



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

In 2019-20 Chapel End Infant School will receive £64,339 in Pupil Premium funding. This will be used to target support towards those children eligible for pupil premium funding and 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 2019-20 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	338	65 (19.23%)			£64,339	
Outcomes 2018-19 Reading		Outcomes 2018-19 Writing		Outcomes 2018-19 Maths	Outcomes 2018-19 Phonics Y1	Outcomes 2018-19 GLD
All: 75% Nat: 75% PP: 74% Nat: 62%		All: 65% Nat: 69% PP: 53% Nat: 55%		All: 76% Nat: 76% PP: 58% Nat: 62%	All: 82% Nat: 82% PP: 58% Nat: 71%	All: 61% Nat: 72% PP: 75% WF: 65%:

In School Barriers:

- For many PP children in Reception, social, communication and interaction skills are below age related expectations and this impacts their progress in the Prime Areas of Communication and Language as well as Personal, Social and Emotional skills, which will consequently impact the specific areas of Reading and Writing.
- For many PP children in Reception, attention and listening skills are below age related expectations and this impacts their progress in all areas of learning.
- Writing fluency and cohesion in KS1 is a challenge for many of our PP 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 PP 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.
- Behaviour issues for a small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.

External Barriers:

- Many of our PP eligible children have social, emotional or behavioural difficulties which prevent them from making good progress in school.
- Many of our PP eligible children have emotional difficulties which prevent them from making good progress in school.
- Many of our PP eligible 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 PP eligible 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, Personal, Social and Emotional Development skills for PP children match (or become closer to) the PSED skills of non-PP children.	PP children receive targeted support. PP children make rapid progress in PSED so that by the end of the year 74% of pupils eligible for PP achieve at or above the expected level.
2.	In Reception, attention and listening skills will rapidly develop for our PP children to be in line with their peers.	PP children receive targeted support. PP children make rapid progress in their attention and listening skills to be in line with their peers.
3.	In Reception, PP children's Communication and Language skills develop rapidly to ensure they can achieve in line with their peers.	PP children receive targeted support. PP children make rapid progress in their language development so that by the end of the year 86% of PP children achieve age related expectations in Communication and Language.
4.	In Year 1, Phonics skills for PP children will progress in line with their peers.	PP children receive targeted support. PP 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 2018)
5.	In Year 2, PP children will develop the maths skills required to achieve in line with non-PP.	PP children receive targeted support to achieve in maths. PP 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 2018).

Use of funding	Cost	Intervention	Intended outcomes	Monitoring	Impact
Subsidy of school trips and enrichment activities	£3,500	School contributes an amount towards each year group trip 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	All pupils were able to fully participate in school trips and enrichment activities with the exception of the summer term trips and events which were cancelled due to school closure.
Storytelling Sessions	£1,680	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	Storytelling was accessed by all pupils from Nursery to Year 2 in person and virtually. Sessions were highly motivating for pupils.
Accelerated Reader	£4,600	Reading intervention programme	To raise attainment in reading for identified pupils in Year 2.	DHT	Due to school closure the children in Year 2 were not able to complete this intervention.
Learning Support Assistants (LSAs)	£26,957	Targeted support for underachieving pupils in reading, writing and maths. Additional class support/interventions	Rapid progress for pupil groups identified as underachieving.	HT/DHT	Significant progress evidenced in pupils' books during the first half of the year.
EYFS Interventions	£4,225	Teacher led board game session for PP children (1 session per class, per week). EYP led small group work to target rapid progress in PSED, CAL and Maths – 1 x weekly.	Increased attention and listening, social, communication and interaction skills. Rapid progress in PSED, CL and M.	AHT/DHT	Weekly board games sessions took place, pupils demonstrated high levels of attention and listening during these activities.
SALT Provision, including CPD	£11,505	Speech & language therapist employed 2 days each week to assess children's needs and plan programmes and strategies for support alongside teaching and support staff	To meet the needs of growing number of children presenting with SLCN needs. Development of staff.	HT/DHT	Several support sessions for support staff. Programmes and strategies for staff as well as contribution to Education, Health and Care Plans for specific pupils.
Nurture Provision	£1,190	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	Nurture did not take place during Autumn and Spring 1 in its usual format as it was not suited to the needs of the year group. As an alternative, the HT and DHT provided nurture support for pupils with social and emotional difficulties on a 1:1 basis this was effective for the 5 pupils involved.

Attendance and Welfare Support	£4,000	2 hours per fortnight of Education Welfare support to target families with patterns of irregular/low attendance/lateness or unauthorised absence, with a particular focus on PP children.	To ensure that the attendance of pupils in receipt of PPG is above 96%, with a further reduction in the % persistently absent	SBM/DHT	46 pupils who were persistently absent or at risk of being persistently absent were closely monitored. Interventions took place and families were challenged/supported. Improvements seen in almost all cases.
Lunchtime support – EYFS/KS1.	£6,356	Additional Midday Assistant/LSA to run a daily lunchtime club to develop play skills and provide alternative support for pupils at lunchtime. Additional Midday Assistant in EYFS to support Lunchtime independence and play skills. 1 x 30 mins daily support from AHT in EYFS to support PP children's social, interaction skills.	To develop play skills and provide a model of appropriate behaviour and social interactions.	DHT AHT SBM	Additional lunchtime support ensured that pupils play and social skills improved significantly. Children were more able to communicate their needs and were calmer in the afternoons as a result.
Bug Club	£326.00	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	Every child in Reception, Year 1 and Year 2 has access to reading at home. An additional after school club was provided during Autumn and Spring 1.

Total PPG allocated	£64,339
Total PPG expenditure	£64,339