



Pupil Premium Grant Expenditure **Report to Governors and Parents – September 2020**

What is Pupil Premium?

A Pupil Premium Grant is given to Chancellor Park Primary School to ‘narrow the gap’ between pupils eligible for free school meals, and their peers. The grant is used to support financially a number of key interventions and groups, which are established in the school. Examples of spending the grant this year include additional teaching assistant support in classes; interventions for specific needs (identified by analysis); 1:1 or small-group support; social groups; and also part funding of school trips. Where pupils are already working at age-related expectation, and are making their expected progress, the grant is used to support accelerating pupil progress further through extension and G&T groups.

This grant is used to support and enhance the provision which is already funded through the main budget for all our pupils.

Due to the COVID pandemic, in addition to the normal interventions and groups that are organised to help narrow the gap for our Pupil Premium children, during the course of this academic year, all Pupil Premium children will be offered a block of tuition. These sessions will provide an extra measure of support for them and will be delivered by teachers. They will address areas that each child’s class teacher has identified as a priority. In most cases this will be on a 1:1 basis, but for some, a 1:2 or 1:3 ratio may be appropriate, and in this instance, the quantity of sessions will be increased accordingly.

Measuring the Impact of Pupil Premium and Next Review

The school will evaluate the impact for its pupils at the end of each term. Evaluation will include measuring pupils’ academic attainment and progress, in addition to gains in their social skills and self-confidence, which have been developed as a result of the interventions. The tracking will then inform the following term’s foci.

Our focus for Pupil Premium funding last year was to increase the number of children working at expected or above in Maths and English in all year groups, and to accelerate individual pupils’ progress in English and Maths, with particular attention to increasing the number of eligible Pupil Premium children meeting expectations.

Due to the COVID-19 Pandemic, and the closure of schools for the Summer term of the 2019/20 academic year, data for attainment and progress was instead collected at End-of-Spring 2020. Expected progress has been adjusted to take into account the shortened year.

The impact of the Pupil Premium Grant will be measured termly once the data from each year group has been collated. The next review date will be during the week beginning 7th December 2020.



Impact and Evaluation of Pupil Premium Spending – Academic Year 2019/20

Due to the COVID-19 Pandemic, and resultant school closures, the 2020 SATs did not go ahead as planned. As a result, End-of-Spring data was used for the 2019/20 data. This was entirely based upon teacher assessments. Since no formal testing was done, there were no disapplied pupils this year. There is also no National data for comparison purposes, as league tables were not published this year. SPaG is not graded separately for our normal internal data purposes, and so as a result, there is no data available for SPaG for the 2019/20 academic year. All of these factors make comparison of data with previous years' unreliable.

Summary of Past Attainment Trends at End of Key Stage 2 Expected Standard

	2016/17 Total 14 PP Children			2017/18 Total 3 PP Children			2018/19 Total 5 PP Children			COVID-19 PANDEMIC 2019/20 Total 2 PP Children		
	PP Expected	Non-PP Expected	National Expected	PP Expected	Non-PP Expected	National Expected	PP Expected	Non-PP Expected	National Expected	PP Expected	Non-PP Expected	National Expected
Reading	93%	96%*	71%	67%*	96%*	75%	80%	96%*	73%	100%	93%	N/A
Writing	79%	91%*	76%	67%	93%	78%	80%	92%*	78%	100%	93%	N/A
Maths	93%	98%	75%	100%	96%*	76%	100%	96%*	79%	100%	93%	N/A
SPaG	93%	91%*	77%	67%*	86%*	78%	100%	92%*	78%	N/A	N/A	N/A

*1 Non-PP EAL child disapplied (equates to 2%)

* 1 PP child disapplied (equates to 33%) & 1 Non-PP disapplied (equates to 4%)

*1 Non-PP child disapplied (equates to 4%)

High Standard

	2016/17 Total 14 PP Children			2017/18 Total 3 PP Children			2018/19 Total 5 PP Children			COVID-19 PANDEMIC 2019/20 Total 2 PP Children		
	PP High Standard	Non-PP High Standard	National High Standard	PP High Standard	Non-PP High Standard	National High Standard	PP High Standard	Non-PP High Standard	National High Standard	PP High Standard	Non-PP High Standard	National High Standard
Reading	29%	39%	25%	0%	32%	28%	40%	42%	27%	50%	43%	N/A
Writing	21%	30%	18%	0%	21%	20%	0%	33%	20%	0%	18%	N/A
Maths	14%	33%	23%	0%	36%	24%	40%	50%	27%	0%	39%	N/A
SPaG	21%	33%	31%	0%	32%	Not Available	20%	58%	36%	N/A	N/A	N/A

Our 2016/17 outcomes reflect that our PP Pupils achieved higher than all pupils Nationally in ALL KS2 SATs subjects, meaning the gap had completely closed.

