

Chantry Community Primary School



Pupil Premium Forecast

2020 - 2021

Predicted Pupil Premium Allocation for 2020-21 = £80,665

Barriers to education for our FSM children

62 out of 209 children are on our Pupil Premium register. This equates to 30% of our intake.

Of these:

87%	Have at some point in their education or are now in single parent families. (21% increase)
32%	Have experienced Domestic Violence at some time in their lives (that we are aware of). This is double our last figures.
50%	Has had parents or someone in the house with physical or mental health difficulties, or severe injury/illness at some point. This is a rise of 15%.
27%	Have 3 or more children in the family (This is a reduction)
11%	Have been or are in the care system - fostered, adopted, Special Guardianship Order, cared for by another member of the family other than their parents (that we are aware of) (This is a small reduction)
20%	On the SEND register (small rise)

Barriers for our Pupil Premium children are wide ranging. A high proportion of our children have experienced Domestic Violence or are living with member of the family experiencing physical or mental health difficulties. An extremely high percentage of children are within a family that is, or at some point has been, a single parent family.

In these families there may be less adult time to share around, or more children to share it between even where parents are committed to providing support. Energy and patience levels when you are “doing it all” can flag as you have no one to share it with, and some parents in this category find behaviour difficult at home needing support from school or outside agencies. It can be difficult to spend quality time with each child, providing them with the reading and homework support they need to make good progress, or listening to worries or challenges within their day. This impacts on academic progress and wellbeing. Many children develop anger towards the primary carer as they are the ones they spend most time with. Following a split the children can feel unsafe, confused, hurt, abandoned and like they are to blame which further impacts on behaviour and academic progress. The emotional upheaval for the adult also impacts on their ability to cope with some day to day elements, further impacting on the child.

Domestic violence has a major impact where often it is the victim who retains care of the children but is blamed for the perpetrator leaving. Children are likely to have witnessed violent language and physical aggression which can manifest in acting out these behaviours with peers and adults within school; heightened levels of anxiety, distractible behaviours, hypervigilance, and complete withdrawal, or attention seeking and “persecution complex” behaviours. Post-Traumatic Stress may be a factor for some of our children. Social relationships are damaged due

to aggression, or being unable to interact appropriately, acting “needy” or controlling. The stress chemicals, inability to feel safe and concentrate, and strong emotions that accompany domestic violence prevent a child from accessing the curriculum and making good progress to the best of their ability.

The mental or physical health of a parent or another person living with the child creates significant barriers, even if it only occurs with the short term. Within our vulnerable group we have children living with those with depression or illnesses which affect energy. This causes them to come into school late or to be absent meaning a lack of routine and missing out on elements of learning. Social factors arise due to not being able to play with their friends before school, friends making new relationships due to their best friend being absent so often, and sadness in a child whose parent isn’t able to interact with them consistently due to their illness. In some families mental health issues cause difficulties with emotional extremes and children have witnessed aggressive outbursts, self-harming or damage to property. This causes considerable stress and has led to some of our children becoming self-harmers from an early age, or escaping into a fantasy world where they are unable to face reality when their sense of self is fragile or in times of stress.

Some children have stepped into the caring role at home giving them responsibility before they are equipped for it and no one to support them when they are experiencing challenge. Social factors are impacted due to the need to be at home and know that their parent is ok rather than at clubs or out with friends. This can cause isolation as they are not involved in shared experiences with their peers. This can occur even in the short term.

Looked After Children are vulnerable to all of the above factors and also often suffer from having been separated from their parents completely, being moved around regularly and therefore unable to build relationships, and from traumas from a range of experiences.

A percentage of our Pupil Premium children have a special educational need or disability, each factor adds a further barrier to achievement and to them achieving their potential.

We place significant emphasis on supporting these vulnerable members of our school community, working to ensure that they develop life chances similar to their peers. We do this in a number of ways at Chantry:

- Targeted invitations to clubs (lunchtime or after school). This may include sports to develop a sense of belonging; academic based clubs to support development or provide input that parents or carers find difficult to give at home; nurture clubs to build life skills, emotional resilience or a sense of joy that is missing elsewhere due to difficulties faced; or creative clubs to build a sense of achievement for a child who is currently struggling in more academic areas. Space to Create club, targeted at Pupil Premium and girls with other vulnerabilities, will begin again in January to develop self-esteem and confidence through creativity before they move onto year 6 and secondary education.
- Tutoring is in place in Benchmark Data years to ensure that children are ready for the next stage of their education, and ensure they have the opportunity to make as good progress, or even better, than their peers.
- Ensuring that all children have access to trips and enrichment activities at school to build Cultural Capital and develop talents and passions for the future. We also fund musical instrument lessons for those who have a passion for this.

