



Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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	Chapel End Primary School
Number of pupils in school	170 (200 including Nursery)
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	11 th December 2023
Date on which it will be reviewed	8 th March 2024
Statement authorised by	C. Hewitt (Headteacher)
Pupil premium lead	C. Hewitt (Headteacher)
Governor / Trustee lead	Mr S. Gaskell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,006
Recovery premium funding allocation this academic year	£3,045
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	£0



Part A: Pupil premium strategy plan

Statement of intent

At Billinge Chapel End Primary School we aim to offer fully inclusive provision. Disadvantaged children receive appropriate support to help them overcome barriers to learning. This document sits in line with the school inclusion policy and equality statement.

Challenges

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

Challenge number	Detail of challenge
1	Low standards in attainment in communication and language and writing for all pupils in the Early years
2	OFSTED February 2022 identified that disadvantaged children in the Early Years and Key stage 1 are more likely to be below age related expectations than non-pupil premium children.
3	Data shown in Summer 2022 assessments indicates that disadvantaged children in Year's 2-4 are not achieving the same standards as non-disadvantaged children in reading, writing and Maths.
4	Attendance and readiness to learn of pupil premium children is lower than non-pupil premium children Pupil Premium = 93.71% 2022-2023 Non Pupil Premium = 96.10% 2022-2023
5	Social and emotional health and wellbeing of children and the resulting impact on overall behaviour.



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
<p>1) Improved oral and language skills and vocabulary among disadvantaged pupils</p>	<p>End of year EYFS data compared to the National baseline will show improved levels of communication and language.</p> <p>Children are using vocabulary that is age appropriate both inside and outside of the classroom</p> <p>Learning journeys show clear improvements on a termly basis</p>
<p>2) Disadvantaged children in EYFS and Key Stage 1 have reduced the attainment gap in reading compared to non-disadvantaged children</p>	<p>End of year data shows that the attainment gap between disadvantaged and non-disadvantaged children has reduced.</p>
<p>3) Improved reading, writing and maths attainment for disadvantaged in Year's 2-4</p>	<p>Reading, writing and maths outcomes show a that the gap in attainment between disadvantaged and non-disadvantaged children has reduced.</p> <p>Subject Leader monitoring shows improved standards in reading writing and maths for disadvantaged children.</p>
<p>4) To achieve and sustain improved attendance of disadvantaged pupils to bring their data in line with non-disadvantaged pupils</p>	<p>To achieve a high attendance rate and to have narrowed the gap between disadvantaged and non-disadvantaged pupils. This will be measured by half termly attendance data analysis.</p>
<p>5) To further improve the pastoral offer in school by training staff in Emotional Literacy strategies and along with other strategies to support children in regulating their emotions.</p>	<p>Appropriate training is completed</p> <p>To have dedicated pastoral safe spaces to support self-regulation of pupils.</p> <p>To have a specialist in Emotional Literacy on-site to support staff.</p>



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: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train staff in the use of Tales Toolkit	Tales Toolkit (2023 pilot) EEF (educationendowmentfoundation.org.uk) Award-Winning Tales Toolkit tells a Story of Progress for Early Years Children Product Focus Teach Early Years	1
EYFS Hub training for staff and moderation support	Local Authority recommended training and support	1
Annual purchase of reading assessments (PIRA)	Rising Stars Assessment Bank - case studies and reviews (risingstars-uk.com)	2+3
Purchase of NFER maths assessments	NFER Tests - NFER	2+3
Staff time for NFER analysis and pupil progress meetings	Analysis of the tests will give accurate identification of need which can be addressed through interventions	2+3
Purchase of DFE approved synthetics phonics Essential letters and sounds resources	SSP Programme ELS - Essential Letters & Sounds (essentiallettersandsounds.org)	2
Essential Letters and Sounds new staff training	Knowledge Schools Trust - Home	2+3
Essential Letters and Sounds subscription	SSP Programme ELS - Essential Letters & Sounds (essentiallettersandsounds.org)	2+3
Staff training in Maths through the North West Learning Partnership	Home :: North West Learning Partnership	3



