

Cheetwood Community Primary School
Pupil Premium Grant 2019-2020
Evaluation and Impact Report

The Pupil Premium was introduced in April 2011 and is additional funding schools have received based on the number of pupils who have ever been eligible for Free School Meals in the last 6 years.

At Cheetwood Pupil Premium has been used to provide additional educational support to improve the progress and to raise the standard of achievement.

The funding has also been used to diminish the difference between the achievements of different groups of pupils.

We are required by law to publish on our website a report summarising what we have spent the Pupil Premium on and the difference it has made.

Overview of the school 2019-2020

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	223
Total number of FSM pupils eligible for PPG	82
Total number of EY FSM pupils eligible for PPG	6
Total number of LAC eligible for PPG	1
Amount of PPG received per FSM pupil	£1320
Amount of PPG received per EY pupil	£302
Amount of PPG received per LAC	£1837
Total amount of PPG received	£111,890
Nature of support/intervention/activity 2019-2020	
<ul style="list-style-type: none"> • Head of Pastoral Care supported behaviour needs across the school and provided 1-1 support for pupils with complex and significant social and emotional needs • Specialist support from a speech and language therapist, assessed pupils, delivered interventions, provided resources and wrote IEPs. • TA3 supported and boosted attainment across the school • TA2 supported and boosted attainment across the school • After school tutoring and sports lessons for Looked After Children (LAC) • Learning equipment and educational resources for LAC • Play worker in EYFS provided support across the curriculum and to improve outcomes for pupils in nursery and reception 	

The impact of PPG spending

The school has evaluated the impact of pupil premium spending on outcomes achieved at the end of the **2019-2020 academic year**. The evaluation has focused not only on academic outcomes but personal, social and emotional development and access to the curriculum as a result of the support, interventions and activity funded by pupil premium.

Head of Pastoral Care supported behaviour/pastoral needs across the school and this continued to have a positive impact and contributed to the good behaviour at Cheetwood. The head of pastoral care provided surgeries for teachers and additional training for teaching assistants to ensure that high quality SEMH support is an integral aspect of quality first teaching.

Pupils are taught strategies to regulate their emotions and behaviour which means that they are calm and ready to learn during lessons. The good behaviour and positive engagement is evidenced in the behaviour logs for the first half of 2019-2020 and this

confirms that incidents of inappropriate behaviour and referrals to Think Room are very low. Pupils needing more targeted support (16) had access to a range of therapeutic interventions delivered in the "OASIS" room and SDQ analysis indicates that pupils receiving this targeted support (especially those accessing it over an extended period of time) experienced an improvement in their scores. This means they develop the skills needed to interact positively with their peers and to actively engage in curricular learning. Specialised support for vulnerable pupils continued during school closures with the head of pastoral care offering therapeutic and mentoring sessions remotely. Pupils were provided with weekly sessions and support and advice was also offered to parents. The help that pupils received during school closures enabled them to maintain a positive link with school and to make a successful transition back to learning when school re-opened fully in September.

Speech and Language Therapist provided assessments, delivered therapy, supported teachers and contributed to multi-agency meetings. Some of the most vulnerable learners made accelerated progress as a result of the support received. The Early Talk and Talk Boost programme also contributed to a significant improvement in communication and language outcomes. This programme is designed for children aged 4-7 years whose language skills are below average for their age. The intensive 10-week programme involves pupils and their parents and in Y1 and Y2 all pupils accessing this course moved from below age related expectations to working at age related expectations. Pupils in the reception Early Talk group all moved to working within age related expectations and in nursery all pupils moved from a low base line to working towards or within age related expectations.

Teaching and Learning Assistants provide additional support across the school and are able to deliver a range of high quality interventions. Teaching assistants are deployed in a flexible way that ensures that all groups of learners are provided with the targeted support they need. This year statutory testing in primary schools was suspended so there is no externally validated end of year data, however school's own internal data for the first half of the year provides evidence of the impact of effective teaching and learning:

KS1 and KS2: In the majority of cases the percentage of disadvantaged pupils meeting age related expectations in reading, writing and maths was higher than those without disadvantage. Progress for majority of disadvantaged learners in reading, writing and maths was at the expected rate or higher.

Reception: Progress was at an accelerated rate in all prime areas and in reading, writing and number. As a result, the 2019-2020 cohort were tracking to be in line with national average for GLD outcomes.

EYFS Play worker: Access to the EYFS play worker and targeted support in nursery benefits those pupils that go on to enter Cheetwood's reception class as it provides a strong foundation for learning. The majority of pupils enter nursery with very low starting points in key skills. However, excellent quality first teaching and a range of targeted interventions result in nursery pupils making accelerated progress. In the first half of 2019-20 pupils in the nursery made accelerated progress in communication and language, physical development and personal social and emotional development. Progress in literacy and maths was also above the expected level. During school closures the EYFS play worker was able to offer remote support and encouragement to pupils and their families including posting 'Workout Wednesday' videos encouraging them to take part in physical challenges.

This academic year, school closures provided the whole school with the additional challenge of providing remote teaching and learning resources, as well as providing practical and emotional support for pupil and their families. The resources provided by pupil premium added value at this time as specialist staff and teachers were able to replicate or adapt the support they provide in school in a remote learning environment. Teaching assistants worked alongside teachers to ensure that all pupils were spoken to personally at least once a week and had access to daily remote learning support and feedback. They were also able to offer more personalised learning support to vulnerable and disadvantaged learners. This resulted in high levels of pupil and family engagement during school closure and helped to promote a sense of inclusion and mutual support, especially for the most vulnerable and disadvantaged families. In September the attendance across the school was higher than in previous years as pupils felt safe and ready to learn. Parents were consulted about their experiences during school closures and a record 116 responses were received. *Comments included: 'The weekly phone calls were a lifeline' 'Teachers and support always kept in touch to make sure we were OK.'*

The **LAC** pupil was provided with learning support and resources and in 2019-20 made progress at the expected rate and was on track to meet the end of year standard expected in reading, writing and maths. A package of remote learning support was offered by teaching and support staff and the LAC lead coordinated a multi-agency team to ensure that this pupil made a successful transition to high school.

The positive impact of Cheetwood's pupil premium spending was recognised during the school's Ofsted inspection in March 2018:

'Leaders use targeted funding for disadvantaged pupils well'.

'Leaders actions have improved pupils' achievement throughout KS2. In particular, the progress of pupils who have special educational needs (SEN) and/or disabilities and disadvantaged pupils is strong.'

In November 2019 LA QA professional confirmed that the school leadership team understands how to identify and provide targeted support for all groups of learners.

'The SLT know their school and community well, this expert knowledge means they serve them well and are effective at meeting their needs both from an education and a well-being point of view.'