailor support.</p> <p>All staff have received emotion coaching training and strategies have been implemented across the school.</p> <p>Service level agreement is in place with JoGo behaviour support.</p>
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 negotiated one free space allocation at clubs for pupils eligible for the pupil Premium Grant.</p> <p>Due to restrictions in place (COVID-19) there have been no school trips or residential trips.</p> <p>All disadvantaged families have been allocated a £100 voucher to be used towards extra curricular activities, clubs, trips, uniform. Amount used???</p>
Improve attainment by reducing challenging behaviour.	<p>Behaviour policy has been reviewed and implemented by all staff.</p> <p>Monitoring of behaviour and recording of incidents has been review and is now recorded on Arbor.</p> <p>Additional member of the inclusion team monitors behaviour incidents and actions quickly.</p> <p>Behaviour reports shared as part of DSL review every 4 weeks.</p> <p>3 Pastoral Support Plans have been put in place in liaison with families and external agencies where appropriate.</p> <p>Service Level Agreement is in place with JoGO behaviour support.</p> <p>2 members of staff attended Team Team Training – JoGo Behaviour Support.</p>