

PUPIL PREMIUM STRATEGY 2020/21

St John Chrysostom Federation – St Chrysostom`s CE Primary School

Unique reference number **104591**

DfE Number **352/3015**

Local authority **Manchester**

Type of school Primary School **Voluntary Controlled**

Age range of pupils **3 to 11**

Gender of pupils **Mixed**

Number of pupils on the school roll **475**

Appropriate authority **The Governing Body**

Chair of governing body **Tayo Adebowale**

Executive Headteacher **Gareth Elswood**

Head of School **Fran Dean**

Website www.sjcfederation.co.uk

Date of previous inspection **29th/30th November 2016**

Grade of previous inspection **Good**



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ST CHRYSOSTOM'S CE PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY 2020/21

Our Federation Vision

The Governing Body and entire staff team believe that it is a privilege to educate and nurture the children in our schools. Through the establishment of high expectations of behaviour and academic excellence the school aims to prepare children for their future at high school and for life.

Our vision starts with the high expectation that all children have potential talents that require a safe learning environment where learners boldly attempt new challenges and take risks with confidence. Our educational teams across the schools and age ranges are passionate about children's literature and engendering a love of reading and learning. The importance of the Arts within the curriculum is part of our vision to provide a rich, creative and experiential sequence of learning for all children in a school environment that promotes respect and tolerance.

We are proud to be two closely aligned Church of England primary schools who serve the local community where we value all children and the role of the parents to support a love of lifelong learning.

Addressing Disadvantage through Respect and Inclusion

At the SJC Federation, the '*Celebration of Diversity*' and the ambitious '*Aspirations*' we hold for all pupils, are written into our curriculum intention through our four cornerstones. We are an inclusive federation, where respect is a core value: '*Respect Yourself, Respect Others, Respect Property*' are our school rules. As such, we believe that it is vital for our disadvantaged and vulnerable pupils to mingle, unidentified. We have therefore deliberately chosen an approach in which those disadvantaged pupils, who are eligible for the Pupil Premium Grant, access an inclusive, broad and balanced curriculum through quality first teaching alongside their peers.

Our strategy focuses on the development of an effective and financially sustainable staffing structure, and the recruitment, deployment and continuous professional development of exceptional educators – leaders, teachers and teaching assistants. We adopt evidence-based pedagogies and resources, which enable us to provide an outstanding standard of education for all pupils through quality-first whole class teaching approaches, alongside high-impact targeted interventions for those eligible for the Pupil Premium Grant.

We aim to improve the educational outcomes for our disadvantaged pupils; close the attainment gap between them and their peers; and ensure that they are extremely well prepared for the next stage in their education and their future lives as British citizens. In this way, we are addressing social disadvantage at our inner-city schools.

This grant report clearly identifies how our Pupil Premium funding is allocated. It also explicitly describes the way in which we calculate the distribution of finances for complete transparency and avoidance of duplication across funding streams (for example, SEND top up funding, EHCP provision and general school budget).

1. Summary information			
There are currently 450 pupils at St Chrysostom's CE Primary School.	The Early Years Pupil Premium Grant	24/107 22%	£2,114
158 of these or 35% are eligible for the Pupil Premium Grant.	The KS1 and KS2 Pupil Premium Grant	134/334 39%	£177,540

2. Current attainment (2019 data, 2020 data not available due to Covid-19)					
KS1	Pupils eligible for PP		Pupils not eligible for PP		National Average
% meeting attainment in Reading	50%		78%		75%
% meeting attainment in Writing	50%		70%		69%
% meeting attainment in Maths	61%		80%		76%
KS2	Pupils eligible for PP	Pupils not eligible for PP	National Average (all pupils)	Pupil Premium Progress from KS1 – KS2 at St Chrysostom's	Pupil Premium Progress nationally
% achieving expected in Reading, Writing and Maths (combined)	71%	67%	65%	N/A	N/A
% meeting attainment in Reading	71%	74%	73%	+1.4 above average	+0.3
% meeting attainment in Writing	95%	74%	78%	+2.0 above average	+0.3
% meeting attainment in Maths	91%	83%	79%	+0.3 average	+0.4

3. Barriers to future attainment	
In-school barriers (issues to be addressed in school)	
A.	Families live in an area of high deprivation and some children have a narrow sphere of experience.
B.	Significant language barriers result from high numbers of EAL (66%) and a wide variety of pupil nationalities (94% Non-White British). Higher-level language acquisition (required to access KS2 National Curriculum) for Non-EAL pupils is affected by a paucity of peer role models and wider life experiences that build cultural capital.
C.	High mobility results in PP children arriving after EYFS and therefore missing the essential foundations of education.
External barriers (issues which also require action outside school)	
D.	Parental language barriers and cultural differences in educational expectations can make it more difficult for parents to support academic achievement at home. Access to the technology to support remote home learning is a challenge in some families.

