

Pupil premium strategy statement

School overview

Metric	Data
School name	Chorlton CE Primary
Pupils in school	231
Proportion of disadvantaged pupils	25 – 10%
Pupil premium allocation this academic year	(19/20-£43,020) £53,590
Academic year or years covered by statement	19/20/21
Publish date	September 2020
Review date	July 2021
Statement authorised by	Sam Halliwell
Pupil premium lead	Sam Halliwell/Carla Kellegher (LAC)
Governor lead	

Disadvantaged pupil progress scores for last academic year – using 2019 data as last national data recorded

Measure	Score
Reading	-3.95
Writing	-2.48
Maths	-3.32

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	66.7%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Difference between PP and national attainment in reading, writing and maths is diminished.
Priority 2	Pupils that are more able and disadvantaged are making the same progress as their peers.
Barriers to learning these priorities address	Confidence in application of maths concepts to new learning. Ability to reason, explain and see

	connections in number. Ability to apply writing conventions consistently. Amongst others.
Projected spending	Prediction for the year: TA 1:1 + interventions based on 25 pupils - £27,000 1:1 tuition - £1935 Senco Time - £7200 EP - £6405 Assistant EP – £3657 OT – £564 SPLD – £350 Key Therapist - £801 £47,912

Teaching priorities for current academic year 20/21

Aim	Target	Target date
Progress in Reading	Difference between PP and national progress in reading, writing and maths is diminished. Pupils that are more able and disadvantaged are making the same progress as their peers Catch up and intervention supports pupils in meeting age related expectations and above	May 2021
Progress in Writing		May 2021
Progress in Mathematics		May 2021
Phonics	Catch up and intervention supports pupils in meeting phonics check	June 2021
Other	Staff understanding of early trauma increased and strategies employed to support learning. Therapeutic interventions in place to support pupils and therefore improve learning. Sensory needs are being met through individualised sensory diets	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year 20/21

Measure	Activity
Difference between PP and national attainment in read, write and maths is diminished. Pupils that are more able and disadvantaged are making the same progress as their peers	1:1 tutoring Intervention individual and small group – teacher /HLTA/1:1 TA Specific IEP focus on targets Th.Inc/Play Therapy Sensory OT EP Assessment SPLD specialist teacher
Catch up and intervention supports pupils in meeting age related expectations and above	1:1 , small group tutoring via catch up premium
Barriers to learning these priorities address	Confidence in application of maths concepts to new learning. Ability to reason, explain and see connections in number.

	Ability to apply writing conventions consistently.
Projected spending	£48,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Sensory needs are met through individualised sensory diets and programmes of intervention.
Priority 2	Speech, language & communication needs are addressed through NHS First Response and ELKLAN interventions and subsequent referral made to NHS therapist and clinic.
Barriers to learning these priorities address	SEMH & communication interventions allow pupils to access learning appropriately
Projected spending	£3500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days/staff meetings
Targeted support	Striving for intervention and catch up time to be protected in the timetable and for relevant CPD for TAs	Careful timetabling and monitoring of interventions by SENCo, class teachers and phase leaders. Regular CPD for TAs
Wider strategies	As above, protecting intervention time	SLA with OT, allow CPD for further staff to be up to speed with First response and ELKLAN

Review: last year's aims and outcomes

Aim	Outcome
Difference between PP and national attainment in reading, writing and maths is diminished.	The school continues to strive towards the outcomes for 19/20 strategy bearing in mind pandemic/Lockdown – aim now is to support this through relevant catch up interventions
Pupils that are more able and disadvantaged are making the same progress as their peers.	As above
Staff understanding of early trauma increased and strategies employed to	Regular CPD for all staff means that pupils are supported early and are able

support learning.	to access their learning as best they can – Th.Inc, therapy, EP etc.
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