

# **Cheetham Church of England Community Academy Pupil Premium Grant**

## **Strategy Statement 2020-2021**



Overview Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have received free school meals at any point in the last six years. Looked after children and children whose parents are serving in the armed forces are also entitled to Pupil Premium funding. The Pupil Premium is used to raise the attainment of disadvantaged children and narrow the gap between them and their peers.

### **Objectives**

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils for these pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- As far as its power allows the school will use additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
- We will ensure that the additional funding reaches pupils who need it most and that it makes a significant impact on their education and lives.

### **We use the Pupil Premium in 4 main areas:**

#### **Achievement and Standards**

- To raise the attainment of identified children in order to narrow the gap.
- To ensure better than average progress for identified learners.

## Enrichment

- To provide first hand experiences for children in relation to their learning.

## Pastoral support

To provide therapeutic interventions for identified children and measure their impact upon outcomes.  
Support positive mental health and well being

## Inclusion

To support our more vulnerable families in relation to attendance, punctuality and social care.  
Ensuring all learners are fully included.

## Principles

\*We ensure that teaching and learning opportunities meet the needs of all of the pupils.

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
  - Where possible we use pupil premium funding in ways which benefits all pupils, not just those currently eligible, for example funding additional professional development time for teachers and TAs enhances and develops their practice and leads to rising standards for all.

## Pupil Premium Strategy Statement 2020-21

1.Summary information					
Academic Year	2020-2021	Total PP budget (indicative)	£254,080	Date of most recent PP Review	Nov 2019

Total number of pupils	672	Number of pupils eligible for PP	191 (28%)	Date for next internal review of this strategy.	July 2021
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## **Pupil premium Action Plan plus Catch Up Premium for 2020 /2021**

### **2. Barriers to future attainment (for pupils eligible for the Pupil Premium Grant, including high achievers).**

#### **In-school barriers**

A.	Missed learning opportunities through lockdown and class closure has resulted in many pupils working well below the expectations for their year groups and further Covid related absence may hinder catch up as many pupils may not be supported with online learning from home.
B.	There are a number of children who are underachieving due to issues with attendance and mental health and wellbeing.
C.	Standards in reading at the end of each key stage are below national and local standards

#### **External barriers**

D.	Children enter our school with speech, language and communication development well below that expected of their age.
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### **3. Outcomes**

	<i>Desired outcomes and how they will be measured</i>
1. Barrier A	<p><b>All children are taught well as learning can be accessed in home or in school seamlessly.</b></p> <p>The whole school plan to support children's learning through the use of ICT is implemented. Learning at home is as close as it can be to learning in the classroom. The school has:</p>

	<ul style="list-style-type: none"> <li>• A school policy on remote learning which outlines how children's learning will be supported.</li> <li>• Staff skills are developed in live lessons and video modelling.</li> <li>• Investment in devices support children's learning</li> <li>• Investment in apps to support children's independent learning</li> <li>• CPD to support staff in maximising progress through the use of technology.</li> </ul>
2. Barrier B	<b>Support for families where underachievement is due to attendance and wellbeing issues</b> <ul style="list-style-type: none"> <li>- Home school support including attendance,</li> <li>- Pastoral and therapeutic support for behaviour and wellbeing</li> </ul>
3. Barrier C	<b>To develop a whole school approach to reading linked to a broad and balanced, sequenced curriculum and a structured programme of vocabulary development resulting in improved reading outcomes at the end of KS1 and KS2</b> <b>The gap between disadvantaged pupils and their peers will be narrowed by:</b> <ul style="list-style-type: none"> <li>• Consistent systems for targeting, tracking</li> <li>• Interventions for pupils who are not making good progress</li> <li>• Progress will be measured through standardised reading test and reading ages will be compared.</li> <li>• PP children to receive further intervention earlier in the year in order to diminish the difference in end-of-year data.</li> <li>• Interventions to be much more focused on using advice from EEF toolkits. Where interventions are having little sustained impact, these will be re-evaluated on a regular basis and adapted accordingly.</li> </ul>
5. Barrier D	<b>Children enter our school with speech, language and communication development well below that expected of their age</b> Welcomm (early screening tool) will be used in the EYFS to sort children into red, amber and green bands based on their speech, language and communication levels. Speech and language support is delivered by a therapist and children with high levels of difficulty are prioritised for support. CLLD at, or above, age related expectations by the end of Nursery will increase to 50%+ and by the end of Reception to 80%+ Therapist to support and staff in Speech and language therapy and interventions across the whole school, developing and building capacity within school.