- For children experiencing emotional difficulties we provide a Play Therapist to work 1:1 with children to support them in becoming healthier emotionally. They work together to develop better coping skills which will in turn enable them to progress academically, giving them greater life chances. This year we are also working with Music Therapist who can support children unable to access support through play.
- We have a Lead Nurture Teacher working in school for two days a week. Individual children receive one-to-one mentoring if they are struggling emotionally or have barriers to learning, and small group nurture support is also available to build teamwork and social skills.
- The classes with the highest proportion of Pupil Premium children benefit from sustained support over the course of the year to support emotional wellbeing and development.
- We have an Education Mental Health Practitioner who comes into school once a week. She works 1:1 with children, but we are looking at developing this for small group work with targeted children and work with parents to provide additional strategies and a consistent message for their children at home. She has already completed whole class workshops across the school to support anxiety after COVID lockdown and will be working with year 6 in the future to develop resources to support the whole school.
- A lunchtime club (Puzzle Club) has been set up and resourced to target emotional resilience, creativity, social skills and self-esteem.
- Structured Conversations are available for the parents/carers of all pupil premium children in years 2 and 6, in order to help parents support their child's learning at home. They are available to all vulnerable children and those with Additional Needs Plans as appropriate to level of need.

The impact of the use of funding is measured in a variety of ways. Changes in mental and emotional wellbeing may be monitored through logged incidents of children in the Puzzle Club or Reflection Room, Exclusion data, or questionnaires at the beginning and end of any support (thrive assessments through the Virtual School, Boxall Profile, SDQs). Data for academic progress and attainment is also analysed throughout the year by the senior leadership team (including the SENCO), in Pupil Progress meetings and through teacher assessments. This enables us to see where gaps remain or develop, and further support therefore needs to be targeted.

We are currently exploring more creative ways we can utilise funding to support our most vulnerable children looking at the specific need and dynamics within our school. This may include getting to the children's individual needs, wants and passions so that we can provide opportunities that will improve their future life chances. This may be a musical instrument, drama or singing, or it may be taking part in activities in the community such as Beavers or Cubs. It may also be providing equipment to support a skill that they would be unable to develop otherwise. In one case we provided funding for activity clubs over the holidays to attempt to support the parent with mental health difficulties and a lack of support system to try and prioritise wellbeing for the whole family.

More practically we are also looking at providing funding for school uniform and PE kit, as well as day to day needs such as water bottles to ensure that they aren't singled out by their peers for having different, or not having at all.

Our next review of our pupil premium strategy will be June 2021.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	COVID 19 – Gaps in education due to limited technology, support, or emphasis placed on education at home during closures
B	A number of pupils in receipt of Pupil Premium have additional vulnerability such as SEND, SEMH or CP concerns
C	Outcomes for Phonics at year one are 10% lower than non-pupil premium

ADDITIONAL BARRIERS

External barriers (issues which require action outside school such as home learning environment and low attendance)

D	Attendance
E	Parenting challenge (DV, trauma, poor or unstable living arrangements, Poverty, mental health difficulties, lack of capacity or value placed on education) leading to low support for education at home
F	Lack of access to cultural activities due to poverty, lack of awareness or lack of emphasis placed upon them

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Pupil Premium children make accelerated progress following school closure to close gap	Increased percentage of PP working at ARE and above
B	PP children are healthy, happy and ready to learn. They are able to regulate their emotions when faced with challenge.	Reduced number of exclusions for PP children. They are able to use the strategies, resources and support in place to regulate without escalation to violence, property damage or absconding.
C	Increased attendance in PP children	PP children's attendance is as good as or better than non-PP children

D	Accelerated progress for PP children in phonics in reception and year one	PP children achieve as well as or better than non-PP children in year one phonics tests
E	PP children engage with a range of Cultural activities to broaden cultural capital	Feedback from children and parents shows PP children have access to as many Cultural activities as non-PP children
F	Equality of experience and resources	Children are not missing essential equipment or activities, and are not open to feeling different to peers due to a lack of resources - essential or non-essential - when the school can reasonably supply them

PLANNED EXPENDITURE ACADEMIC YEAR 2020/2021

Quality of teaching for all

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost
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<ul style="list-style-type: none"> - Collaborative learning - Mastery - Self-regulation and social and emotional learning prioritised in curriculum - Reading comprehension prioritised in curriculum 	Pupil Premium children make accelerated progress following school closure to close the gap.	<ul style="list-style-type: none"> • EEF Teaching and learning toolkit • NFER report on supporting the attainment of disadvantaged pupils 	<ul style="list-style-type: none"> - Pupil progress meetings - High quality CPD from staff within school, within the consortium and from outside agencies - High quality support and mentoring where appropriate for teachers - Regular, targeted and quality CPD for additional support staff 	SLT	Termly	£0
				HD	Twilight Sessions	£0
<ul style="list-style-type: none"> - Adapt and improve feedback to children to impact on achievement 	Increase effectiveness of feedback without impacting on workload	<ul style="list-style-type: none"> • EEF Teaching and learning toolkit 	<ul style="list-style-type: none"> - High quality CPD from staff within school, within the consortium and from outside agencies - High quality support and mentoring where appropriate for teachers - Regular, targeted and quality CPD for additional support staff 	BR	Ongoing	£250
				BR	Ongoing	
				BR	Ongoing	
				HD	Ongoing	
Total budgeted cost:						£250
Targeted support						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost

