



Pupil Premium Funding & Expenditure in 2021-2022

Pupil Premium funding was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point during their primary school education.

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

In the 2021 to 2022 financial year, primary schools received the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,345 for pupils in reception year to year 6

Schools will also receive £2,345 for each pupil who has left local authority care for one of the following reasons:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order.

Schools also receive £310 per pupil for any child with one of their parents serving, or having served, in the regular armed forces – this is called the Service Pupil Premium.

We ask the staff, children and parents about our children and what would make the difference to their learning, as well as using our assessments and data analysis to ensure we have the right provision for maximising the progress for all children. We will publish our strategy for the new academic year on our website. We research the most successful strategies to enable our children to narrow their gaps and we make provision for accelerating progress. The main barriers to learning within the school lie within social and emotional development and mental health.

In the financial year 2021-2022, Chapel Haddlesey Primary received **£22,327** of Pupil Premium funding and this was spent on the following areas:

- To fund catch up interventions to directly support pupil premium children in school with 1:1 or small group support to ensure progress is maintained in line with expectations

Why? To ensure our pupils are catching up post-covid.

- To part-fund a Pastoral Support Lead to support families with social, emotional and mental health needs, and an Advanced Teaching Assistant to deliver ELSA (Emotional Literacy Support Assistant) to pupils in school, run ELSA support groups for pupils in school and ELSA continued CPD, impacting upon individual pupils' self-esteem, attitudes to learning, sense of well-being and enjoyment of school, reducing barriers to learning and improving progress.

To help fund an ATA and her therapy dog to visit school regularly to meet and chat to children, 'listen' to readers, encourage exercise by walking Twig around the field, and offer a non-judgmental ear to children who need to let off steam.

Why? Ensuring provision to support aspects of emotional wellbeing, impacting upon positive mental health, removing barriers to learning and accelerating progress.

- To fund an ATA to deliver weekly cookery sessions across the full year so that all children can access interactive learning about healthy foods, active lifestyle, chopping and cooking techniques, food hygiene and trying new tastes.

Why? To encourage our children to have those key life skills to ensure they are healthy and eat a balanced diet.

- To support qualifying families financially to contribute to school visits and residential stays.

Why? Enabling our children to benefit from residential opportunities and school trips as well as wider curriculum opportunities.

- To provide lunch-time sports activities to develop a healthy lifestyle and team-work skills.

Why? To promote a healthy lifestyle and develop the physical and imaginative skills of younger children in school.

- Key phonics, maths & English interventions delivered across all year groups to ensure measures are in place to support pupils in danger of falling behind.

Why? To ensure that we reduce the difference between pupils nationally, allowing for pupils to make rapid progress in maths, reading and writing, impacting upon outcomes and pupil engagement to learn.

- To offer pay for a breakfast club place and milk each morning to those who would benefit from having their breakfast on site.

Why? To ensure that pupils begin the day calm and ready to learn and access early morning pre-teaching, impacting upon progress.

- To provide timely intervention (pre-teaching and 1:1 interventions) for individual pupils who are, or at risk of, making slow progress. This also included additional hours as a SATs Booster session for Y6 pupils.

Why? To reduce the difference between pupils nationally and develop the confidence of pupils in key areas, impacting upon enthusiasm, engagement to learn and increased understanding of concepts.

- To help fund the costs for a SENCO to support the teachers in school to ensure the provision in the classroom is set up to support the pupil premium children in school.

Why? To reduce the difference between pupils nationally and offer our children access to the best resources to help with their learning.

- To 'top up' any shortfalls for school visit and swimming payments to ensure the activity can still go ahead.

Why? To ensure our children receive purposeful learning outside of school to enhance the day to day learning.

The approaches chosen are cohort driven. The current cohort respond more to 1:1 intervention but the EYFS (Early Year Foundation Stage) approaches have also benefited other children in the cohorts, impacting upon emotional development and relationships with other children in the class. Training of all staff in key areas ensures that there are multiple staff members in school to support children consistently. Should a staff member move on, there is another in place who is able to provide consistent strategies and support, and also train up new staff.

The school measures the impact of the pupil premium funding with a half termly data capture, in-depth marking, pupil progress analysis and meetings with parents to review progress. Interventions are documented and shared with parents. Any potential risks to the continued development of the children are identified quickly and intervention is swift to ensure continued progress.