

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	New Chapter Primary School
Number of pupils in school	285
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	John Billing, Headteacher
Pupil premium lead	John Billing, Headteacher
Governor / Trustee lead	Ian Dobson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,418
Recovery premium funding allocation this academic year	£19,936
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£202,354

Part A: Pupil premium strategy plan

Statement of intent

At New Chapter Primary School we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. A significant proportion of children receiving interventions or projects funded by the pupil premium will be made up of learners identified as disadvantaged. At New Chapter we are committed to ensuring that all children reach their full potential.

High quality teaching based around our creative curriculum topics with high quality texts and first-hand experiences at the core is at the heart of our approach. Quality first teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children within our school.

Our strategy will also include the use of wider school plans for education recovery, including targeted support using internal interventions, the national tutoring programme and school-led tuition for children whose education has been the worst affected, including non-disadvantaged children. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure that teaching and learning opportunities meet the needs of all children;
- ensure that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills
2	Difficulties with phonics and early literacy skills
3	Low attainment on entry to Early Years Foundation Stage, in all areas
4	Attendance and punctuality issues
5	Chaotic family lives and external agency involvement
6	Mobility of children, including the variations in attainment of leavers and new admissions

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Phonics screening outcomes at the end of Year 1 are at least in line with the national average	PP children achieve in line with national expectations
Phonics screening outcomes at the end of Year 2 are at least in line with the national average	PP children achieve in line with national expectations
Whilst maintaining standards for all students, ensure there is no statistically significant gap for disadvantaged Reading progress	PP children achieve between -1 and 0. expectations
Whilst maintaining standards for all students, ensure there is no statistically significant gap for disadvantaged Writing progress	PP children achieve between -1 and 0.
Whilst maintaining standards for all students, ensure there is no statistically significant gap for disadvantaged Maths progress	PP children achieve between -1 and 0.

Attendance is in line with national expectations	PP attendance is greater than 95%
Disadvantaged pupils participate in extra-curricular activities.	At least 46% of club participation is from PP cohort

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: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>EEF- Standardised Tests Research</p>	2,3,6
<p>Additional training for staff in the Read Write Inc Phonics package to secure stronger phonics teaching for all pupils.</p> <p>Additional resources to support the delivery of the RWI phonics programme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>EEF- Phonics Research</p>	1,2,6
<p>Power Maths resources support the mastery learning of maths throughout the school. Learning is broken down into units with clearly specified objectives which are pursued until they are achieved. Quality resources are purchased including online activities and videos, text books and exercise books. These resources support quality first teaching throughout the school.</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>EEF- Mastery Learning Research</p>	3,6

We will fund middle leader release time to develop the quality of maths teaching across the school.		
An additional member of teaching staff is employed to teach groups of children in years 1,2 and 3, who's learning has been most affected by the national lockdowns, in English lessons. This gives tailored support to these children and reduces the class sizes so all children can receive more support in class.	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. EEF- Reducing Class Size Research	1,2,3,6

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

Budgeted cost: £ 92,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. EEF- Small Group Tuition Research	1,2,3
All Key stage one classes have access to a full time learning support assistant. All year groups in key stage two have access to a full time learning support assistant. The learning support assistants support groups of children during core subjects and offer tailored interventions to meet the needs of individuals and groups during early work, assembly and core and afternoon sessions.	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.	1,2,3
Teaching assistants run after school targeted interventions to support children to catch up on core subject skills and knowledge.	EEF- Learning Support Interventions Research	

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

Budgeted cost: £ 58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All children have access to and support from a pastoral lead and two pastoral assistants. This emotional and social support may be in the form of weekly sessions or in a more informal way e.g. having a chance to talk to a member of the team when it is felt necessary. The pastoral team also offer extensive support to the families of children throughout the school as well as working alongside external agencies to challenge and support where required. The work carried out by this team has a significant impact on attendance and the engagement of families in school life.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: EEF- Behaviour Interventions Research</p>	<p>4,5,6</p>
<p>Additional, external providers will provide intervention for disadvantaged children where a need has been identified. This supports children socially and emotionally. (e.g. Ride High)</p>	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. EEF- Social and Emotional Learning Research</p>	<p>4,5</p>

Total budgeted cost: £205,500

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.

Our internal assessments during 2020/21 suggested that the performance of all children, particularly those disadvantaged pupils was significantly lower than in the previous years in key areas of the curriculum. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged children and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. This is why a high proportion of the pupil premium spend this year will be on small group targeted support to help children overcome gaps in their learning.

Our assessments and observations indicated that pupil attendance, behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
Jigsaw- PSHE curriculum	Jan Lever Group
Times Tables Rockstars	TT Rockstars
MyMaths	Oxford University Press