



# Pupil Premium Strategy Statement

## 2021 – 2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### **Albany Learning Trust Pupil Premium Intent**

Albany Learning Trust provides equitable access to educational opportunities for all pupils. All staff within the trust are committed to meeting the pastoral, social and academic needs of all pupils within the school environment, including the most disadvantaged. At Albany Learning Trust we are accountable to improve outcomes and diminish gaps in achievement to ensure that all pupils are fully prepared for the transition to their next stage.

School leaders within the trust, make well informed decisions on the spending of the PPG, using research based approaches as appropriate. All strategies are rigorously monitored and regularly evaluated to review and measure impact.

The trustees reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being disadvantaged.

<b>Overview of the school</b>	
Total number of pupils on roll	303
Total number of pupils eligible for PPG and PPG+	87 pupils, 30% (excluding Nursery) 92 pupils, 29% (including Nursery)
Date this statement was published	September 2021
Date on which it will be reviewed	September 2024
Pupil Premium Lead	Linda Burrows

Governor Lead	Kevin McKeon
Statement authorised by	Trust board

<b>Funding Overview</b>	
Pupil premium funding allocation this financial year (2022-2023)	£126, 430
Recovery premium funding allocation this academic year	£13, 630
Pupil premium funding carried forward from previous years	0
<b>Total budget for this academic year</b>	<b>£140, 060</b>

## Part A: Pupil Premium Strategy Plan

<b>Statement of Intent</b>
<p>At Chorley New Road Primary Academy....</p> <p>We aim to:</p> <ul style="list-style-type: none"> <li>• Remove barriers to learning created by poverty, family circumstance and background;</li> <li>• Narrow the attainment gaps between disadvantaged and non-disadvantaged children both within school and nationally;</li> <li>• Ensure that all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum;</li> <li>• Develop confidence in their ability to communicate effectively in a wide range of contexts;</li> <li>• Enable pupils to look after their social and emotional wellbeing and to develop resilience and have aspirations;</li> <li>• Access a wide range of opportunities to develop their knowledge and understanding of the world.</li> </ul> <p>In order to achieve our aims and overcome identified barriers to learning we will:</p> <ul style="list-style-type: none"> <li>• Ensure that teaching and learning opportunities meet the needs of all of the pupils;</li> <li>• Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed;</li> <li>• Make provision for disadvantaged pupils, whilst recognising that not all pupils who receive free school meals will be disadvantaged;</li> <li>• Recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or</li> </ul>

groups of pupils the school has legitimately identified as being disadvantaged;

- Ensure that pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music;
- Provide appropriate nurture support to support pupils in their emotional and social development;
- Provide support for families to promote regular attendance at school for their child;
- Review the Pupil Premium strategy annually.

**Challenges** This details the key challenges to achievement that we have identified among our disadvantaged pupils

1	Attendance and punctuality of disadvantaged pupils is lower than that of non-disadvantaged pupils. Low attendance impacts negatively on academic achievement.
2	Children with social and emotional or mental health barriers need support in order for this not to have a negative impact on their learning.
3	Aspirational levels are low in some disadvantaged children and their families, therefore expectations of achievement are low.
4	Disadvantaged pupil's opportunities to engage with enrichment and arts based activities is limited – therefore cultural knowledge is poor.
5	<p>Oral language skills for some pupil's are low on entry to school. This often hinders reading, phonics and writing attainment in EYFS, KS1 and KS2.</p> <p>Parental engagement in home reading routines is varied for disadvantaged pupils, decoding and comprehension skills for some children may be below age related expectation.</p> <p>Some children's vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently.</p>
6	A high percentage of pupil premium children are SEND
7	Pupil premium end of key stage outcomes are often lower than non pupil premium, particularly in Maths.

**Intended Outcomes** This explains the outcomes we are aiming for by the end of our current strategy plan and how we will measure whether they have been met

Intended Outcome		Success Criteria
1	Persistent absence and punctuality will improve for all disadvantaged pupil	School attendance data indicates a decrease in persistent absence for disadvantaged children and the gap compared to national attendance data decreases.
2	Children with social and emotional or mental health barriers to learning are identified and provided with targeted support (including support for parents e.g. triple P, Solihull Parenting online) to increase their capacity to engage with learning, leading to increased engagement and improved progress attainment.	Children are engaged with their learning.  Outcomes will be in line with national average and progress of disadvantaged pupils will exceed that of national others as a consequence of effective pupil engagement and high aspiration and expectation
3	Raise levels of pupil and parent aspiration; develop a growth mindset through the implementation of HPL approach , engage with arts based enrichment activities – thus impacting on raised achievement through increased knowledge and cultural capital.	Ks2 outcomes will be in line with national average and progress of disadvantaged pupils will exceed that of national others as a consequence of effective pupil engagement and high aspiration and expectation
4	All pupils will have opportunities throughout their time at CNR to engage with enrichment activities and have experiences that they may not have had otherwise.	The curriculum engages pupils with wider experiences and their cultural knowledge is expanded.
5	Children in EYFS and Ks1 make accelerated progress in reading, All pupils, without other complicating factors, are confident readers by the end of KS2  Pupil’s vocabulary has widened and is more varied.	Tracking data will indicate that pupils are successfully moving through the book bands and are working on age related expectations books in preparation for KS2. Reception, Ks1 and KS2 reading outcomes will be in line with national average of all pupils. Year 1 and 2 Phonics screening test scores will be at least in line with national average.  A wider range of vocabulary is evident in everyday conversations with others. Vocabulary in the pupils writing is more varied as evidenced through work scrutiny.
6	Pupils with SEN are provided with specific, appropriate provision to meet their needs, based on a thorough and accurate assessment of strengths and delivery of proven intervention strategies, by teachers who are trained and informed in these specified needs	Children with SEN make good progress and their individual needs are met and they are given the best opportunities to succeed
7	Progress and attainment data at end of Key Stages will show that PP children are in line with national (all) and Year 6 pupils will	End of Key Stage outcomes will be in line with national average and progress of disadvantaged pupils will exceed that of national others as a

enter secondary school with their attainment gap having been narrowed towards the national average; thus setting them up for future success.	consequence of effective pupil engagement and high aspiration and expectation
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

