

Charnock Hall Primary Academy

Strategy for 2019-20

Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:

1. Summary information for 2019-20					
Academy	Charnock Hall Primary Academy				
Pupil Premium Leader	Louise Fotheringham				
Academic Year	2019-20	Total PP budget	62 x £1320 =£81,840 2x £2300= £4,600 £86,440	Date of most recent PP Review	Sept 2019
Total number of pupils	399 16.5%	Number of pupils eligible for PP	64	Date for next internal review of this strategy	Jan 2020

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc</i>)	External barriers (<i>issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding</i>)
Teaching and Learning: Increased pedagogical and subject specific skills and knowledge to support all pupils with high quality and engaging learning experiences that challenges and provokes new learning, thoughts and ideas, through the whole CHPA curriculum, not simply focused on National Curriculum subjects	Disrupted home life for some identified children including pastoral issues
Consistency and Impact of Group Interventions	Wider experiences for some children are limited
Communication and language skills on entry to school	Low (below school target of 96.5%) attendance rates (including issues with Persistent Absence)
Social, Emotional and Behavioural Needs of Pupil Premium Children, including low self-esteem and high anxiety	Parental engagement with school



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3. Outcomes – separate for each year group as each cohort has its own profile and needs						
What do we want to achieve?			How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?
Year Group	What do you want to achieve and how they will be measured	Success criteria	How will the intervention or provision be delivered?	Refer to research from EEF or other research to justify the choice of strategy.		Provide simple breakdown of proportionate or full costs.
Year R 2FSM	To raise attainment in basic social, communication and literary skills by achieving GLD in these areas at the end of FS.	50% of eligible Pupil Premium children to meet the ELG in language and communication skills and reading. Improved parental engagement and an increase in confidence as noted by the class teacher.	Additional phonics sessions with experienced FS2 TA. Cover from additional TA. Small group sessions with an additional adult focussing on reading to children, encouraging them to answer questions and talk about the story. Improved outdoor and indoor provision Lego Therapy (3x/week) to develop language and communication skills. Workshops: EYFS leader and PP lead will deliver sessions to parents in each of the areas	The EEF has found that ‘studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.’ Following ECERs audit outcomes, provision is being adapted and improved to ensure it matches the needs of all pupils and our overall scores improve (specific focus on prime areas) Sessions lead in previous years has been successful in improving parental engagement and parents reported a confidence in their ability to help their child.	Early Years Foundation Stage Leader to analyse data and monitor quality of provision and intervention each half term. A summary report will be fed back to Pupil Premium Leader and MLT.	1 additional TA in FS for additional phonics sessions, reading interventions. 3hrs/day = £8,850 1 TA (1.5hrs/wk) for Lego Therapy.- incl Y1 £885 Additional sets of Lego and new cards for Lego therapy £100 Resources £50 Refreshments for parents £20