In 2017/18 only 3 pupils in the cohort were PP. This makes the cohort's percentage data unreliable for comparison in relation to attainment.

Our 2018/19 outcomes reflect that our PP Pupils achieved higher than all pupils Nationally in ALL KS2 SATs subjects, meaning the gap has completely closed.



Summary of Past Progress Trends at End of Key Stage 2

Due to the COVID-19 pandemic, the children's progress for 2019/20 was measured across the Autumn and Spring terms only, with Expected and Accelerated progress measures adjusted accordingly.

Expected Progress

	2016/17 Total 14 PP Children		Between 2016/17 & 2017/18, we reviewed & updated our system for tracking progress points. As a result, progress from data 2017/18 onwards cannot be compared to previous years'.	2017/18 Total 3 PP Children		2018/19 Total 5 PP Children		2019/20 Total 2 PP Children	
	PP Expected Progress	Non-PP Expected Progress		PP Expected Progress	Non-PP Expected Progress	PP Expected Progress	Non-PP Expected Progress	PP Expected Progress	Non-PP Expected Progress
Reading	100%	98%		67%	93%	100%	96%	100%	100%
Writing	100%	98%		33%	93%	100%	96%	100%	100%
Maths	100%	100%		67%	89%	100%	100%	100%	96%

Accelerated Progress

	2016/17 Total 14 PP Children		Between 2016/17 & 2017/18, we reviewed & updated our system for tracking progress points. As a result, progress from data 2017/18 onwards cannot be compared to previous years'.	2017/18 Total 3 PP Children		2018/19 Total 5 PP Children		2019/20 Total 2 PP Children	
	PP Accelerated Progress	Non-PP Accelerated Progress		PP Accelerated Progress	Non-PP Accelerated Progress	PP Accelerated Progress	Non-PP Accelerated Progress	PP Accelerated Progress	Non-PP Accelerated Progress
Reading	100%	98%		0%	57%	80%	50%	50%	11%
Writing	100%	98%		0%	50%	60%	54%	0%	18%
Maths	100%	100%		0%	64%	100%	50%	0%	14%

Our 2018/19 outcomes reflect that our PP Pupils made equal to or greater progress in ALL KS2 SATs subjects than our Non-PP pupils, meaning the gap has completely closed.

Our 2019/20 outcomes show that the percentage of PP Pupils making Expected Progress in Reading, Writing and Maths is equal to or greater than the percentage of Non-PP, showing that the gap has completely closed.



Summary of the Key Points

Attainment and Progress:

Every year, the numbers of Pupil Premium children at Chancellor Park fluctuate, and this makes it difficult to analyse trends over time. The percentage associated with each PP child varies greatly, depending on the number of PP pupils in each cohort (e.g. from 7% to 50%).

Equally, the number of disapplying children varies each year, along with the percentage that each child carries. As a result, the maximum possible percentages in each year are capped according to the number of disapplying children, and consequently the maximums can differ significantly.

This year's data differs from previous years' because no SATs took place, meaning that no league tables have been published, and therefore, there are no National Expected Standards and no National High Standards to compare against.

Reading

- In 2019/20, 100% of PP children reached the Expected Standard for Reading. They performed 7% better than the Non-PP children (93%), and so the gap for PP children working at the Expected Standard has completely closed with Non-PP children.
- 50% of our PP children achieved the High Standard. This means that our PP children performed better than our Non-PP children (43%). Our results for PP children at High Standard for Reading are the best we have had in the last four years. This means that the gap has completely closed for those PP children working at the High Standard.
- The percentage of PP children making expected progress in Reading was 100%, and so was in line with the Non-PP children (100%). The percentage of PP children making expected progress is has stayed at 100% for the second consecutive year.
- The percentage of PP children making accelerated progress in Reading was 50%. This is significantly higher than the percentage of Non-PP children (11%), showing the impact of effective use of the PP funding in this area.

