

# Chaddesley Corbett Endowed Primary School

1. Summary information								
<b>School</b>	Chaddesley Corbett Endowed Primary School							
<b>Academic Year</b>	2021/22	<b>Total PP budget</b>	£30,865	<b>Date of most recent PP Review</b>			n/a	
<b>Total number of pupils</b>	199 (incl. Nursery 235)	<b>Number of pupils eligible for PP</b>	19 (9%) 23 incl. nursery (10%)	<b>Date for next internal review of this strategy</b>			July 22	
2. Current attainment								
<b>End of Key Stage 2</b>			<i>Pupils eligible for PP (school)</i>			<i>Pupils not eligible for PP (national average)</i>		
			<b>2018</b>	<b>2019</b>	<b>2020 &amp; 2021</b>	<b>2018</b>	<b>2019</b>	<b>2020 &amp; 2021</b>
<b>% achieving national expectation or above in reading, writing &amp; maths</b>			33%	38%	No external data due to COVID	70%	&	No external data due to COVID
<b>Progress in reading</b>			-1.00	+1.7		+0.31	+0.03(all)	
<b>Progress in writing</b>			+0.92	+2.0		+0.24	+0.03(all)	
<b>Progress in maths</b>			-2.72	-1.2		+0.31	+0.03(all)	
<b>End of Key Stage 1</b>								
			<b>2018</b>	<b>2019</b>	<b>2020 &amp; 2021</b>	<b>2018</b>	<b>2019</b>	<b>2020 &amp; 2021</b>
<b>% achieving national expectation or above in reading, writing &amp; maths</b>			0%	67%	N/A	69%	69%	N/A

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b>		
<b>A.</b>	The impact of lockdown has had a more significant effect on 69% of pupils in receipt of PPG and pastoral support is required	
<b>B.</b>	42% of pupils in receipt of PPG are working below age related expectations	
<b>C.</b>	62% of pupils in receipt of PPG in Early Years and KS1 are receiving additional support for speech and language	
<b>External barriers</b> ( <i>issues which also require action outside school</i> )		
<b>D.</b>	Some pupils in receipt of PPG are not supported effectively at home and often have high rates of absence.	
<b>4. Key Priorities</b> ( <i>Desired outcomes and how they will be measured</i> )	<b>Success criteria</b>	
<b>A.</b>	<p>All pupils will develop self-efficacy which will support pupils to make at least expected progress in all areas of the curriculum.</p>	<p>To adopt whole school approach to wellbeing.</p> <p>To raise staff awareness of the widespread nature of mental health problems in children.</p> <p>To identify early the needs of pupils and start with skills based programmes, preventive work, the identification of difficulties and targeted interventions.</p> <p>To explicitly teach social and emotional skills, attitudes and values and self-regulation to all pupils and provide more targeted and intense work for those struggling.</p> <p>To offer a recovery curriculum to those who require it.</p>
<b>B.</b>	<p>The rates of progress for all Pupils (including the most-able and pupils with SEND) in receipt of the PPG (by the end of KS2) will rise. The gaps between the percentage of pupils in receipt of PPG attaining the expected standards continue to close when compared to their national comparative group and the attainment of non-disadvantaged pupils.</p>	<p>To identify the needs of pupils in receipt of PPG.</p> <p>To provide universal, targeted and specialised interventions and support for pupils in receipt of PPG.</p>
<b>C.</b>	<p>Pupils with an identified speech and language need will be supported so they can access the curriculum and make at least good progress.</p>	<p>To continue to fund a speech and language therapist for 1 day a week to support all children with speech, language and communication needs.</p> <p>To provide universal, targeted and specialised interventions and support for pupils in receipt of PPG.</p>

<b>D.</b>	Increased attendance rates for identified pupils eligible for PPG and an improvement in home support to enable pupils to access additional learning.	To improve Identified pupils in receipt of PPG attendance to at least 97% to begin to close the gap and be more in line with other pupils. To increase Reading and homework support which will impact on learning in school and help to raise standards.
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5. Planned expenditure				
Academic year	2021/2022			
Desired outcome	What will we do?	Progress indicators & monitoring	Staff lead	When will you review?
<p><b>A)</b></p> <p>A whole school approach to wellbeing will be adopted</p> <p>To raise staff awareness of the widespread nature of mental health problems in children.</p> <p>To identify early the needs of pupils and start with skills based programmes, preventive work, the identification of difficulties and targeted interventions.</p> <p>To explicitly teach social and emotional skills, attitudes and values and self-regulation to all pupils and provide more targeted and intense work for those struggling.</p> <p>To offer a recovery curriculum to those who require it.</p> <p>To engage parents and carers in the positive universal work to promote wellbeing and prevent problems</p>	<p>Attain the wellbeing award to illustrate the consistent approach across the school.</p> <p>The school will train a member of staff to lead on mental health. The mental health lead will coordinate the pastoral team and liaise very closely with the designated safeguarding members of staff.</p> <p>CPD will be offered to all members of staff in house and beyond.</p> <p>Staff will receive support in early identification of mental health difficulties</p> <p>Evidence based programmes of interventions will be sought. Staff will be fully trained in these interventions and will know outside agencies who they can go to for support.</p> <p>New self-regulation programme will be in place in all classrooms and the behaviour policy will be revised. This will be communicated to parents and carers.</p> <p>A catch up programme of pastoral support will be put in place to improve the opportunities and experiences for identified pupils.</p> <p>Engage parents and carer and families in genuine participation, particularly those who may be classed as vulnerable</p>	<p><b>Monitoring will evidence that:</b></p> <p>Surveys and pupil voice clearly show that all parts of the school organisation work coherently together.</p> <p>Parental engagement is good</p> <p>Staff meeting time and CPD to share good grounding in knowledge already acquired.</p> <p>Nurture room, pastoral Lead and interventions are working well with evidence of impact</p> <p>NCB Wellbeing Award achieved</p> <p>Area of excellence is achieved in our challenge partners review</p> <p>Behaviour throughout school excellent with reference to the schools' core values as the driver for intrinsic motivation.</p> <p>Social and emotional skills are taught and embedded throughout the curriculum.</p>	<p>SENDCo/ Mental Health lead Wellbeing Lead</p>	<p>January April July</p>
Total budget costed for staff and resources				£10,000

