

Cheetwood Community Primary School

Pupil Premium Grant 2020/2021

Strategy and Proposed Expenditure Report

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

We are required by law to publish on our website our strategy for the school's use of the pupil premium grant.

This strategy summarises

- the school's pupil premium grant allocation amount
- the main barriers to educational achievement faced by eligible pupils at Cheetwood
- how we intend to spend the pupil premium to address those barriers and the reasons for that approach
- how we will measure the impact

Overview of Proposed Pupil Premium Spend 2020-2021

Number of pupils and projected pupil premium grant	
Total number of FSM pupils eligible for PPG	84
Total number of EY FSM pupils eligible for PPG	6
Total number of LAC eligible for PPG	1
Amount of PPG received per FSM pupil	£1345
Amount of PPG received per EY pupil	£302
Amount of PPG received per LAC	£1800
Projected Pupil Premium to be received	£116,592
Key Barriers to Learning	
<p>The school's population is richly diverse. 95% of pupils are from minority ethnic backgrounds (an increase of 3% on last two academic years), which is three times the national average, with 29 different minority groups being represented in the school. 82% of pupils speak English as an additional language, which is four times the national average. Of these EAL pupils, 19% of them are at the early stages of English acquisition which is broadly the same as last year. 33 different languages are spoken within the school. The school's rates of transience remain high. Last academic year 72 pupils left or came to the school other than at the normal time of admission, this is 36% of the school population.</p> <p>43% of pupils are eligible for free school meals, which is twice the national average and higher than the Manchester average.</p> <p>9.4% of learners have 'additional support' for high levels of special educational needs which is slightly lower than the national average.</p> <p>On entry to nursery, outcomes are well below that expected of rising 4-year olds. Records of achievement and profile data show that children enter nursery with very low starting points in basic key skills. As a result practitioners have to plan for, resource and assess children within the 16 – 26 months learning and development phase of the EYFS (two age phases below where nursery children are expected to be working).</p> <p>Cheetwood is close to both the Salford and Bury borders. In July 2020 the outgoing Y6 cohort fed into 12 different high schools within 4 different authorities. This has a significant influence on the quality and complexity of the school's transition process.</p>	

Proposed support/intervention/activity 2020/2021 and brief rationale

At Cheetwood, Pupil Premium will be used to provide additional educational support to improve progress and to raise the standard of achievement.

The funding will be used to diminish the difference between the achievements of different groups of pupils in the following way:

- Interventions Teacher and ELKLAN Champion to carry out targeted interventions across the school to raise attainment of vulnerable learners in reading, writing, language and communication. The interventions teacher will also provide support for pupils in the early stages of English acquisition.
- Head of Pastoral Care to support behaviour and social, emotional and mental health needs across the school
- Specialist support from a speech and language therapist for children with specific language impairment and the implementation of speech and language support for vulnerable learners
- TAs to work with the class teachers and provide targeted support for vulnerable learners and pupils with high level of needs to enable these pupils to make accelerated progress
- Targeted support within EYFS to focus on early interventions developing skills within the prime areas of learning
- Learning equipment and educational resources for LAC

Measuring the impact of PPG spending

The school will evaluate the impact of pupil premium spending on outcomes achieved at the end of the year. The evaluation will focus not only on academic outcomes but personal, social and emotional development and access to the curriculum as a result of the support/intervention/activity funded by pupil premium.

The school uses tracking systems and data analysis to monitor and evaluate the impact of its pupils premium spending. This includes pupil reports and assessments from the specialist staff employed by the school, lesson observations, end of intervention evaluations and individual case studies. The attainment and progress of all groups of learners including the most vulnerable and disadvantaged pupils is analysed termly so that provision can be reshaped in response to changing need.

The Pupil Premium Expenditure will be reviewed in April 2021