



Chapel End Infant School Plan for PPG spending by item/project

In 2020-21 Chapel End Infant School will receive £64,043 in Pupil Premium funding. This will be used to target support towards those children eligible for pupil premium funding and we reserve the right to use this funding to target pupils we identify to be socially disadvantaged. Support will be deployed to raise standards in reading, writing and maths across the school. Both the Headteacher and the Deputy Head Teacher have full oversight of all interventions and impact and regular adjustments are made. In 2020-21 Pupil Premium funding will be allocated in the following ways:

Academic Year	Number of Pupils on roll	Number of Pupils eligible for Pupil Premium	Total PP Budget
2020	311	54 (17.36%)	£64,043

In School Barriers:

- For many disadvantaged children in Year 2, social, communication and interaction skills are below age related expectations and this impacts their progress all subjects.
- Writing fluency and cohesion in KS1 is a challenge for many of our disadvantaged children, either because English is not their first language, or they may have speech and language needs, or due to other environmental factors, such as having access to a limited vocabulary. These factors also impact on Reading comprehension and fluency.
- Maths fluency is delayed for many of our disadvantaged children in KS1, this may be due to English as an Additional Language, environmental factors such as access to a limited vocabulary or Speech and Language needs.
- During the period of school closure starting in March 2020, we know that many of our disadvantaged pupils were not fully able to access the vast range of home learning that was provided digitally, this may have been due to limited access to a suitable device, or limited wi-fi. Paper packs were provided for all of these children, however, some families were not able to provide the support pupils needed to be successful. This restricted pupils opportunity to learn at home and has significantly widened the gap for some pupils.

External Barriers:

- Many of our disadvantaged children have social or behavioural difficulties which prevent them from making good progress in school.
- Many of our disadvantaged children have emotional difficulties which prevent them from making good progress in school.
- Many of our disadvantaged children do not have access to the range of enrichment activities/opportunities that our non-PP are able to access outside of school.
- Many of our disadvantaged children do not have routines embedded at home around homework, bedtimes, behaviour, etc, sometimes due to family circumstances, such as; housing.

	Desired outcomes and how they will be measured	Success Criteria
1.	In Reception, disadvantaged pupils will achieve the Good Level of Development in line with PP national 2019	Disadvantaged children receive targeted support. Disadvantaged children make rapid progress so that by the end of the year 57% of disadvantaged children achieve at or above the expected level (in line with PP national 2019)
2.	In Year 1, Phonics skills for disadvantaged children will progress in line with their peers.	Disadvantaged children receive targeted support. Disadvantaged children make rapid progress in Phonics so that by the end of the year at least 71% of PP children pass the Phonics Screening Check (in line with PP national 2019)
3.	In Year 2, disadvantaged children will develop the maths skills required to achieve in line with non-PP.	Disadvantaged children receive targeted support to achieve in maths. Disadvantaged children make rapid progress in maths so that by the end of the year at least 62% of PP children achieve at or above the expected level (in line with PP national 2019).
4.	In Year 2, disadvantaged children will make rapid progress in Reading and Writing in order to achieve in line with their peers.	Disadvantaged children receive targeted support to achieve in Reading and Writing. Disadvantaged children make rapid progress in Reading and Writing so that by the end of the year at least 62% achieve at or above the expected level in Reading and 55% achieve at or above the expected level in writing (in line with PP national 2019).

Use of funding	Cost	Intervention	Intended outcomes	Monitoring	Impact
Subsidy of school visits and enrichment activities	£3,000	School contributes an amount towards each year groups educational visits and enrichment activities to keep costs lower for all parents and makes up short-fall for those families who cannot afford to pay.	To ensure that money does not become a barrier to children accessing enrichment activities. Maximum voluntary contribution of £10 requested from parents for any educational visit.	Admin Officer DHT	
Storytelling Sessions	£3,700	Weekly storytelling session to foster reading enjoyment and the language and communication skills of pupils.	Pupils will develop confidence to participate in storytelling, contributing verbally and demonstrating a love of books and stories.	DHT	
Accelerated Reader	£4,665	Reading intervention programme	To raise attainment in reading for identified pupils in Year 2.	HT Intervention teacher	
Learning Support Assistants (LSAs)	£23,449	Targeted support for underachieving pupils in reading, writing and maths. Additional class support/interventions	Rapid progress for pupil groups identified as underachieving.	HT/DHT	
EYFS Interventions	£8,029	Targeted support for underachieving pupils in the prime and specific areas of learning. 1.5 hrs per day EYP &/or Teacher led small group/1:1 work to target rapid progress	Narrowing the gap for disadvantaged pupils. Increased % of disadvantaged pupils achieving the Good Level of Development in Summer 2021.	AHT/DHT	
SALT Provision, including CPD	£11,505	Speech & language therapist employed 1 day each week to assess children's needs and plan programmes and strategies for support alongside teaching and support staff	To meet the needs of the growing number of children presenting with SLCN needs. Professional Development for staff.	HT/DHT	

Nurture Provision	£1,229	2 groups of 2 sessions weekly for children identified as having barriers to learning arising from social or emotional difficulties.	To provide targeted support for the development of social and emotional skills that enable children to participate fully in school life.	DHT	
Lunchtime support – EYFS/KS1.	£7,367	Additional Midday Assistant in EYFS to support Lunchtime independence and play skills. 1 x 30 mins daily support from DHT in EYFS to support PP children’s social, interaction skills.	To develop play skills and provide a model of appropriate behaviour. Develop social interactions and expectations.	DHT AHT SBM	
Bug Club	£1,099	Online reading club to give all pupils home access to a wide selection of levelled reading books to practice reading.	To increase home reading opportunities for all pupils in Rec, Y1 and Y2 in order to develop confident readers	HT	

Total PPG allocated	£64,043
Total PPG expenditure	£64,043