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<p>Year 1</p> <p>11 FSM 9 PP</p>	<p>To increase the number of PP children achieving EXS in Y1 Reading, writing and Maths.</p> <p>Increase the percentage of pupil premium children passing the Phonics screening check.</p> <p>Improve parental engagement through focused workshops- phonics, reading, number</p>	<p>55% (6) of eligible Pupil Premium children working at EXS in Reading, Writing and maths</p> <p>17% (2) working at GDS</p> <p>73% (8) of eligible Pupil Premium pupils to pass the Phonics Check</p> <p>Improved parental engagement and an increase in confidence as noted by the class teacher.</p>	<p>1:1 Reading: Pupil Premium children read with regularly with our playtime supervisors</p> <p>1st Class at Number: Intervention to be run by trained TA.</p> <p>Language and comprehension: Language skills and comprehension to be a focus through personalised impact interventions</p> <p>Writing Intervention: TA led intervention focusing on improving basis skills in writing - including letter formation and applying phonics skills.</p> <p>Additional phonics sessions: with experienced TA.</p> <p>Parent workshops: KS1, Phonics and PP lead will deliver sessions to parents in each of the areas.</p>	<p>This intervention has had good impact a few years ago, although it was specific to all children working below ARE.</p> <p>Impact studies have found that children made on average 13 months progress in 4 months</p> <p>EEF states that 'on average, reading comprehension approaches deliver an additional six months' progress'</p> <p>Teaching Assistants will also withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. In some instances, the teacher will withdraw children while the TA takes the class.</p> <p>Sessions lead in previous years has been successful in improving parental engagement and parents reported a confidence in their ability to help their child.</p>	<p>Key Stage 1 Leader and subject leaders to ensure interventions are running regularly and monitor quality of provision and intervention each half term.</p> <p>A summary report will be fed back to Pupil Premium Leader and MLT.</p> <p>HT and DHT to monitor during PP progress meetings in the Autumn, Spring and Summer Terms.</p>	<p>Lunchtime Supervisors 5 Hours Weekly – (daily) £4875</p> <p>1st Class at Number: 5hrs/week = £1000 towards cost</p> <p>TA for Interventions (Reading, writing & Maths): 5hrs/week = £1000 towards cost</p> <p>Additional TA 2.5 hrs/ Week = £1425</p> <p>Resources £50 Refreshments for parents £20</p>
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<p>Year 2</p> <p>8 FSM & PP</p>	<p>To increase the number of PP children achieving EXS in Y2 Reading, writing and Maths.</p> <p>To increase the number of PP children achieving GDS in at the end of KS1.</p>	<p>50% (4) of children will meet the EXS at the end of Y3.</p> <p>25% (2) of these children will attain GD outcomes Reading Writing and Maths</p>	<p>1:1 Reading: Pupil Premium children read with regularly LSAs</p> <p>1st Class at Number/2: Intervention to be run by trained TA.</p> <p>Language and comprehension: Language skills and comprehension to be a focus through personalised impact interventions</p> <p>Writing Intervention TA led focusing on improving basic skills in writing - including letter formation, applying phonics skills and increasing understanding of key objectives</p> <p>Additional phonics sessions (phase 4 & 5): with experienced TA for the children who were unable to meet the required standard in Y1</p> <p>Parent workshops: KS1, Phonics, subject leaders will deliver sessions to parents in each of the areas.</p>	<p>This intervention has had good impact a few years ago, although it was specific to all children working below ARE.</p> <p>Impact studies have found that children made on average 13 months progress in 4 months</p> <p>EEF states that 'on average, reading comprehension approaches deliver an additional six months' progress'</p> <p>Teaching Assistants will also withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. In some instances, the teacher will withdraw children while the TA takes the class.</p> <p>Additional interventions for PP working within GDS will be lead by teachers- TAs to cover.</p> <p>Sessions lead in previous years has been successful in improving parental engagement and parents reported a confidence in their ability to help their child.</p>	<p>Key Stage 1 Leader and subject leaders to ensure interventions are running regularly and monitor quality of provision and intervention each half term.</p> <p>A summary report will be fed back to Pupil Premium Leader and MLT.</p> <p>HT and DHT to monitor during PP progress meetings in the Autumn, Spring and Summer Terms.</p>	<p>Lunchtime Supervisors 4.5 Hours Weekly – (3x/wk) £1667</p> <p>1st Class at Number: 5hrs/week = £1000 towards cost</p> <p>TA for Interventions (Reading, Writing & Maths): 5hrs/week = £1000 towards cost</p> <p>1 additional TA in Y2 for additional phonics sessions 2.5 hrs/ Week = £1425</p> <p>Resources £50 Refreshments for parents £20</p>
