

## PUPIL PREMIUM REPORT FOR PARENTS/CARERS 2020-2021

### What is Pupil Premium?

Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.

The purpose of the pupil premium is to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers.

### Who is eligible?

The amount of funding we receive is calculated on the number of children we have in school who have claimed free school meals in the last six years (known as Ever 6 FSM measure), the number of looked after children and the number of service children. This money is not allocated directly to each pupil and is not ring-fenced, except in the case of children who are under the supervision of the local authority.

The Government has decided that eligibility will be extended to pupils who have been eligible for Free School Meals at any point in the last 6 years.

As a result, for the financial year 2020-21 Chase Terrace Primary School will receive in total £115,670. For 2019-20 the school has received £99,000.

### Barriers to educational achievement at Chase Terrace Primary School:

The school is free to spend the money as they see fit in order to improve provision and outcomes for pupils. We regularly review the impact of our spending and adapt our strategies as appropriate. This year, based on the success of these strategies in the past, the funding is being used to address the barriers as outlined below:

<b>Barrier</b>	<b>Strategies used to address the barrier</b>	<b>Cost</b>	<b>Measuring impact</b>
Attendance – some of our disadvantaged pupils miss essential learning due to poor attendance. Addressing attendance is a key step to improving attainment.	<ul style="list-style-type: none"><li>• Breakfast club.</li><li>• Regular monitoring and parent support.</li><li>• Reward scheme.</li><li>• EWW support.</li></ul>	£500	Weekly monitoring of improvements to attendance. Follow up actions to be taken where attendance is below 92%. Attendance below 95% to be monitored.

<p>Smaller proportions of disadvantaged pupils achieve age related expectations and above compared to other pupils in specific subjects and year groups.</p> <p>Communication and language and reading skills in EYFS are lower for pupils eligible for pupil premium than for other pupils.</p>	<ul style="list-style-type: none"> <li>• Intervention in KS2 in the form of booster classes.</li> <li>• 1:1 tutoring for Y6 pupils.</li> <li>• Better Reading Partners (a 1-2-1 reading programme.)</li> <li>• Extra phonics booster sessions, small intervention groups and 1-2-1 support for some children to focus on areas in which they are making less than expected progress.</li> <li>• Learning support to provide emotional support and improve behaviour for learning.</li> <li>• Educational visits and residential trips.</li> <li>• Extra support for our Phonics Programme which results in smaller class sizes for literacy classes every day.</li> <li>• Teaching assistant support.</li> <li>• Extra 1-2-1 reading provision, and booster sessions for small groups.</li> </ul>	<p>£94,550</p>	<p>Termly evaluation of data,including intervention groups.</p> <p>Termly evaluation of impact of learning mentor support.</p> <p>Phonics assessments to inform groupings.</p> <p>Termly evaluation of data,including intervention groups.</p>
<p>Mental health, low self-esteem and well-being.</p>	<ul style="list-style-type: none"> <li>• 1:1 emotional support for children with specific needs.</li> <li>• Behaviour support/nurture for pupils with behavioural needs.</li> <li>• Access to a range of enrichment opportunities, for example, trip subsidies including a residential trip in Y6.</li> <li>• Uniform</li> </ul>	<p>£20,620</p>	<p>Half termly evaluation of behaviour. This will be more regular if necessary.</p> <p>Termly monitoring of impact of learning mentor support.</p>

## 2019-2020

### During 2019-2020, the funding was spent on:

- Intervention in KS2 in the form of booster classes
- 1:1 tutoring for Y6 pupils
- Better Reading Partners (a 1-2-1 reading programme)
- Teaching assistant support in the classroom
- Extra phonics booster sessions, small intervention groups and 1-2-1 support for some children to focus on areas in which they are making less than expected progress.
- 1:1 emotional support for children with specific needs
- Educational visits and residential trips
- Extra -curricular clubs
- Breakfast club
- Attendance rewards and support from the Education Welfare Worker
- Purchase of uniform

### Impact:

As a school, to measure impact, we track the progress of all the children carefully and carry out on-going evaluations of the impact of the teaching, interventions and provision in place. The data will be reviewed once published data is available.

The results of our disadvantaged pupils during the statutory assessments are outlined below:

	2017	2018	2019	2020
<b>Reading, writing and maths at expected +</b>	50%	56%	27%	No data Covid-19
<b>Reading at Expected +</b>	58%	67%	64%	
<b>Reading at Greater Depth</b>	8%	17%	9%	
<b>Writing at Expected +</b>	67%	89%	64%	
<b>Writing at Greater Depth</b>	8 %	22%	9%	
<b>Maths at Expected +</b>	67%	83%	55%	
<b>Maths at Greater Depth</b>	8%	11%	9%	
<b>SPAG at expected+</b>	75%	78%	55%	
<b>SPAG at Greater Depth</b>	8%	33%	18%	

**Key stage 1 to Key stage 2 progress:**

In 2018-2019, our disadvantaged pupils made more progress than their peers (peer data presented in brackets).

Overall progress score for each of the following subjects (based on internal data):

	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>Reading</b>	-0.57	-2.7	-0.93 (-1.54)	No data
<b>Writing</b>	-0.36	-0.7	-0.36 (-0.61)	Covid-19
<b>Mathematics</b>	+0.47	-1.6	-0.06 (-0.23)	

Our pupil premium strategy will be reviewed during September 2021.