

Chapel-en-le-Frith C of E VC Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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-en-le-Frith Primary School
Number of pupils in school	483
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Jacque Barber, Headteacher
Pupil premium lead	Catherine Hall, Pupil Premium Co-ordinator
Governor lead	Carl Rowley, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185,185
Recovery premium funding allocation this academic year	£20,171
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	£205,359

Part A: Pupil premium strategy plan

Statement of intent

At Chapel-en-le-Frith Primary School it is our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery. Learning Support Assistants have been appointed to support the quality first teaching in each and every classroom, for all pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Some children are not arriving at school on time and are therefore not ready to start their day in a positive way. Children arrive having had disagreements at home and not having had breakfast.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

	This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during / since the pandemic. 72 pupils (54 of whom are disadvantaged) currently require additional support with social and emotional needs, all attending small bespoke intervention groups.</p>
5	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils.</p> <p>2021/2 26.3% PA</p> <p>17% of the children in school with persistent absence were disadvantaged children</p> <p>2022/3 22% PA</p> <p>15% of the children in school with persistent absence were disadvantaged children</p> <p>14 - 19% of disadvantaged pupils have been 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	To ensure that all staff are giving all children a consistent message in relation to behavior – Ready, Safe, Respect. A whole school approach to behaviour has been embedded ensuring that all children having a fair and consistent approach to behaviour management strategies.

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
Children arrive at school on time each day ready to learn.	All children will start the working day having had breakfast. Children will have the opportunity to discuss (with a familiar adult) anything that is worrying them in order for them to feel in a safe and happy position to begin the school day with their peers.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that more than 65% of disadvantaged pupils met the expected standard.
Improved attainment for disadvantaged pupils at the end of KS2.	Outcomes in 2026/27 show that more than 65% of disadvantaged pupils met the expected standard in Reading, Writing and Maths.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils, aspiring to 95% for all pupils.	<p>Sustained high attendance from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%. the percentage of all pupils who are persistently absent being below 5%
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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: **£90,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading in all year groups to be a priority focus for all PP children to close the gap and attain in line with their peers nationally</p> <p>Book bag books are used for home reading in KS1 to ensure that books taken home are correctly levelled for each child to ensure fluency and increased confidence</p> <p>Read Write Inc sessions to be taught daily in EYFS and throughout KS1 showing 100% fidelity to the scheme.</p> <p>Class guided reading records to be used for assessment in guided reading to make informed Teacher Assessments x3 per year and close the gaps</p> <p>Individual children to be given support to improve as the lowest 20% of readers. diminish the gaps</p>	<p>Data supports that attainment is on an upward trajectory in reading, writing and maths with attainment being broadly in line with national averages in reading and maths (IDSR). Reading and writing is broadly in line in KS1, with maths being slightly below.</p> <p>GLD is broadly in line and local authority averages in EYFS.</p> <p>We have high expectations to improve progress across the school.</p>	2, 3
<p>Employ LSA x6</p> <p>CPD challenge and questioning skills.</p> <p>Extension activities to be appropriate for all children</p>	<p>HA pupils do not make accelerated progress both PP and non-group (Hello Data)</p> <p>Maths is a whole school issue and a large part of SIP 2023/4</p>	2, 3

Maths hospital group each afternoon following morning maths sessions (closing the gaps)	PP children need to close the gaps (Hello Data)	
Continue to embed Read write Inc programme Next steps to focus on oral skills as well as written Phonics to be coached by CHa After PSC satellite children identified as needing additional phonics support. Regular SLT support	Children's baseline shows lower oracy skills and need modelling of good effective speaking and listening Strive for consistency in phonics/writing skills Some children need adult support to embed the learning of listening skills in a classroom situation	2
Standards in catch up curriculum and writing to improve for all learners and PP children to close the gap Regular extended writing taught through our bespoke localised curriculum. RWI sessions to be taught daily in EY and Y1 (+Y2 and KS2 for those children who require it). Y2 to receive reading part of RWI weekly and then using TWS activities.	Data supports that attainment in writing is still slightly below the National Averages at KS2 and KS1 is broadly in line Boys are still out performed by girls across the school in all curriculum areas (Hello Data) PP children need to close the gap in writing,	2, 3
To improve standards of teaching and learning in Maths.	In some year groups PP children attain below their peers in Maths (Hello Data) The school improvement priorities were validated by OFSTED (September 2023). Support needs to be more targeted and individual if it is to really close academic gaps or enrich the child's school experiences – catch up premium use of LSA / Hospital groups	3
All parents of PP children know and understand what the funding is for and the impact it is intended to have	Parents need better and more informed information to ensure full understanding of the premium and how it will impact their child.	3