4. Key Strategies				
<p>EYFS Strategies</p> <p>The evidence suggests that early years interventions have a positive impact, delivering an average of around 5+ months progress. The approach appears to be particularly beneficial for children from low-income families (EEF).</p> <p>COMMUNICATION, SPEECH & LANGUAGE Continue to embed WellComm screening and intervention.</p> <p>EARLY WRITING Develop a Talk 4 Writing approach across EYFS.</p> <p>EARLY READING Purchase a range of fully decodable, sequential, Home Reading books, bridging the gap from Picture Books to First Word books - reflecting our cornerstones.</p>	<p>CPD: Strategy 1</p> <p>CONTINUOUS PROFESSIONAL DEVELOPMENT High quality CPD enables teachers and teaching assistants to provide an exceptional education.</p> <p>CPD strategies are based on:</p> <ul style="list-style-type: none"> Standards for Teachers' Professional Development: Department for Education 7 Domains of School Improvement: Teacher Development Trust 	<p>Additional Teaching Assistants: Strategy 2</p> <p>TEACHING ASSISTANTS When used effectively TAs can add 3+ months progress (EEF).</p> <ul style="list-style-type: none"> Effective use of TAs under everyday classroom conditions. Effective use of TAs in delivering structured interventions out of class. 	<p>Additional Teachers: Strategy 3</p> <p>ADDITIONAL TEACHERS Smaller class sizes can lead to 3+ months additional progress (EEF).</p> <p>Additional teachers are allocated in Y4, Y5 and Y6.</p>	<p>Enriched Education: Strategy 4</p> <p>PPG LEAD A TLR post-holder to monitor the impact of strategies. £2,796</p> <p>PSHE The No Outsiders curriculum, British Values resources and pupil wellbeing resources have been purchased.</p> <p>TECHNOLOGY Class set of laptops purchased to support remote home learning. Total cost = £20,000 PPG allocation = £10,000</p>

5. Year Group Overview							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7/47 15%	17/60 28%	17/55 31%	16/52 31%	17/57 30%	19/54 35%	30/62 48%	35/63 56%

6. Financial Allocation by Year Group							
Internal PPG Allocation based on numbers of PP children in each year group							
£616	£1498	£22,525	£21,200	£22,525	£25,175	£39,750	£46,325

7. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	EYFS	PP children are KS1 ready
B.	Narrow the gap between Pupil Premium and Non-Pupil Premium attainment in KS1	PP achieve as well as non PP children in core subjects in KS1 with a focus on Reading and Writing
C.	Ensure PP children achieve exceptionally well at KS2 in Reading Writing and Maths	PP children are secondary ready and meet age related expectations in Reading, Writing, Maths combined
D.	Ensure challenge for the more able	Greater proportions of PP children achieve GD

8. Allocation of funding

Rationale for Allocation of Funding

Strategy 1 – CPD

St Chrysostom`s employs 2 x 0.5 Assistant Headteachers who coach and mentor staff in Reading. They closely monitor standards of achievement

- 0.5 Early Reading AHT £30,000 allocated to Reception/KS1 (£10,000 per year group)
- 0.5 KS2 Reading AHT £30,000 100% allocated to KS2 £30,000 (£7,500 per year group)

Strategy 2: Additional Teaching Assistants

: St Chrysostom`s employs 28 Teaching Assistants = **£616,551**.

- 11 of these are ring fenced for SEND
- 5 TAs are ring fenced for EYFS ratio
- 12 remaining TAs are distributed throughout the school (**264,240**)
- 35% of this cost is allocated to PP (**92,484**)
- Each additional TA costs school approximately **£22,020**

Additional TAs in classrooms would be categorised as those who are not needed for EYFS ratios or for SEND.