<ul style="list-style-type: none"> - Early years intervention including a focus on language and phonics (extending into KS1 where necessary) - Small group / 1:1 Tuition in year 2 and year 6 - Targeted support for reading comprehension - Behaviour interventions – Empowerment Approach, Coaching, Nurture - Targeted digital technology support 	<p>Accelerated progress for PP children in phonics in reception and year one Pupil Premium children make accelerated progress following school closure to close gap</p> <p>PP children are healthy, happy and ready to learn. They are able to regulate their emotions when faced with challenge.</p>	<ul style="list-style-type: none"> • EEF Teaching and learning toolkit • NFER report on supporting the attainment of disadvantaged pupils 	<ul style="list-style-type: none"> - Creative and targeted deployment of additional support staff - Careful timetabling of additional support - Development of a nurture room for afternoons - Development of coaching using Empowerment Approach to increase empathy, regulation and awareness of executive functions - Laptops available for during and after school to complete tasks online where this may not be available at home - Access for all to targeted software (Spellzone, Times Table Rockstars, Numbots, Purple mash, Google Classrooms during closures etc) 	<p>SENCO</p> <p>SF</p> <p>SENCO</p> <p>SLT</p>	<p>Termly</p>	<p>£29,500</p> <p>£15,905</p> <p>£4,000</p> <p>£9,200 £310</p> <p>£3,120</p>
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<ul style="list-style-type: none"> - Peer tuition and mentoring 	<p>Pupil Premium children make accelerated progress following school closure to close gap</p> <p>PP children are healthy, happy and ready to learn. They are able to regulate their emotions when faced with challenge.</p>	<ul style="list-style-type: none"> • EEF Teaching and learning toolkit • NFER report on supporting the attainment of disadvantaged pupils 	<ul style="list-style-type: none"> - Creative use of older pupils to pass on knowledge and skills to younger children 			
<ul style="list-style-type: none"> - Play Therapy - Music Therapy 	<p>PP children are healthy, happy and ready to learn. They are able to regulate their emotions when faced with challenge.</p>	<ul style="list-style-type: none"> • Many of our vulnerable children have experienced trauma and are likely to have varying levels of SEMH due to this. This impacts life chances and future experience. Early intervention is important. 	<ul style="list-style-type: none"> - Regular discussion in SLT and PDM in safeguarding allocation to ensure that the right children are receiving support. - Reviews with staff and therapists to ensure that support is appropriate to the child. 		<p>£5280</p> <p>£1080</p>	
<ul style="list-style-type: none"> - Space to Create - Music Lessons/Rocksteady 	<p>PP children engage with a range of Cultural activities to broaden cultural capital. PP children are healthy, happy and ready to learn. They are able to regulate their emotions</p>	<ul style="list-style-type: none"> • Broad range of cultural experience early supports them in seeking out passions later in life. 			<p>£400</p> <p>£200</p>	

- Family support worker	when faced with challenge. PP children are healthy, happy and ready to learn. They are able to regulate their emotions when faced with challenge.					£5800
Total budgeted cost:						£74,795
Other approaches						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	
- Funded places in breakfast club for PP children	Increased attendance in PP children PP children are healthy, happy and ready to learn. They are able to regulate their emotions when faced with challenge.	Children will be in school and have had a healthy breakfast. They will have positive interactions with peers and adults at the start of their school day. Any concerns can be picked up, planned for and supported early.	Ensure all PP children are invited and encouraged to attend. Make the club and inclusive, vibrant and enjoyable place to be.	HD	During Pupil Progress meetings	£500

<ul style="list-style-type: none"> - Priority in clubs and additional activities both in and out of school for PP children, including sports activity clubs - Bursary for attendance on PGL 	<p>Increased attendance in PP children</p> <p>PP children are healthy, happy and ready to learn. They are able to regulate their emotions when faced with challenge.</p> <p>PP children engage with a range of Cultural activities to broaden cultural capital</p>	<p>Children will be able to develop skills and interests to provide a sense of achievement and pride. They will have access to activities in line with non-PP pupils to increase future life chances.</p>	<p>Ensure all PP children are invited to and followed up if they aren't attending a club. Seek pupil and parent voice for what PP children would like to attend. Ensure range and breadth over the school year.</p>	<p>HD</p>	<p>During Pupil Progress meetings</p>	<p>£3,800</p> <p>£320</p>
<ul style="list-style-type: none"> - Resources – curriculum (i.e. books) and specific (i.e. water bottles, uniform etc) 	<p>Equality of experience and resources</p>	<p>Children do not feel singled out or that they are lacking due to lack of equipment, or not looking like their peers which can make them vulnerable bullying, low self esteem etc</p>	<p>Regular checks ins with teachers and support staff to ensure children in their class have all that's needed to function well in school. All staff aware that there is a pot of money to fulfil needs of children and that ideas can be brought to SLT to fund resources.</p>	<p>HD/KJ</p>		<p>£1000</p>
<p>Total budgeted cost:</p>						<p>£5,620</p>