Writing

- In 2019/20, 100% of PP children reached the Expected Standard for Writing. They performed 7% better than the Non-PP children (93%), and so the gap for PP children working at the Expected Standard has completely closed with Non-PP children.
- The percentage of PP children making expected progress in Writing was 100%, and so was in line with the Non-PP children (100%). The percentage of PP children making expected progress is has stayed at 100% for the second consecutive year.



Maths

- In 2019/20, 100% of PP children reached the Expected Standard for Maths. They performed 7% better than the Non-PP children (93%), and so the gap for PP children working at the Expected Standard has completely closed with Non-PP children. The percentage of PP children reaching the Expected Standard is has stayed at 100% for the third consecutive year.
- The percentage of PP children making expected progress in Maths was 100%, and so was in line with the Non-PP children (100%). The percentage of PP children making expected progress is has stayed at 100% for the second consecutive year.

SPaG

- No new comparisons can be drawn for SPaG from the 2019/20 academic year, since SPaG is not routinely graded internally at Chancellor Park. Usually, data for Year 6 comparisons comes directly from SATs results, and as there were no SATs this year, no data is available.



Main Barriers to Learning 2020/21

Many of our pupils, currently eligible for Pupil Premium, also have additional barriers to learning. These stem from a range of issues, including auditory processing delays, developmental delays, speech and language difficulties, Autistic Spectrum Disorders, specific medical conditions, behavioural difficulties and social circumstances. Our pupils receive support with these needs, and this adds to the academic scaffolding put into place via the Pupil Premium Grant in order to accelerate their individual progress from their starting points.

This academic year, our pupils will all also face the challenge of making up the ground lost during the period when schools were closed due to the COVID-19 pandemic. This time away from school impacted significantly on the Pupil Premium cohort, and this is therefore an additional barrier that must be addressed during this academic year.

Priorities for Academic Year 2020/21 to Address the Barriers

Following the Government's decision to remove levels and change the content of the National Curriculum, we now continue to look at the number of children reaching the expected level, or exceeding expectations for their year and to ensure they make at least expected progress.

Based on this year's Pupil Premium cohort as a whole, our priorities are to continue:

- To accelerate individual pupil's progress in English and Maths.
- To further increase the number of children working at expected or above in Maths and English, in all year groups.

The Government defines a cohort with 5 or more pupils as 'significant' when it comes to making data comparisons. On this basis, for 2020/21, our significant year group is Year 5, which has 10 children between two classes.

As part of our whole-school 'COVID Catch-up' Plan, every class will be having additional Maths and English lessons every day. There will also be COVID Catch-Up Clubs for selected children in each class. These clubs and lessons will aim to address the gaps in the children's learning due to the months of lockdown when the majority of children were not able to attend school, and accelerate their progress.

Due to the COVID pandemic, in addition to the normal interventions and groups that are organised to help narrow the gap for our Pupil Premium children, during the course of this academic year, all Pupil Premium children will be offered a block of tuition. These sessions will provide an extra measure of support for them and will be delivered by teachers. They will address areas that each child's class teacher has identified as a priority. In most cases this will be on a 1:1 basis, but for some, a 1:2 or 1:3 ratio may be appropriate, and in this instance, the quantity of sessions will be increased accordingly.



Pupil Premium Grant Expenditure Plan 2020/21

Overview of School

Number of Pupils and Pupil Premium Grant (PPG) Received	
Total number of pupils on roll	239
Total number of pupils eligible for PPG	22
Total number of pupils eligible for Pupil Premium Plus	1
Amount of PPG received per pupil	£1,345
Amount of PPG received per Pupil Premium Plus	£2,345
Total amount of PPG received	£31,935

Pupil Premium funding spending this year will include:

The Pupil Premium Manager's half-termly data analysis time; teaching assistant support throughout the school; individual and small group interventions; one to one tuition for pupils; counselling; targeted parent workshops; speech and language support; ½ price trips; English/Maths Subject Leaders; and SENCo intervention support. The Pupil Premium Manager, Senior Leadership Team and class teachers will continue to review pupil progress and prioritise intervention support as necessary to address their needs.