Strategy 3: Additional teachers

Additional teachers in designated year groups (Y4, Y6)

Cost to school for additional teacher is £36,000. 35% of this cost is allocated to PP
35% of £36,000 is £12,600

Strategy 4: Wider Strategies

Enrichment education

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1.CPD N/A	1.CPD AHT CPD: 35% of £10,000 = £3500	1.CPD AHT CPD: 35% of £10,000 = £3500	1.CPD AHT CPD: 35% of £10,000 = £3500	1.CPD AHT CPD: 35% of £7500 = £2625	1.CPD AHT CPD: 35% of £7500 = £2625	1.CPD AHT CPD: 35% of £7500 = £2625	1.CPD AHT CPD: 35% of £7500 = £2625
2. Additional TAs 35% of £22,050 = £7,707	2. Additional TAs Additional TAs (2) 35% of £44,040 = £15,414	2. Additional TAs Additional TAs (2) 35% of £44,040 = £15,414	2. Additional TAs Additional TAs (1) 35% of £22,020 = £7,707	2. Additional TAs Additional TAs (2) 35% of £44,040 = £15,414	2. Additional TAs Additional TAs (1) 35% of £22,020 = £7,707	2. Additional TAs Additional TAs (2) 35% of £44,040 = £15,414	2. Additional TAs Additional TAs (3) 35% of £6,6060 = £23,121
3. Additional teachers N/A	3. Additional teachers N/A	3. Additional teachers N/A	3. Additional teachers N/A	3. Additional teachers N/A	3. Additional teachers Additional Teacher: 35% of £36,000 = £12,600	3. Additional teachers N/A	3. Additional teachers Additional Teacher: 35% of £36,000 = £12,600
4. Enriched Education £1,500	4. Enriched Education £1,500	4. Enriched Education £1,500	4. Enriched Education £1,500 <i>Both teachers in Y2 are highly experienced (2 x M6) and one is a trained SENDCO</i>	4. Enriched Education £1,500	4. Enriched Education £1,500	4. Enriched Education £1,500 <i>Both teachers in this year group are highly experienced (1 x UPR3 1 x M6)</i>	4. Enriched Education £1,500
TOTAL: £9207	TOTAL: £20,414	TOTAL: £20,414	TOTAL: £12,707	TOTAL: £19,539	TOTAL: £24,432	TOTAL: £19, 539	TOTAL: £39,846
		TOTAL EXPENDITURE: £188,894 <ul style="list-style-type: none"> ➤ Year group expenditure: £166,098 ➤ Laptops: £20,000 ➤ PP Champion: £2,796 					

8. Strategies in Detail

EYFS Strategies – Early Interventions

How we will use the EYFS PPG to ensure that barriers are overcome and pupils are ready for Year 1?

COMMUNICATION, SPEECH & LANGUAGE

TLR Federation Post-holder will manage the delivery of WellComm screening and intervention. He will also provide training to EYFS staff across the federation on communication-friendly classrooms and developing language through high quality adult-child interactions.

Why does this approach meet the needs of our Nursery children?

- (35/48) 73% Nursery children are EAL with 22 46% with no English .
- On entry to Nursery, just 10% (5/48) of children are at ARE in Communication, Literacy & Language.
- The vast majority of Nursery pupils have not attended a pre-school setting and all have experienced the extended lockdown.
- 11 children in Nursery have identified Speech, Language and Communication Needs.

Why does this approach meet the needs of our Reception children?

- 36/60 Reception children are EAL.
- 11 Reception pupils did not attend our Nursery and all have experienced the extended lockdown.
- 10 children in Reception have identified Speech, Language and Communication Needs.

What is the evidence-base for this choice?

- Education Endowment Fund Oral language interventions +5 months
- Education Endowment Fund Early Years interventions +5 months
- Education Endowment Fund Guidance – Preparing for Literacy

EARLY WRITING

Talk for Writing (T4W) is a curriculum programme for raising standards of writing. It makes extensive use of classroom talk to help children become familiar with a range of text genres.

Why does this approach meet the needs of our children?

- This approach has already been introduced in Reception.
- A Talk for Writing leader is already employed within the federation-Laura Losada
- Reception baseline data shows that just 5% of children are at Age Related Expectations for Writing. 22% at age related expectations for writing in Year 1.
- The oral rehearsal that is integral to the approach supports EAL pupils.

What is the evidence-base for this choice?

- <https://www.talk4writing.com/wp-content/uploads/2019/04/Talk-for-Writing-Review-of-related-research.pdf>
- Education Endowment Fund Early Years interventions +5 months
- Education Endowment Fund Guidance – Preparing for Literacy

Which aspects of implementation are important?

- Practitioners need to be given high-quality CPD to enable them to interact effectively with EYFS children.
- All adults model Standard English and accurate sentence structures in their own speech. Language provides the foundation of thinking and learning.
- Staff are able the consistent and regular delivery of interventions.
- High quality adult-child interactions are important
- Use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary.