Purchase of WhiteRose Maths subscription	White Rose Maths Free Maths Teaching Resources CPD Training	3
Year 2+4 staff training in writing and moderation of writing through the North West Learning Partnership	Home :: North West Learning Partnership	3
Provide a member of Staff with NPQTL training focused on developing Early Reading	NPQLT National Professional Qualification for Leading Teaching Best Practice Network	2+3
Provide a member of staff with NPQSL training with a focus on emotional literacy and behaviour management.	NPQSL National Professional Qualification for Senior Leadership Best Practice Network	4+5
Staff training on Emotional Literacy	Emotional Intelligence Course (theknowledgeacademy.com)	5
Learning assistant quality intervention and APDR training	ST Helens Local Authority have recent historical evidence that their specialist input has supported schools in developing the quality of teaching and learning.	2+3
Subscription to teach your monster to read enhanced, to support the development of children's reading in school and at home.	Teach Your Monster: Free Phonics, Reading and Mathematics Games	2
Subscription to timestables rockstars to support the development of rapid recall of	Times Tables Rock Stars (trockstars.com)	2+3
Purchase of the PSHE +RSE SACRF programme	The Impact of our Work (coramlifeeducation.org.uk)	5
Staff training in pastoral strategies including Worth it training Emotional Literacy training	Positive Mental Health & Wellbeing Support for Schools & Settings (worthit.org.uk)	5



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

Budgeted cost: £ 11,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Dedicated Teacher Time and Learning support assistants for Tales Toolkit</i>	Tales Toolkit (2023 pilot) EEF (educationendowmentfoundation.org.uk)	1
Dedicated Learning support to provide targeted personalised academic support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2+3
<i>Dedicated Learning support assistants for additional phonics sessions targeting disadvantaged pupils</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2+3



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

Budgeted cost: £ 14,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a clerical officer with a role to monitor attendance	Evidence from historical attendance data supported by Local Authority and OFSTED inspections praising the actions of our Attendance officer on site.	4
Engagement with LAC attendance officer	LAC attendance support have record to prove that their interventions and support have a positive impact on attendance in schools in which that they work.	4
School funded places in breakfast and afterschool club for disadvantaged children	More than just a meal: breakfast club attendance and children's social relationships — Northumbria University Research Portal	4+5
Pupil premium children are offered teacher led extra curricular activities in priority over non-PP children	Children's University EEF (educationendowmentfoundation.org.uk)	4+5
Development of safe spaces to support children with emotional wellbeing needs	We All Need A Safe Space Billesley Research School	5
Staff training relating to Emotional Literacy and behaviour support.	Training in supporting children in conflict and resolution will support mental health.	5
<i>Dedicated Learning support assistants to provided emotional support to identified children</i>	https://afaeducation.org	5

Total budgeted cost: £ 31,900



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 2022 to 2023 academic year.

Target 1) Improved oral and language skills and vocabulary among 14,600 disadvantaged pupils

- Children achieving a good level of development which includes communication and language at its core was above 14% above both Local authority and North West percentages.
- Communication and Language as a strand was 86% compared to Local Authority 77% and Regional 77%

Target 2) Improved reading, writing and maths attainment for disadvantaged pupils at the end of key stage 1

- End of Key Stage Attainment data
Reading 82% compared to national average below 60%
Writing 73% compared to national average of 60%
Maths 82 Compared to National Average of 71%

Target 3) Improved attainment for disadvantaged pupils at the end of Year 5.

Reading improved to 85% at ARE
Writing improved to 83% at ARE
Maths improved to 100% ARE

Target 4) To achieve and sustain improved attendance of disadvantaged pupils to bring their data in line with non-disadvantaged pupils

The gap between pupil premium and non-pupil premium in 2022- 2023 is minimal at 2%

The gap between pupil premium and non-pupil premium has closed and pupil premium attendance is now better than non-disadvantaged attendance

Target 5) To further improve the pastoral offer in school to develop social and emotional wellbeing of all pupils in particular disadvantaged pupils.

Pastoral team is now in place led by a qualified senior mental health leader.

Safe spaces in school have been developed (The Nest)