<p><b>B)</b></p> <p>To identify the needs of pupils in receipt of PPG.</p> <p>To provide universal, targeted and specialised interventions and support for pupils in receipt of PPG.</p>	<p>Reflect on current academic progress across the whole curriculum of pupils in receipt of PPG. Triangulate findings &amp; identify/prioritise next steps.</p> <p>Consider what experiences/opportunities/resources are needed to ensure pupils can access the curriculum and how to enhance it as required.</p> <p>Track and assess pupils' learning and provide resources, (Including staff), interventions and whole class teaching to ensure progress is rapid</p> <p>A catch up programme of academic support will be put in place to improve the opportunities and experiences for identified pupils.</p>	<p><b>Monitoring will evidence that:</b></p> <p>The most- able pupils in receipt of PPG are working to a high level and work demonstrates greater depth, understanding and application of core skills.</p> <p>Learning walks and monitoring shows a wide range of curriculum coverage and age related skills development.</p> <p>Data shows all pupils in receipt of PPG making at least good progress and those who need to make rapid progress.</p>	<p>Subject leader, SENDCo &amp; Inclusion Manager,</p>	<p>January April July</p>
<p>Total budget costed for staff and resources</p>				<p>£11,000</p>

<p><b>C)</b> To continue to fund a speech and language therapist for 1 day a week to support all children with speech, language and communication needs.</p> <p>To provide universal, targeted and specialised interventions and support for pupils in receipt of PPG.</p>	<p>Staff will be supported to identify speech and language difficulties early.</p> <p>Children will be assessed (more quickly than NHS are able) so areas of need can be addressed rapidly to avoid a global delay.</p> <p>Children we be provided with resources and teaching that supports their ability to access the curriculum.</p> <p>Staff will be supported in the delivery of interventions</p> <p>Staff CPD will be offered as required</p>	<p><b>Monitoring will evidence that:</b></p> <p>The school has a sharp focus on ensuring that children gain the speech, language and communication skills necessary to access the curriculum and interact with their peers.</p> <p>Pupils needs have been identified and interventions are in place.</p> <p>Teachers teaching of English support pupils in developing their language and vocabulary well.</p> <p>Staff have secure subject knowledge to deliver effective interactions/interventions which impact on pupil progress and any areas for development are targeted through coaching or staff training.</p>	<p>SENDCo</p>	<p>January April July</p>
<p><b>Total budgeted cost for Speech and Language Therapist and resources to support universal, targeted and specialist support</b></p>				<p>£7,000</p>

<p>D) To identify pupils in receipt of PPG with unsatisfactory attendance and improve to at least 96% to begin to close the gap and be more in line with other pupils.</p> <p>To ensure reading and homework support at home is improved so the impact on learning in school will help to raise standards.</p> <p>To support families to enable pupils to take part in extra- curricular activities including residential visits and outside clubs such as martial arts.</p>	<p>Workshops in Early Years/KS1 – early in the year to forge good practices from the start</p> <p>Re-introduce ERIC time</p> <p>Homework club for KS2</p> <p>Incentives to read at home</p> <p>Sign posting to family support services</p> <p>Three hours every term EWO time to monitor pupils and follow up quickly on absences.</p> <p>Ensure families in need know that funds are available for extra-curricular activities and visits.</p> <p>Identify individual pupils for a particular activity if it is felt they would enjoy it, have an aptitude for it or they would benefit from it.</p> <p>Ensure anonymity.</p>	<p><b>Monitoring will evidence that:</b></p> <p>The attendance of disadvantaged pupils improves and is at least in line with the national comparative figure.</p> <p>The gap between Non PP and PP attendance closes.</p> <p>The number of disadvantaged pupils classed as persistent absentees (less than 90%) decreases.</p> <p>The school can evidence it has taken appropriate, swift and effective action with pupils whose attendance is poor.</p> <p>Families are supported in school and directed to outside agencies of support.</p> <p>Numbers of pupils completing homework and Reading at home increase.</p> <p>Families are supported to ensure equal opportunities for all.</p>	<p>Inclusion Manager English Lead Phase Leaders</p>	<p>January April July</p>
<p><b>Total budgeted cost for Speech and Language Therapist and resources to support universal, targeted and specialist support</b></p>				<p>£2,000</p>