Who is accountable?

- EYFS Assistant Headteacher

Which aspects of implementation are important?

- **Outstanding Quality First Teaching:** Effective strategies for developing oracy and vocabulary are taught. Talk for Writing underpin the highly effective teaching of the writing process from Nursery to Year 2.
- **Targeted Academic support:** Children make rapid progress due to teachers' deep understanding of the writing/ oracy process.
- **Curriculum development:** The federation's intent is to ensure the quality of education is *exceptional* so that pupils consistently achieve highly.
- **Deployment of a range of wider strategies:** Resources are carefully selected to support children's developing oracy and the writing process (i.e. small world resources and visual literacy). Other strategies such as Magpie Wall and Writing Toolkit support children in making accelerated progress in oracy and early writing.

Who is accountable?

- Federation Early Writing Leads
- EYFS Leader

EARLY READING

- High quality interactions with children, storytelling, rhymes, text rich environment and developing children's concepts around print are paramount.
- Stories and Reading for Pleasure remain at the forefront of our vision. Communicate this with parents to promote the importance of reading and reading for pleasure through reading newsletters, twitter, year group zooms, school website and Seesaw.
- Relaunch the importance of Home Reading expectations with parents
- Ensure our most vulnerable pupils have access to additional reading material and online learning through Oxford Owl.
- Use incremental coaching to ensure teachers and TAs are focused on closing gaps for disadvantaged students.

Why does this approach meet the needs of our children?

- Pupil Premium children are Key Stage 1 ready
- Narrow the gap between Pupil Premium and Non-Pupil Premium Children in Key stage 1 with a focus on reading and writing.
- 75% of children met their Specific Learning Goal in reading
- In 2019 Communication and language was met by 70% of children according to the Manchester Integrated Data Set.

What is the evidence-base for this choice?

Education Endowment Fund Early Years interventions=+5 months

Which aspects of implementation are important?

- Early reading requires the development of a broad range of capabilities.
- Ensure pre-reading skills remain high priority in EYFS with a strong focus on Prime Areas.
- Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness.
- Develop children's phonological awareness and interest in sounds are likely to be beneficial.
- Ensure Early Reading is underpinned by clearly defined, well placed, teacher observations and formative assessment practices such as: observations of book behaviours in book handling sessions, observations of wider play, WellComm, Read Write Inc.
- Ensure the tracking of pupils' incremental progress through pre-reading and Early reading skills.

Who is accountable?

- Sharon Harrison

Strategy 1 – Continuous Professional Development

How we will use the PPG to improve classroom pedagogy and support whole school strategies?

How will we use the PPG to improve the delivery of targeted interventions and educational outcomes for eligible pupils?

FEDERATION STAFF TRAINING

Senior and middle leaders to provide pedagogical training in:

- Assessment for Learning & Feedback
- Metacognition
- Explicit Teaching
- Scaffolding
- Speech & Language
- Reading

Why does this approach meet the needs of our children?

- 22% (24/107) of our children are disadvantaged in EYFS
- 35% (158 pupils) are eligible for the Pupil Premium Grant
- Significant language barriers result from high numbers of EAL (66%) and a wide variety of pupil nationalities (94% Non-White British).
- Higher-level language acquisition (required to access KS2 National Curriculum) for Non-EAL pupils is affected by a paucity of peer role models and wider life experiences that build cultural capital.
- Families live in an area of high deprivation and some children have a narrow sphere of experience

What is the evidence-base for this choice?

- Education Endowment Fund Mastery Learning=+5 months
- Education Endowment Fund Feedback + 8 months
- Education Endowment Fund Metacognition and Self-regulation + 7 months
- Education Endowment Fund Reading Comprehension Strategies + 6 months

TARGETED COACHING & MENTORING

Assistant Headteachers: Laura Losada and Sharon Harrison to work with each year group over a full week on rotation to improve practice. TLR holder, Laura Dowling will deliver training sessions on challenging the greater depth children.

Why does this approach meet the needs of our children?

- Lack of higher-level language skills and vocabulary limit the attainment children make in reading, writing and the wider curriculum.
- Train staff to using a range of strategies when reading with children and how to encourage reading for pleasure, regular CPD with staff.
- Reading comprehension and challenge level is an area of focus for the school.
- Organise visits from a diverse range of inspirational authors to inspire children.
- Hold reading workshops for parents to attend throughout the year.
- Better Reading Partnership for children who are below age-related expected expectations.
- Sharon Harrison has coached EYFS and Year 1 in reading expectations, ensuring each child is reading at the correct level.