	<p>Better informed should mean better interaction and therefore more support for the child</p> <p>Letter home via dojo to all PP children and then follow up phone call to a random sample.</p>	
<p>Bespoke support for SEND TA working with identified children</p> <p>Additional TA support for children with no additional funding except PP initially</p>	<p>Information on Provision Map and Annual review paperwork.</p> <p>Pupil voice</p> <p>Whole School book look</p>	4
<p>Improve the quality of social and emotional learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Weekly Jigsaw lessons</p> <p>Collective worship</p> <p>Visible consistencies from the Paul Dix approach</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4 and 5

Targeted academic support

Budgeted cost: **£45,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality first teaching for all learners	<p>Pupil voice in learning reviews</p> <p>Subject leader drop-ins</p> <p>SLT discussion</p>	2 and 3
Additional phonics 1-1 sessions targeted at disadvantaged pupils who require further phonics support.	<p>RWI DEVELOPMENT DAY – evidence</p> <p>RWI Tracker of progress and attainment</p> <p>Phonics approaches have a strong evidence base (validated by Ofsted September 2023) indicating a positive impact on pupils, particularly from disadvantaged</p>	2

	backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Arrow Reading Intervention for targeted children to close gaps		
Focussed daily groups for children that have struggled with morning maths session	Pupil voice The importance of all children accessing first quality teaching each for their maths session	

Wider strategies

Budgeted cost: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school, particularly low level disruption within lessons. To ensure that there is consistency across school.</p> <p>To improve the behaviour of a small minority of children with complex needs which the Paul Dix Restorative model is ineffective</p> <p>BSS support from LA ensure children who are at risk of permanent exclusion have a bespoke package offered.</p>	<p>Small percentage of children cause disruption to others by not wanting to conform (CPoms / Zones of regulation)</p> <p>SEND learning walk information</p> <p>Professional discussions and appraisals</p> <p>CPoms logs</p>	6
<p>To increase attendance rates and focus on PP children falling below 95%</p> <p>Pastoral mentor to establish link with PP co-ordinator.</p> <p>Work with families</p> <p>CHa to talk to LDa regularly about attendance /lateness in order to be able to offer support</p>	<p>Some PP children fall below 95% Non-attendance means they can't be helped with their learning</p> <p>Helps offer support and identify issues Regular late attenders to be offered Breakfast club</p> <p>Early help offered by family support worker when needed</p>	5

	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	
<p>Jungle group for KS1</p> <p>Nurture group at KS2</p>	<p>X2 pm sessions each week, children raise their self-esteem and boxall profiling supports this.</p> <p>Children are able to return to FT timetable and make academic progress once social issues have been addressed.</p>	4 and 5
<p>Bespoke support for PP children and funding used effectively, trips, cultural capital, 1-1 phonics work, talk time books /attendance at after school clubs, FSM form on different coloured paper</p> <p>Visits to university/colleges/Apprenticeships to encourage PP children to have high aspirations of success</p>	<p>Pupil Voice</p> <p>Correspondence to parents</p> <p>Photographs</p>	4
<p>Invite children to breakfast club to ensure children are arriving to school on time and ready for the start of the school day.</p>	<p>Magic bookings data</p> <p>Internal invoicing</p> <p>Some PP children fall below 95% Non-attendance means they can't be helped with their learning</p> <p>Helps offer support and identify issues Regular late attenders to be offered BF club</p>	1 and 5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>CPoms</p> <p>Household funding applications</p>	All

	Food bank support	
	Emotional support for families	

Total budgeted cost: £175,000

NOTES:

£3,000 PP breakfast club annual costs, 2x Additional TA at Wings PP children £6,416, 6x additional LSA @£12,196=£73,176= £82,592

Subsidised class trips/pastoral support/Family support worker intervention/Contribution towards year group residential trips.

Contingency £ 30,359

Total spend £205,359

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.

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. These improved in 2023. Due to 2 years of the pandemic and high staff / pupil absence (2021/2) – this has had a negative impact on learning.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by online work set by school staff. Our Remote learning package was praised by the LA.

Overall attendance in 2022/23 was 94.2% which is broadly in line with the nation average. At times when all pupils were expected to attend school, persistent absence among disadvantaged pupils was 1% higher.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted over the last 3 years, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Bespoke Behaviour Support	Behaviour Support from DCC
Build Sound Minds	Action for Children
CAMHS	CAMS
Staff counselling	DCC counselling services

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The extended pastoral team dedicated to supporting service children with their emotional wellbeing and academic achievement.

	We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers monitor and observe improvements in wellbeing amongst service children. Gaps are plugged to ensure Service children achieve their full potential. Assessments demonstrated progress in subject areas where extra support classes were provided.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities (predominantly at lunchtimes) to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.