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<p>Year 3 10 PP 9 FSM</p>	<p>To increase the number of PP children achieving EXS in Y3 Reading, writing and Maths.</p> <p>To increase the number of PP children achieving GDS in Y3.</p>	<p>50% (5) of children will meet the EXS at the end of Y3.</p> <p>20% of these children will attain GD outcomes Reading Writing and Maths</p>	<p>1st Class at Number 2: Intervention to be run by trained TA.</p> <p>Reading Allowed Y6 pupils will read daily to Y3 children eligible for Pupil Premium children with the aim of developing a positive attitude to Reading through the use of positive role models</p> <p>Language and comprehension: Language skills and comprehension to be a focus through personalised impact interventions</p> <p>Writing Intervention TA led intervention which will focus on children securing understanding of key objectives required to achieve age expected outcomes</p> <p>Times Tables Rockstars Subscription to the Times Tables Rockstars website.</p> <p>Parent workshops Teachers, KS2 & subject leaders will deliver sessions to parents in each of the areas.</p>	<p>Impact studies have found that children made on average 13 months progress in 4 months</p> <p>Evidence from OECD (2002) found that reading enjoyment is more important for children's educational success than their family's socio-economic status. This intervention has been created for the sole aim of developing an enjoyment of reading.</p> <p>EEF states that 'on average, reading comprehension approaches deliver an additional six months' progress'</p> <p>Teaching Assistants will also withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. In some instances, the teacher will withdraw children while the TA takes the class.</p> <p>Additional interventions for PP working within GDS will be lead by teachers- TAs to cover.</p> <p>EEF research shows that using digital technology has a positive benefit of +4 months</p> <p>Sessions lead in previous years has been successful in improving parental engagement and parents reported a confidence in their ability to help their child.</p>	<p>Key Stage 2 Leader and subject leaders to ensure interventions are running regularly and monitor quality of provision and intervention each half term.</p> <p>A summary report will be fed back to Pupil Premium Leader and MLT.</p> <p>HT and DHT to monitor during PP progress meetings in the Autumn, Spring and Summer Terms.</p>	<p>1st Class at Number: 5hrs/week = £1000 towards cost</p> <p>HLTA cover 1.5hrs/week =£1254</p> <p>TA for Interventions (Reading, Writing & Maths): 5hrs/week = £2850</p> <p>Times Tables Rockstars</p> <p>Resources £50 Refreshments for parents £20</p>
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<p>Year 4 10 PP & FSM</p>	<p>To increase the number of PP children achieving EXS in Y4 Reading, writing and Maths.</p> <p>To increase the number of PP children achieving GDS in Y4.</p>	<p>60% (6) of children will meet the EXS at the end of Y4.</p> <p>20% (2) of these children will attain GD outcomes Reading Writing and Maths</p>	<p>Times Tables Rockstars Subscription to the Times Tables Rockstars website.</p> <p>1:1 Reading: Pupil Premium children read regularly with LSAs</p> <p>1:1 Reading: Pupil Premium children read regularly with the Y4 TAs to improve fluency and comprehension</p> <p>Language and comprehension: Language skills and comprehension to be a focus through personalised impact interventions</p> <p>Writing Intervention TA led intervention which will focus on children securing understanding of key objectives required to achieve age expected outcomes TA led intervention focusing on objectives that will progress their writing to the required standard for greater depth</p> <p>Parent workshops: Teachers, KS2 & subject leaders will deliver sessions to parents in each of the areas.</p>	<p>EEF research shows that using digital technology has a positive benefit of +4 months</p> <p>This intervention has had good impact a few years ago, although it was specific to all children working below ARE.</p> <p>EEF states that 'on average, reading comprehension approaches deliver an additional six months' progress'</p> <p>Teaching Assistants will also withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. In some instances, the teacher will withdraw children while the TA takes the class.</p> <p>Additional interventions for PP working within GDS will be led by teachers- TAs to cover.</p> <p>Sessions lead in previous years has been successful in improving parental engagement and parents reported a confidence in their ability to help their child.</p>	<p>Key Stage 2 Leader and subject leaders to ensure interventions are running regularly and monitor quality of provision and intervention each half term.</p> <p>A summary report will be fed back to Pupil Premium Leader and MLT.</p> <p>HT and DHT to monitor during PP progress meetings in the Autumn, Spring and Summer Terms.</p>	<p>Times Tables Rockstars (see whole school)</p> <p>Lunchtime Supervisors 4.5 Hours Weekly – (3x/wk) £1667</p> <p>TA for Interventions (Reading, Writing & Maths): 5hrs/week = £2850</p> <p>Resources £50 Refreshments for parents £20</p>
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<p>Year 5 11 PP 10 FSM</p>	<p>To increase the number of PP pupils achieving EXS in Y5 Reading, writing and Maths.</p> <p>To increase the number of PP pupils achieving GDS in Y5.</p>	<p>64% (7) of children will meet the EXS at the end of Y5.</p> <p>45% (5) of these children will attain GD outcomes Reading Writing and Maths</p>	<p>Times Tables Rockstars Subscription to the Times Tables Rockstars website.</p> <p>1:1 Reading: Pupil Premium children read regularly with the Y5 TA to improve fluency and comprehension</p> <p>Writing Intervention: TA led intervention which will focus on children securing understanding of key objectives required to achieve age expected outcomes TA led intervention focusing on objectives that will progress their writing to the required standard for greater depth</p> <p>Y5 Number intervention: To be run by trained TA</p> <p>Parent workshops: Teachers, KS2 & subject leaders will deliver sessions to parents in each of the areas</p>	<p>EEF research shows that using digital technology has a positive benefit of +4 months</p> <p>EEF states that 'on average, reading comprehension approaches deliver an additional six months' progress'</p> <p>Teaching Assistants will also withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. In some instances, the teacher will withdraw children while the TA takes the class.</p> <p>Additional interventions for PP working within GDS will be lead by teachers- TAs to cover.</p> <p>Sessions lead in previous years has been successful in improving parental engagement and parents reported a confidence in their ability to help their child.</p>	<p>Key Stage 2 Leader and subject leaders to ensure interventions are running regularly and monitor quality of provision and intervention each half term.</p> <p>A summary report will be fed back to Pupil Premium Leader and MLT.</p> <p>HT and DHT to monitor during PP progress meetings in the Autumn, Spring and Summer Terms.</p>	<p>Times Tables Rockstars (see whole school)</p> <p>TA for Interventions (Reading, Writing & Maths): 7.5hrs/week = £4275</p> <p>Resources £50 Refreshments for parents £20</p>