Which aspects of implementation are important?

• Teacher Development Trust 7 Domains of School Improvement

1. Culture & Wellbeing
2. Focus on Improving Teaching & Learning
3. Needs Analysis & Evaluation
4. Internal Support & Challenge
5. Use of Expert Knowledge
6. Processes & Structures for CPD
7. Use of Research & Evidence

Who is accountable?

- All Staff
- Senior Leaders

Which aspects of implementation are important?

- Regular reading tracking data NFER, SATs and PSC mocks.
- Monitoring quality of teaching and learning.
- End of phase attainment data at expected and greater depth.
- All children will be tested on the Salford Reading Test in the first two weeks of September.
- Lowest 20% of readers will be benchmarked using PM benchmarking kit.
- Lowest 20% of readers from year 6 will be identified for BRP three times a week.
- Lowest 20% of year 6 readers will receive daily pre-teaching of vocabulary and key ideas.
- Regular monitoring of reading records and reading folders.
- Book scrutiny's for maths and assessment for learning
- Weekly greater depth booter groups to take part and a register to be take of the children attending.

- Laura Losada has coached Year 3/4 in reading expectations, ensuring each child is reading at the correct level.
- In year 4 the children are working in ratio of 1:4 to develop their reading skills based on their baselines
- Laura Dowling will deliver staff meetings on challenging the greater depth children in Maths
- Greater depths booster classes will be taking place after school -90% of our Pupil Premium children were at age related expected in 2019 and 29% were greater depth.
- Maths training will be delivered on Maths Stacks and maths box (catch up interventions)

What is the evidence-base for this choice?

- Education Endowment Fund Oral Language Intervention = +5 months attainment.
- Education Endowment Fund Reading Comprehension Strategies = +6 months attainment.
- Education Endowment Fund Small Group tuition=+4 months

Who is accountable?

- Laura Losada , Sharon Harrison, Laura Dowling

Strategy 2 – Teaching Assistants

How will we use the PPG to deploy teaching assistants effectively to enhance what the teacher does in whole-class teaching?

How will we use the PPG to deploy teaching assistants to deliver evidence-based, targeted interventions to improve academic outcomes for eligible pupils?

EVERYDAY CLASSROOM CONDITIONS

Additional classroom TAs are employed to enable a flexible 'split-provision' model of teaching to be used in morning lessons (Reading, Writing and Maths) across Year 1-6.

Why does this approach meet the needs of our children?

- The inclusive ethos and high expectations of the federation requires that all children access whole class teaching sessions with appropriate challenge for all.
- EAL learners are exposed to the spoken models provided by more able or fluent peers.

What is the evidence-base for this choice?

- Education Endowment Fund Small group work = +4 months attainment.
- Education Endowment Fund 1:1 Tuition = +5 months attainment.
- Education Endowment Fund Reading comprehension strategies + 6 months
- Education Endowment Fund Phonics + 4 months
- Education Endowment Fund Effective Use of Teaching Assistants

Which aspects of implementation are important?

• Use TAs to add value to what the teacher does, not replace them:

- The needs of all pupils are addressed
- Develop effective teams of teachers and teaching assistants, who understand their complementary roles in the classroom
- Resource every classroom with 2 areas to teach from for the teacher and teaching assistant.

• Use TAs to help pupils develop independent learning skills and manage their own learning:

- Improving the nature and quality of teaching assistants' talk to pupils can support the
- Teaching assistants should give children thinking time so they can try to complete a task independently

• Ensure teaching assistants are fully prepared for their role in the classroom: Provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback. During lesson preparation time ensure TAs have the essential 'need to knows':

- Concepts, facts, information being taught
- Skills to be learned, applied, practised or extended
- Intended learning outcomes
- Expected/required feedback.

Who is accountable?

- Appraisal Leaders
- KS AHTs
- Core Subject Leaders

STRUCTURED INTERVENTIONS OUT OF CLASS

Careful analysis of a range of data enables children to be accurately targeted for high-quality afternoon interventions delivered by exceptional teaching assistants.

Reading	Writing	Maths
Gladiators RWI 1:1 Tuition Guided Reading 1:1 Reading Teaching Echo Reading Better Reading Partnerships Precision Word Reading Pre-teach	Pre-teach Post-teach Handwriting Precision Spellings	Arithmetic Precision Times Tables

Which aspects of implementation are important?

• Use TAs to deliver high quality 1-1 and small group support using structured interventions:

- Research on TAs delivering targeted interventions in one- to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress

Why does this approach meet the needs of our children?