5. Planned expenditure -				£254,080			
Academic Year 2020 / 2021							
i. Quality of teaching for all							
Desired Outcome	Chosen action / approach	What is the evidence and	How will we ensure it is	Staff	Cost	Revie	

		rationale for this choice	implemented well?	Lead		w dates
<p>Outcome 1 – Barrier A</p> <p>Strengthen the curriculum delivery having a flexible approach to teaching and learning that can be accessed in home or in school seamlessly.</p>	<p>To develop a whole school plan to support children's learning with the use of ICT.</p> <ul style="list-style-type: none"> <li>To have developed a school policy on remote learning which outlines how children's learning will be supported.</li> <li>progression in learning is built across year groups</li> <li>A clear structure and sequence</li> <li>It reflects the schools context and intent</li> <li>Invest in devices that will support children's learning</li> <li>Invest in apps to support children's learning</li> </ul> <p>Invest in CPD to support staff within their subjects and how children can progress within their subjects with the use of technology.</p>	<p>Home learning should be as close to the classroom experience as possible.</p> <p>Research reports show that the teacher explanations that build on children's prior learning have greater impact.</p> <p>Children having the opportunity to work with peers has a positive impact</p> <p>Learning loss – strategies to help children recall what they have already been taught is effective in mitigating the impacts of school closure.</p> <p>Ensuring access to technology is key, especially for disadvantaged pupils</p> <p>Assessment is important to the above.</p> <p>Research shows that teacher knowledge and skills have a huge impact on children's learning.</p>	<p>Ensure the school have enough devices to support children's learning in school and at home.</p> <p>-Chrome books for KS2</p> <p>-I pads for KS1 and EYFS</p> <p>Apps provided to enrich and support opportunities for independent study.</p> <p>Apps to support learning and self assessment</p> <p>Google classroom</p> <p>See saw</p> <p>Tapestry</p> <p>Reading Eggs and Maths seed</p> <p>Fast Phonics</p> <p>Purple Mash</p> <p>Lexia</p> <p>CPD:</p> <p>G suite training</p> <p>Bett Exhibition</p> <p>Quality of online lessons will be monitored and engagement will be monitored.</p> <p>Provide support to parents and pupils working from home e.g. loan devices, phone calls home, how to guide for parents.</p>	KC, RB and PG	<p>£3000 I pad set up</p> <p>£30,000 Chrome books</p> <p>£10,000 APPS</p> <p>1,500 CPD Google</p> <p>Total £ 44 500</p>	Aut 20 and ongoing
<p>Outcome 2- Barrier B</p> <p>There are a number of children who are underachieving due to issues with attendance and Mental health and wellbeing.</p>	<p>Identify children who are underachieving and respond through</p> <p>-home school support including attendance,</p> <p>-Therapeutic support for behaviour and wellbeing or</p>	<p>Enhanced systems for identifying barriers to different learning alongside other patterns in specific group's means that these can be targeted within provision.</p>	<p>*home school support including attendance,</p> <p>-Support provided by the home liaison officer</p> <p>-Attendance team</p> <p>-Strengthen support for families including early help</p> <p>-Sign posting families to agencies for advice and support on finance,</p>	ZG NR	<p>£29,000</p> <p>£21,840</p>	Sept 20 ongoing