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<p>Year 6 13 PP 10 FSM</p>	<p>To increase the number of PP pupils achieving EXS in Y6 Reading, writing and Maths.</p> <p>To increase the number of PP pupils achieving GDS in Y6.</p>	<p>54% (7) of children will meet the EXS at the end of Y6.</p> <p>23% (3) of these children will attain GD outcomes Reading Writing and Maths</p>	<p>Times Tables Rockstars Subscription to the Times Tables Rockstars website.</p> <p>1:1 Reading: Pupil Premium children read regularly with the Y6 TA to improve fluency and comprehension</p> <p>Writing Intervention TA led intervention which will focus on children securing understanding of key objectives required to achieve age expected outcomes TA led intervention focusing on objectives that will progress their writing to the required standard for greater depth</p> <p>After School Tuition Sessions (small group) 1:1 Tuition time with the teachers after school sessions</p> <p>Parent workshops: Teachers, KS2 & subject leaders will deliver sessions to parents in each of the areas</p>	<p>EEF research shows that using digital technology has a positive benefit of +4 months</p> <p>EEF states that 'on average, reading comprehension approaches deliver an additional six months' progress'</p> <p>Teaching Assistants will also withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. In some instances, the teacher will withdraw children while the TA takes the class.</p> <p>Additional interventions for PP working within GDS will be lead by teachers- TAs to cover.</p> <p>These sessions will support memory and retention with a focus on a narrow range of basic skills in mathematics. The EEF suggests that this can add 5 months to the pupils outcomes.</p> <p>Sessions lead in previous years has been successful in improving parental engagement and parents reported a confidence in their ability to help their child.</p>	<p>Key Stage 2 Leader and subject leaders to ensure interventions are running regularly and monitor quality of provision and intervention each half term.</p> <p>A summary report will be fed back to Pupil Premium Leader and MLT.</p> <p>HT and DHT to monitor during PP progress meetings in the Autumn, Spring and Summer Terms.</p>	<p>Times Tables Rockstars</p> <p>TA for Interventions (Reading, Writing & Maths): 7.5hrs/week = £4275</p> <p>Resources £50 Refreshments for parents £20</p>
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Whole School Initiatives	How	What is the rationale for this chosen strategy	How will it be monitored	Cost
To continue to improve Quality 1st Teaching across school, including 3 NQTs	CPD sessions, including Twilights, staff meetings, key stage meetings, additional training during SLT assembly	EEF-Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds.	Monitoring of Quality of Teaching and Learning by HT, DHT, AHT, MLT	Cost of external providers, resources £1200
To improve the curriculum	To develop a curriculum that is relevant to our children and provides them with opportunities to succeed in life	To increase the pedagogical and subject specific skills and knowledge to support all pupils with high quality and engaging learning experiences that challenges and provokes new learning, thoughts and ideas, through the whole CHPA curriculum, not simply focused on National Curriculum subjects.	Monitoring of curriculum and groups accessing it- AHT and feedback to SLT/MLT	Cornerstones curriculum annual subscription £720 PSHE Association annual subscription £125
To improve maths teaching throughout school by using a mastery approach	Power of Maths New scheme- based around mastery approach	Mastery learning approaches have positively improved progress by +5 months. A structured development of a curriculum that supports a mastery/greater depth approach, will support rapid progress to diminish gaps.	HT and DHT to monitor during PP progress meetings in the Autumn, Spring and Summer Terms. Maths leader- triangulation of assessment information.	£9554 Including CPD sessions and resources Supply cover for PPM £950
To improve reading attainment for children below ARE.	Lexia HLTA & TAs to run sessions min 3x/wk for identified children	EEF research shows that using digital technology has a positive benefit of +4 months	English leader and SENDCo half termly	£7,325 HLTA & cost of subscription (£3000)
To increase the speed of recall and engagement in maths and times tables across all year groups.	Times Tables Rock Stars	It has become evident through lesson observations and staff voice that children at Charnock Hall are not able to recall times table facts quickly enough to support their learning. Although this is improving through the introduction of Times Table Rock Stars last year this needs to continue with a higher rate of engagement at home.	Maths leader to conduct pupil interviews, speak to teachers – improvements in recall. Teachers to monitor using STAT bolt on.	£123 incl Stats and mobile bolt-ons