- The assessment systems in place enables accurate and precise identification of children’s needs.
- The physical school environment allows for multiple small groups to be taught concurrently.
- The self-contained nature of our staffing structure in each year group enables staff to have a deep knowledge of the children in their year group.

What is the evidence-base for this choice?

- Education Endowment Fund Small group work = +4 months attainment.
- Education Endowment Fund 1:1 Tuition = +5 months attainment.
- Education Endowment Fund Phonics + 4 months (RWI 1:1 Tuition)
- Education Endowment Fund Effective Use of Teaching Assistants

Current interventions until December 2020:

Year 1:	Year 2:	Year 3:	Year 4:	Year 5:	Year 6-
-EYFS learning missed during Covid 19 school closures. -Wellcomm - Read Write Inc -1:1 readers -Fine Motor Skills -Attention and listening -Handwriting	Y2 has a high level of SEND need. 2 experienced teachers and 4 teaching assistants support this cohort -Wellcomm -1:1 phonics - Read Write Inc -catch up maths -turn taking games -funky fingers -handwriting practice -language games -barrier games	-1:1 readers -reading gladiators -Maths for Greater depth children -small group support for reading, writing and maths -Read Write Inc	-National Tutoring Programme for maths and reading -Arithmetic target group Post teaching writing group -Lego Therapy - Greater depth maths boosters -reading gladiators Greater depth -1:1 readers -Small group support for reading, writing and maths (ratio of 1:4)	-1:1 reader -supported group support for reading, writing and maths - Greater depth maths boosters -reading gladiators Greater depth -Arithmetic group for borderline children -Number Stacks Spelling interventions -Number Box	-1:1 reader - Greater depth maths boosters -reading gladiators greater depth -Arithmetic group for borderline children -Better Reading Partnership -Pre-Teaching -Support groups for lower ability children in reading, writing and maths -Small group work for boarder line and Greater depth children in reading, writing and maths -spelling interventions -English as an additional language lesson

Higher Level Teaching Assistant is deployed in both key stages.

Looked After Children access 1:1 tuition.

A teaching assistant has been employed to deliver speech and language throughout the school but particularly in KS1

A specialist Computing teacher has been employed to allow teachers to deliver a maths catch up program within their year group

- **Adopt evidence-based interventions (or emulate the features that make them effective) to support TAs in their small group and 1-1 instruction:**

- Sessions are often brief (20–50mins), occur regularly (3–5 times per week) and are maintained over a sustained period (8–20 weeks). Careful timetabling is in place to enable this consistent delivery.

- The intervention has structured supporting resources and lesson plans, with clear objectives.

- TAs closely follow the plan and structure of the intervention.

- Assessments are used to identify appropriate pupils.

- **Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions:**

- Ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them.

Who is accountable?

- Key Stage Assistant Headteachers
- Core Subject Leaders
- SENDCO

Strategy 3 – Additional Teachers

How we will use the PPG to create smaller class sizes to improve the quality of education and academic outcomes in year groups with high numbers of eligible pupils?

SMALLER CLASS SIZES

Additional teachers have been recruited for Year 4, and Year 6.

Why does this approach meet the needs of our children?

- Year 4 has 35% Pupil Premium, 14
- Year 6 has 56% Pupil Premium
- Transient renters 24% (Manchester Integrated Data Set 2019) has led to classes with wide differences in ability and gaps in prior learning.

What is the evidence-base for this choice?

- Education Endowment Fund Smaller Class Sizes + 3 months
- Education Endowment Fund Within-class Attainment Grouping + 3 months
- Education Endowment Fund Feedback + 8 months
- Education Endowment Fund Reading Comprehension Strategies + 6 months (Steps to Read)
- Education Endowment Fund Mastery Learning + 5 months (Numicon)

Which aspects of implementation are important?

- The benefit is only seen when numbers are reduced below 20-Children will be taught in smaller groups , utilizing teacher and teaching assistant.
- Smaller class sizes only impact upon learning if the reduced numbers allow teachers to teach differently:
 - the increased flexibility for organising learners.
 - the quality and quantity of feedback the pupils receive.
- The quality of teaching in every class must be consistently good
- Teachers must use a range of AfL strategies to target teaching effectively for different groups of learners: End of term tests with gaps analysis, cold and hot tasks, questioning, entrance and exit tickets, diagnostic testing (PM Benchmark, Numicon, Read Write Inc, Salford Reading Test).