<b>Teaching: Budgeted cost £5 000</b>			
<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>	<b>Cost</b>
Early reading and phonics training for all staff NELI for EYFS and KS1	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/">https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/</a> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 3, 4, 6	RWI training and resources £ NELI - funded
Mastering Number for EYFS and KS1 staff	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	5, 6	Funded
CPD investment in high quality teaching-Walkthrus-effective teaching techniques,	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	3, 6	Walkthrus £1440

**Targeted academic support:** Budgeted cost £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Introduction of word of the day activities and games in all year groups	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a>	3	£1000
Introduction of word of the day in all year groups	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/">https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/</a>	1, 3, 6	None
Small group intervention in reading, writing and mathematics with a qualified teacher or TA	EEF Toolkit Links: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a>	6	F/T Level 3 TA £16,576 Resources- £6000
1:1 support in reading, writing and/or mathematics for disadvantaged children as needed with a qualified teacher or TA	EEF Toolkit Links: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a> <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/</a>	6	F/T Level 3 TA Cost-as above

**Wider strategies:** Budgeted cost £18 530

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
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Additional cultural capital opportunities for all children; subsided as necessary for children who are disadvantaged.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/toolkit-a-z/arts-participation?">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/toolkit-a-z/arts-participation?</a>	2	£2 000
Bolton Music service work with 3 year groups over the year	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/toolkit-a-z/arts-participation?">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/toolkit-a-z/arts-participation?</a>	2	£330
Part fund educational visits	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/toolkit-a-z/arts-participation?">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/toolkit-a-z/arts-participation?</a>	2	£1 000
Introduction of year group specific phonics, reading and mental maths support videos, meetings and resources for parents to enable them to support children at home	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	2, 3, 4, 5	£1000 (IT support)
Implement 'Cracking Comprehension' resources in all year groups to develop understanding of reading	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	4, 6	£900
Increased outdoor curriculum opportunities- forest school, daily mile	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	2, 6, 7	£1000
Pastoral mentor to support children's mental	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2, 6	£4 000- resources £25,462 Staff

well-being and support with forming and maintaining friendships.			
Continue with Pastoral support groups to support children and families with improving self-esteem and self-worth or in making positive choices.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2, 6	£1 500
Continue with Pastoral and Safeguarding lead to monitor and improve attendance and punctuality, to provide counselling for vulnerable children and to support families in difficulty.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	2, 6	As above
Train Well Being Ambassadors to support children	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2, 6	£695

Total budgeted cost: £

## Part B: Review of outcomes in the previous academic year

Number of pupils and pupil premium grant (PPG) received for 2020/21	
Total number of pupils on roll	303



Total number of pupils eligible for PPG	76
Total number of pupils eligible for PPG+	

**Pupil Premium Strategy Outcomes** This details the impact that our pupil premium activity had on pupils in the 2021 – 2022 academic year

**Attendance**

Period: 30/08/2021 AM to 28/08/2022 PM

**Whole School Percentages**

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Free School Meals	103	91.25	6.60	2.15	0.94	0.52
No Free School Meals	277	93.64	4.91	1.45	0.54	0.14

The data above shows attendance at Chorley New Road Primary Academy has decreased slightly for the year, this is due to the following –

Due to the code used for isolation and COVID related absence in 20/21, absences due to COVID are not included in these statistics. The data is only for authorised, unauthorised and illness absences not related to COVID.

There have been numerous children off with COVID during 21/22 which has to be registered as illness and is now included in the statistics.

During lockdown Jan 22-March 22 any child who was classed as vulnerable and was under social services or have an EHCP but did not attend school were coded as 'C' – authorised absence even though they completed their home learning and attended online learning.

Since the restrictions have been lifted on holidays and flying. Many families have taken term time holidays. At times they have rung in daily to say their child is off sick, while on holidays. Some families have been taking extended trips to see families abroad and this has resulted in them being off for over a month.

Some families have received penalty notices.

Some families are having their absence monitored and have received letters regarding any absence needs to have medical proof to be authorised.

Warnings, concerns and penalty notice letters have been issued as well as letters to invite the families for support..

An Early Help are also offered to support families.

Within the School Improvement Plan as a school, we are working to achieve a whole school Attendance of 96%.

**Mentoring and children’s Wellbeing 2021/22**

Two children whom are Lac completed work within the Desty Programme

Nurture groups took place three times a week and this supported 48 children. There was 1 group on three different days.

32 children had 1:1 session throughout the year. This included therapy around bereavement, anger, anxiety, body image, self-esteem and attachment.

All children within Statutory help have weekly session to help them understand their emotions and understanding of their lived lives.

The therapy that was delivered was CBT, Lego therapy, Real Loves rock (CSE), Desty, volcano in my Tummy, Muddles puddles and sunshine and all about me.

<b>Externally provided programmes</b>	
<b>Programme</b>	<b>Provider</b>
TT Rockstars	Maths Circle
Reading Eggs	3P learning
PurpleMash	2Simple
RWI	Ruth Miskin Training
Learning By Questions	Learning By Questions
Nuffield Early Language Intervention	Nuffield Foundation
Elklan	Elklan Training
Toe by Toe	Toe By Toe
Power of 2 (maths)	123 learning
Worth It (Well being Ambassador)	Worth-It Positive Education CIC

