

# Pupil Premium Strategy Statement

## School overview

Metric	Data
School name	Chapel St Leonards Primary School
Pupils in school	139
Proportion of disadvantaged pupils	63%
Pupil premium allocation this academic year	£123,050
Academic year or years covered by statement	2019/20 – 2020/21
Publish date	October 2020
Review date	July 2021
Statement authorised by	Mr G Almond
Pupil premium lead	Mr G Almond
Governor lead	Prof. A Chambers

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A – COVID (2019 = +1.7)
Writing	N/A – COVID (2019 = +2.1)
Maths	N/A – COVID (2019 = +1.9)

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	N/A – COVID (2019 = 54%)
Achieving high standard at KS2	N/A – COVID (2019 = 0%)

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	Progress score +1	Sept 2021
Progress in Writing	Progress score +1	Sept 2021
Progress in Mathematics	Progress score +1	Sept 2021
Phonics	90% of children pass the PSC	Sept 2021
Other	Improve attendance of disadvantaged pupils to 97%	Sept 2021

### Teaching priorities for current academic year

Measure	Activity
Priority 1	Early Career Support: Ensure that teachers in the early stages of their career are provided with the necessary CPD coaching and mentoring so that their practice is consistently good.
Priority 2	Subject Knowledge and Skills: Use a range of professionals both internally and externally to give teachers up to date subject knowledge to ensure they are well equipped to teach a broad, balanced curriculum to a good standard.
Priority 3	Professional Development: Phonics training is provided for all staff teaching early reading including new staff to EYFS/KS1, give release time for subject leaders to plan CPD sessions that have impact on the quality of teaching and the curriculum. Continue to engage in the Maths Mastery hub and the associated professional development opportunities.
Barriers to learning these priorities address	To retain teachers by developing their confidence and practice and providing exceptional levels of support. Give teachers a range of knowledge, skills and strategies to ensure that an engaging and progressive curriculum is provided for all children.
Projected spending	<b>£4,500</b>

### Targeted academic support for current academic year

Measure	Activity
Priority 1	1-1 support: Use 1-1 support for disadvantaged children who are identified early as 'falling behind' or at risk of not making the expected progress in reading and communication (Phonics, WellComm, Neli, same day interventions).
Priority 2	Intervention programmes: Invest in structured, evidence based intervention programmes that enable historic underachievement in reading to be eradicated and give children the chance to close the gap between themselves and peers.
Priority 3	Small groups: Establish within each cohort reactive, small group support to ensure that children are accessing an age related curriculum and to increase children's confidence and ability to access the whole curriculum.
Barriers to learning these priorities address	Children across the school are fluent readers and can therefore access the whole curriculum. Intervention and support reacts immediately to the needs of the children in each cohort
Projected spending	<b>£91,060</b>

### Wider strategies for current academic year

Measure	Activity
Priority 1	Readiness to learn: Provide breakfast club for children to ensure a settled start to the day and nutritional breakfast. Lunchtime club provided to ensure that children's social and emotional needs are met.
Priority 2	Enrichment: Give all children access to a wide range of trips, visits, visitors that they would otherwise not be able to access.
Priority 3	Attendance: continue to improve attendance by working in co-

	operation with families using leaders time and use support of wider trust.
Barriers to learning these priorities address	Improving educational experience, attendance and punctuality and readiness to learn for all disadvantaged children.
Projected spending	<b>£18,600</b>

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Recruitment and retention of staff in a coastal location.	Support for staff is provided at all levels. Staff are provided with high quality CPD and access opportunities from the wider trust.
Targeted support	Ensuring that all elements of targeted support are used effectively and consistently.	Use lesson visits for SEND monitoring to assess the impact of interventions and pupil interviews to ensure access to full curriculum. Protect the time for staff who deliver the interventions.
Wider strategies	Engaging with the hardest to reach families.	Working in closely with families to provide support and use a range of strategies from other schools in the locality and trust.

### Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading	<i>The target was to secure a progress score +1 at the end of KS2. No statutory assessments took place in the 2019-2020 academic year so there are no published progress scores. Internal data showed that the gap between disadvantaged children and their peers was narrowing.</i>
Progress in Writing	<i>The target was to secure a progress score +1 at the end of KS2. No statutory assessments took place in the 2019-2020 academic year so there are no published progress scores. Internal data showed that the gap between disadvantaged children and their peers was narrowing.</i>
Progress in Mathematics	<i>The target was to secure a progress score +1 at the end of KS2. No statutory assessments took place in the 2019-2020 academic year so there are no published progress scores. Internal data showed that the gap between disadvantaged children and their peers was narrowing.</i>
Phonics	<i>The target was for 90% of children pass the PSC. Screening of the Year 2 children on their return showed that the gap between disadvantaged children and their peers was narrowing.</i>
Other	<i>The target was to improve the attendance of disadvantaged pupils to 97%. Attendance data was not published for the school year 2019-2020 but data until March 2019 showed the attendance of disadvantaged children was 0.58% higher than their peers.</i>