Year 4:

This cohort has 3 teachers and 4 teaching assistants. One teacher is an experienced KS1 teacher so pupils working below age group have bespoke provision

- interventions programmes for maths and reading
- Arithmetic target group
- Post teaching writing group
- Lego Therapy
- greater depth maths boosters
- reading gladiators greater depth
- 1:1 readers
- Small group support for reading, writing and maths (ratio of 1:4)

Year 6:

This cohort has 3 teachers and 3 teaching assistants. One teacher is an experienced KS1 teacher so pupils working below age group have bespoke provision

- 1:1 reader
- Greater depth maths boosters
- reading gladiators greater depth
- Arithmetic group for borderline children
- Better Reading Partnership
- Pre-Teaching
- Support groups for lower ability children in reading, writing and maths
- Small group work for boarder line and greater depth children in reading, writing and maths

Key programmes that will be used to support the lower groups to catch up and embed key concepts are:

- **Numicon Big Ideas**
A catch-up programme for nine to 12-year-olds who will revisit key concepts from the upper primary maths curriculum. Using the proven *Numicon* approach, *it* allows children to explore maths using structured imagery and apparatus in order to reinforce and embed key maths concepts.
- **Early Literacy Support**
ELS is a Wave 2 intervention, produced by the National Strategies and designed to help schools to support children so that they can make progress and catch up with their peers. At the federation, this programme is used to kick-start the education of our International New Arrival pupils.
- **Read Write Inc**

This complete literacy programme for *fluent* readers in Years 1 / 2 teaches children to read, write and discuss texts with maturity.

This works for pupils for whom phonics has not been successful. There is a focus on oral comprehension. This planning support empowers teachers because it:

- Is sequenced, coherent and progressive
- Uses language-rich texts for vocabulary teaching
- Includes all elements of comprehension, taught sequentially across an academic year
- Has a clear focus on the skills and strategies needed to be a proficient and confident reader.

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Who is accountable?

- KS2 Assistant Headteacher
- KS2 Appraisal Leaders

<p>Enriched Education How we will use the PPG to enrich the curriculum and address the wider needs of eligible pupils?</p>	
<p>Pupil Premium Grant Lead A TLR post-holder to monitor the impact of strategies.</p> <p>Why does this approach meet the needs of our children? Identify barriers to learning for Pupil Premium families (language barriers and cultural capital, deprivation and high mobility) and provide effective solutions.</p> <p>Identify families entitled to PP grant as many of our families live in areas of high deprivation and some children have a narrow sphere of experiences (aspirations is one of Cornerstones)</p> <p>Track PP data and provide further intervention and support where children are falling behind their peers, so the gap can be narrowed between Pupil Premium and non-Pupil Premium children</p> <p>What is the evidence-base for this choice? Education Endowment Fund-a lead should try to promote a whole school ethos, stay abreast of the latest research and monitor and evaluate the interventions in place.</p>	<p>Which aspects of implementation are important?</p> <ul style="list-style-type: none"> • Share best practice in the provision for PP children across the federation and beyond – find out what works well for similar schools. • Ensure all those families eligible for PP Grant are identified, including those who join in KS2. A letter will be translated and put onto our website. • Identify individual barriers for PP children with class teachers, track their learning journey across the school and provide bespoke provision. • Make closing the gap a priority in pupil progress meetings. <p>Who is accountable?</p> <ul style="list-style-type: none"> • Pupil Premium champion
<p>EARLY WRITING The Talk for Writing approach being implemented in EYFS will be extended into Y1.</p> <p>Why does this approach meet the needs of our children?</p> <ul style="list-style-type: none"> • 67% of the Pupil Premium children achieved their Prime Learning Goal (MIDS 2019) • 33% of the Pupil Premium achieved their Specific Learning Goals (MIDS 2019) • 77% of the Pupil Premium children met the expected standard for phonics (MIDS 2019) • Significant language barriers result in a high number of EAL (66%) and a wide variety of pupil nationalities (94% Non-White British) <p>What is the evidence-base for this choice?</p> <ul style="list-style-type: none"> • Education Endowment Fund-Early Literacy Approaches + 5 months 	<p>Which aspects of implementation are important?</p> <ul style="list-style-type: none"> • Outstanding Quality First Teaching: Effective strategies for developing oracy and vocabulary are taught. These strategies (Talk for Writing) underpin the highly effective teaching of the writing process from Nursery to Year 2. • Targeted Academic support: Children make rapid progress due to teachers' deep understanding of the writing/ oracy process. • Curriculum development: The quality of education is exceptional. The federation's intent, and implementation are in place and embedded securely so that pupils consistently achieve highly. The writing curriculum is driven by a rich range of texts and books, which inspire and motivate children. • Deployment of a range of wider strategies: Resources are carefully selected to support children's developing oracy and the writing process (i.e. small world resources, visual literacy, other provocations).

