



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	178 (191 including Nursery)
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	1 st December 2022
Date on which it will be reviewed	8 th March 2023
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	£40,470
Recovery premium funding allocation this academic year	£2,199
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

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

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 (exacerbated by COVID19)
2	2021-2022 Year 1 data shows that attainment in reading, writing and Maths within the current Year 2 class needs gaps closing between pupil premium and non-pupil premium children.
3	Key Stage 2 attainment in current Year 5 reading, writing and Maths has dipped compared to end of Key Stage 1 results.
4	Attendance and readiness to learn of pupil premium children is lower than non-pupil premium children Pupil Premium = 94.49% Autumn 2022-2023 Non Pupil Premium = 96.27% Autumn 2022-2023 Pupil Premium = 91.72% 2021-2022 Non Pupil Premium = 95.92% 2021-2022
5	Social and emotional health and wellbeing of children.



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
1) Improved oral and language skills and vocabulary among disadvantaged pupils	<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>
2) Improved reading, writing and maths attainment for disadvantaged pupils at the end of key stage 1	<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>
3) Improved attainment for disadvantaged pupils at the end of Year 5.	<p>Outcomes show a that the gap in attainment between disadvantaged and non-disadvantaged children has reduced.</p>
4) To achieve and sustain improved attendance of disadvantaged pupils to bring their data in line with non-disadvantaged pupils	<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>
5) To further improve the pastoral offer in school to develop social and emotional wellbeing of all pupils in particular disadvantaged pupils.	<p>To have a trained pastoral team in place.</p> <p>To have dedicated pastoral safe spaces to support self-regulation of pupils.</p> <p>To have a senior mental health lead in training.</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: £12,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train staff in the use of Talk Boost	Early Talk Boost (speechandlanguage.org.uk) Communication and language approaches EEF (educationendowmentfoundation.org.uk)	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 synthetic 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
Essential Letters and Sounds subscription	SSP Programme ELS - Essential Letters & Sounds (essentiallettersandsounds.org)	2
Staff training in Maths Mastering of number	Mastering Number NCETM	2
Purchase of WhiteRose Maths subscription	White Rose Maths Free Maths Teaching Resources CPD Training	2+3



Maths specialist consultant supporting staff development	NCETM consultant training 2 members of staff in Mastery Readiness programme	2+3
Local Authority EYFS to Year 1 transition support consultation	ST Helens Local Authority have provided support to monitor school's development of transition into Year 1.	2
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
Subscription to reading eggs and fast phonics to support the development of children's reading in school and at home.	Learning to Read for Kids Learn to Read with Phonics Free Trial – Reading Eggs	2



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

Budgeted cost: £ 15,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Dedicated Teacher Time and Learning support assistant for Talk Boost</i>	Early Talk Boost (speechandlanguage.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	5



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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of onsite attendance officer	Evidence from historical attendance data supported by Local Authority 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
Service Level Agreement for Educational Welfare officer to ensure increased engagement with disadvantaged families	Evidence from historical attendance data supported by Local Authority inspections praising the actions of our Attendance officer in the Local Authority	4+5
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
Midday supervisor staff training in 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: £ 42,600



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 2021 to 2022 academic year.

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

- Children achieving a good level of development which includes communication and language at its core increased from 30% to 70%

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

- End of Key Stage Attainment data improved
Reading 69% 2021 to 87% 2022
Writing 51% 2021 to 82% 2022
Maths 60% 2021 to 77% 2022

Target 3) Improved writing attainment for disadvantaged pupils at the end of Key Stage 2.

- End of Key Stage 2 attainment data improved
Reading remained at 90%
Writing 76% 2021 to 83% 2022
Maths 83% 2021 to 87% 2022

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 2021- 2022 is minimal at 2%

The gap between pupil premium and non-pupil premium in Autumn 2022 - 2023 is minimal at 4%

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

- Staff trained in Worth it strategies and the downstairs nest is now in place.



Outcomes for pupils 2021-2022

Key Stage 2 - Attainment by Pupil Characteristics

The table below provides a basic summary on the numbers of children who completed Key Stage 2 at the end of the 2021/2022 academic year achieving the expected standard or above (EXS+)

Pupil Group	Number of Children	Reading Test			Writing TA			Mathematics Test			RWM		
		School	St Helens	England	School	St Helens	England	School	St Helens	England	School	St Helens	England
All Pupils	30	90%	74%	74%	83%	71%	69%	87%	67%	71%	80%	57%	59%
Gender													
Boys	11	91%	69%	69%	73%	64%	63%	91%	67%	72%	73%	53%	54%
Girls	19	89%	79%	80%	79%	78%	76%	84%	67%	71%	84%	61%	63%
FSM Ever 6													
FSM Ever 6 ¹	8	75%	59%	62%	63%	55%	55%	75%	51%	56%	63%	39%	43%
Other Pupils	22	95%	82%	80%	91%	80%	75%	91%	76%	78%	86%	67%	65%
KS1 Prior Attainment													
Lower Attaining	4	50%	29%	TBC	25%	20%	TBC	25%	19%	TBC	25%	8%	TBC
Middle Attaining	16	94%	83%	TBC	88%	81%	TBC	94%	74%	TBC	81%	61%	TBC
Higher Attaining	10	100%	98%	TBC	100%	98%	TBC	100%	96%	TBC	100%	92%	TBC
Special Educational Needs (SEN)													
No recorded SEN	24	96%	85%	84%	92%	84%	80%	96%	78%	81%	88%	69%	69%
SEN Support	6	67%	48%	44%	50%	39%	30%	50%	39%	40%	50%	27%	21%
Statement or EHC Plan	0	<>	12%	16%	<>	12%	11%	<>	14%	15%	<>	7%	7%