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<p>Financial support for vulnerable families Inc LAC</p>	<p>To subsidise trips and residential to ensure PP children have a greater number of opportunities.</p>	<p>Previous years have shown an increase in participation in trips due to school subsidising or paying for trips. For this reason the initiative will continue. Ensuring they remained part of the school community and enjoyed enriched experiences.</p>	<p>Teachers to monitor attendance on trips and ensure reply slips are returned.</p>	<p>£4500</p>
<p>To increase engagement and participation in music and the performing arts.</p>	<p>Choir –Young Voices</p>	<p>EEF research shows that arts participation has a positive benefit of +2 months</p>	<p>Teachers leading choir will monitor attendance and feedback from parents following the concert.</p>	<p>Registration for YV, teacher workshop, tickets for PP parents £300</p>
<p>To ensure participation and enrichment through extra curricular learning opportunities</p>	<p>Variety of clubs and lunchtime clubs (incl Friendship and nurture club)</p>	<p>Encourage children to take part in sport, art and learning clubs after school. EEF research shows that arts participation has a positive benefit of +2 months EEF research shows that extending school time has a positive benefit of +2 months</p>	<p>Extra-curr lead monitor attendance at clubs.</p>	<p>£1000</p>
<p>To improve provision for children with social, emotional and behavioural needs</p>	<p>Nurture Room: Develop a nurture room for children to access during playtimes and lunchtimes as well as to be used for planned intervention sessions- friendship group etc. 2 staff will be trained and take responsibility for working closely with pupils eligible for pupil premium funding if needed.</p>	<p>Social and emotional learning programmes have been acknowledged by the EEF as having positive impact of +5 months. Lunchtime provision with PSO for some vulnerable children have been successful over the last few years, resulting in trusted relationships, decrease in anxieties, and improvement of conduct behaviours. In order to allow more children to access this provision, a new space needs to be developed.</p>	<p>SLT monitor attendance Teach monitor behaviours- feedback through SLT/safeguarding meetings and PPM.</p>	<p>PSO, DHT to lead each lunchtime Resources for nurture room £1500 Mental Health Training £300</p>
<p>To increase support for vulnerable families</p>	<p>Pupil Support Officer</p>	<p>EEF research shows that parental involvement has a positive benefit of +3 months Currently many of the families in need of additional support from outside agencies such as MAST and SC are PP families. Dedicated time to support these families will continue to improve parental engagement, attendance and reduce barriers to learning.</p>	<p>Weekly monitoring of MyConcern. Half termly meetings - MAST. Weekly safeguarding meetings</p>	<p>PSO = £10,559</p>



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To improve attendance of PP children	DHT responsible for attendance PSO Teachers to take more responsibility for attendance.	Attendance has been identified as being a barrier to learning. Too many of our eligible Pupil Premium pupils are not in school enough. Although PA figures improved during 2018-19, work still needs to be done particularly for PP children with PA but also attendance below our school target of 96.5%. The dedicated time to support our families has and will continue to improve the attendance rates. Breakfast club for identified children.	PPM DHT- Half termly reports	Admin-attendance 5hrs/week= £2470 Funding for Rewards, Initiatives and breakfast club £1000
To support LAC – to provide additional opportunities and ensure mental well-being is catered for	PSO & LAC lead Desty, Gymnastics lessons, music lessons, YV audience tickets	Having worked closely with the child and her foster family- a plan has been drawn up in response to her needs and wishes.		PSO- timetable each week to do specific work
		Total		£85,182