<p>PSHE</p> <p>The No Outsiders curriculum, British Values resources and pupil wellbeing resources will be purchased.</p> <p>Why does this approach meet the needs of our children?</p> <p>We are aware this is statutory , however we want all children to feel valued and respected. This has not been costed into our budget as we feel with Covid and the level of deprivation within the school context, we need to ensure each child's well –being is maintained. This is national agenda which has been filtered down to local areas via Manchester Healthy Schools (Manchester Thrive in Education).</p> <ul style="list-style-type: none"> • The No Outsiders scheme supports the sensitive delivery of the statutory RHE curriculum in our faith-based community. • Celebrating Diversity is a cornerstone of our curriculum due to the high numbers of EAL pupils. No Outsiders supports an inclusive and tolerant approach. • The British Values resources purchased will help to prepare our children for life in the wider world. <p>What is the evidence-base for this choice?</p> <ul style="list-style-type: none"> • Recovery Curriculum- https://www.evidenceforlearning.net/recoverycurriculum/ 	<p>Who is accountable?</p> <ul style="list-style-type: none"> • EYFS Assistant Headteacher <p>Which aspects of implementation are important?</p> <ul style="list-style-type: none"> • Encourage our one of our Cornerstones-Celebrating Diversity • Incorporate British Values into a daily life and the culture of the school • Promote well-being across the school and within our families • Send out a well-being newsletter every half term. <p>Who is accountable?</p> <ul style="list-style-type: none"> • Mae Pettifer and Ranjit Kaur-Griffiths (PSHE leads)
<p>TECHNOLOGY</p> <p>Class set of laptops purchased to support remote home learning and peer interaction</p> <p>Why does this approach meet the needs of our children?</p> <ul style="list-style-type: none"> • School and bubble closures experienced to date have shown that several of our vulnerable families do not have the devices to support interactive remote learning. • Group Zoom communication to encourage peer interaction and uptake in remote learning <p>What is the evidence-base for this choice?</p> <ul style="list-style-type: none"> • Education Endowment Fund Digital Technology +4 months 	<p>Which aspects of implementation are important?</p> <ul style="list-style-type: none"> • Use audits created during school closures to assess families who require support to access hardware or Wifi. Purchase class set of laptops and dongles to loan in event of bubble closure. • Take a register of the children attending the Zoom sessions and contact the ones that are not <p>Who is accountable?</p> <ul style="list-style-type: none"> • All staff • Pupil Premium Champion
<p>CLUBS WITH SPECIALIST TEACHERS</p> <p>Delivery of Forest School and Computing clubs for Pupil Premium from Autumn and Spring term enriches the children and allows us to celebrate our Pupil Premium children with these additional sessions.</p> <p>Why does this approach meet the needs of our children?</p> <ul style="list-style-type: none"> • Many of our Pupil Premium children do not have the opportunity to explore their interests and talents, particularly in pursuits that bear a financial burden to parents. • These clubs will enable all children, even those for whom academic achievement is challenging, to experience success. • Our families are confident in the safety of their children when attending clubs in school. <p>What is the evidence-base for this choice?</p> <p>Education Endowment Fund Extending School Time +2 months Education Endowment Fund Art Participation + 2 months Education Endowment Fund Digital Technology +4 months</p>	<p>Which aspects of implementation are important?</p> <ul style="list-style-type: none"> • Wider opportunities provided for disadvantaged children at no cost to families. <p>Who is accountable?</p> <ul style="list-style-type: none"> • Implemented by specialist teachers across the term-Sian Millward to work with EYFS children 2 and a half days a week at St Chrysostom's-Forest School leader • Anthony Hyett to deliver the computing curriculum via Zoom.

9. Review

This Pupil Premium Grant Report will be presented to the Federation Governing Body in:

- o November 2020.

It will be reviewed by the Pupil Premium Lead and link Governor in:

- o January 2021
- o April 2021

It will be evaluated by the Pupil Premium Lead and presented to the Federation Governing body for scrutiny in:

- o July 2021

Total Pupil Premium Grant at St Chrysostom's:

£183,251

Summary-

Due to the high level of provision provided at St Chrysostom's C of E Primary School, we ensure our Pupil Premium children achieve their full potential -please refer to page 2 of this document.