			<p>housing</p> <p>*Therapeutic support for behaviour and wellbeing Pastoral team</p> <p>Behaviour support from external agency</p>	<p>AB AK</p> <p>NJ external</p>	<p>£21,748 £25,481</p> <p>£2,000</p> <p>Total £ 100 069</p>	
<p>Outcome 3- Barrier C</p> <p>Standards in Reading at the end of key stage are below national and local standards</p>	<p>To develop a whole school approach to reading linked to a broad and balanced, sequenced curriculum and a structured programme to develop Vocabulary and improve reading outcomes at the end of KS1 and KS2</p> <p>We are going to narrow the gap between disadvantaged pupils and their peers will be narrowed by:</p> <ul style="list-style-type: none"> <li>Consistent systems for targeting, tracking</li> <li>Interventions for pupils who are not making good progress</li> <li>Progress will be measured through standardised reading test and reading ages will be compared.</li> <li>PP children to receive further intervention earlier</li> </ul>	<p>EEF- when TAs are used to deliver high-quality structured interventions, they can typically generate three to four additional months' progress for pupils struggling in literacy and numeracy.</p> <p>Most teachers are already using data well to address underperformance quickly. TAs now also have accountability for this process.</p> <p>Enhanced systems for identifying barriers to different learning alongside other patterns in specific group's means that these can be targeted within provision.</p> <p>PP Lead who will ensure that</p>	<p>Whole-school monitoring to include a PP focus.</p> <p>PP groups should be subtly indicated in all classrooms, ensuring that all adults are aware of provision for these children, and able to target within lessons.</p> <p>Support in every classroom Higher expectations in terms of accountability for PP children for all.</p>	<p>Whole School</p> <p>SLT</p> <p>YTL to monitor use of provision .</p> <p>Class teachers</p> <p>All TAs</p> <p>Additional adult's non class based. JA</p>		Ongoing

	<p>in the year in order to diminish the difference in end-of-year data.</p> <p>Interventions to be much more focused on using advice from EEF toolkits. Where interventions are having little sustained impact, these will be re-evaluated on a regular basis and adapted accordingly</p>	<p>PP/ Disadvantaged pupils are tracked and appropriate interventions are put in place / evaluated on a regular basis.</p> <p>Establish narrow the gap plans for boys reading and writing.</p> <p>Additional staff in KS1 and Y6 to ensure PP children make good progress.</p>	Catch up teachers to support vulnerable children in order to support children meeting ARE	<p>ML</p> <p>HT</p> <p>MK</p> <p>CT</p> <p>AB</p> <p>SW</p>	<p>£31,240</p> <p>£40,490</p> <p>£28,711</p> <p>£33,010</p> <p>£32,392</p>	
					Total £ 165,848	
Outcome 5 – Barrier E In addition 80% of children accessing direct or indirect (TA delivered, under the supervision of Speech and Language Therapist) therapy will meet targets as set in their IEP or group plan.	<p>-One day a week commissioned support from speech and language therapist (SlT for kids) - Training - Screening - Direct therapy - Indirect therapy - Work with families</p> <p>-Building capacity for EYFS TA's in supporting the development of language of the children through interventions set up by SALT.</p>	Research indicates that addressing language development early has positive impact on learning	Tracking and monitoring systems led by EYFS Leader Fed back to HT and DHT regularly	<p>EYFS Leader</p> <p>NA</p> <p>IT</p>	<p>EYFS PP Budget</p> <p>£9849</p> <p>£8655</p>	Aut 2020
Outcomes 5 Barrier E In addition 80% of children accessing direct or indirect (TA delivered, under the supervision of Speech and Language Therapist) therapy will meet targets as set in their IEP or group plan.	Speech and Language Provision Employ (one day) Speech and Language Therapist Whole school – targeted children using MUST-SHOULD-COULD approach. Wider impact through provision and monitoring of Speech and Language programmes delivered by TAs	Improved speech, language and communication skills. Identified in evidence as key area for development and important predictor of future progress.	SALT to meet termly with TAs to monitor and evaluate. Termly review meeting with SENCo SENCo monitor IEPs and provision.	SENCO	<p>SLT for kids SALT support</p> <p>£21,580</p> <p>Total £ 40,084</p>	Aut 2020
TOTAL BUDGETED COST				£ 350,501		
Allocation				£254,080		
Catch up Premium				£48,000		

Total Overall	£302, 080
Overspend	£48, 421