



Chestnuts Primary School

'Encourage, Enable, Empower'

Headteacher: Miss Becky Skillings

Deputy Headteacher: Mrs Katie Robins

Assistant Headteacher Mrs Sam Sear

Amount of Pupil Premium funding received 2017 - 2018

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| Total Pupil Premium received (Sept) | £171,042 - 117 children |
| Number of Pupils eligible (Sept) | Year 6 - 19 = 33.9% of year group Year 5 - 26 Year 4 - 21 Year 3 - 24 Year 2 - 13 Year 1 - 14 Year R - 0 |
| Number of Pupil identified as being SEND and being eligible for Pupil Premium Funding (Sept) | Year 6 - 8 Year 5 - 3 Year 4 - 5 Year 3 - 12 Year 2 - 4 Year 1 - 4 Year R - 0 |

Identified barriers to educational achievement

Chestnuts Primary School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- a widening gap in achievement in the Year 1 phonics check
- a greater number of children not being school ready when joining Early Years
- Year 5 and 6 children achieving the expected standard in Reading, Writing and Maths
- Year 2 children achieving the expected standard in Reading, Writing and Maths
- Emotional health and wellbeing of pupils
- Increased attendance
- Parental engagement in home learning
- Catch up sessions needed for Maths
- Y2 maths attainment
- Y3 reading attainment and progress
- Y4 writing attainment



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- Y5 writing attainment and reading attainment and progress
- Y6 writing attainment and maths attainment



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Key expenditure – how the allocation was spent

| Target area | Focus | Expenditure |
|--|--|-------------|
| Staff training in RWI to enable focused interventions | Closing the gap in phonics | £110 |
| Phonics Tracker System purchased to allow identification of gaps, home learning and resources | Closing the gap in phonics | £180 |
| Liaison with pre-schools and modelled teaching throughout the year | Getting children school ready | £1251 |
| Early sharing with parent of what being school ready looks like and resources provided to support this | Getting children school ready | £0 |
| Jigsaw PSHE scheme introduced across the school to develop emotional health and wellbeing strategies and skills | Emotional Health and Wellbeing | £3840 |
| Core subjects being taught in groups of less than 12 in Year 6 6 out of 11 PP children in BB Maths group | Year 6 attainment and progress | £707 |
| After school tuition – Year 6 8 out of 19 PP children | Year 6 maths | £12527 |
| Online revision programme (SATs Companion) 19 out of 57 PP children | Year 6 Maths and SPaG | £983 |
| Online grammar programme (SPaG.com) 19 out of 57 PP children | Year 6 Writing and SPaG | £121.20 |
| Additional teacher in Y6 | Year 6 Writing and maths | £1146 |
| Power of 2 Maths intervention | Year 6 Maths | £601 |
| Phonics intervention 13 out of 17 PP children | Year 1 Phonics | £1361 |
| Phonics after school booster 4 out of 17 PP chn attended – Yr 1 1 out of 16 PP chn attended – Yr 2 | Year 1 and 2 Phonics | £329 |
| Additional teacher from February Maths – 1 out of 16 PP chn Writing – 4 out of 16 PP chn Reading – 3 out of 16 PP chn | Year 2 Reading, writing and maths | £9812 |
| Play Therapy | Emotional support for specific children | £928 |
| Nurture Room | Emotional and learning support for specific children | 51549 |



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| Ride High - Staff and minibus costs | Wider education | £1340 |
| Attendance officer | Improve attendance and punctuality | 4563 |
| Continued employment of family support worker | Parental engagement and family support | £21585 |
| Continued employment of learning mentor | Develop emotional resilience | £7852 |
| Make Lunch programme | Parental engagement and well-being | £ 1532 |
| Purchase uniform for students | Children's access to education | £184 |
| Learning resources for children's use at home | Children's access to education | £1300 |
| Curriculum professional and consultancy | Children's access to education | £1500 |
| Catering supplies – food | Breakfast club | £567 |
| Trip subsidies and bursaries | Children's access to a wider education | £2164 |
| Able and gifted | Children's access to higher education | £215 |
| Network Meetings & Transition Days PP | Training | £152 |
| Disadvantaged Pupils Course | Training | £341 |
| Breakfast Club Expenditure | Providing basic needs | £2304 |
| Staffing Costs AC | Additional adult in Y1 | £13134 |
| Residential Staff Costs | Access to wider education | £718 |
| Swimming After School | Access to wider education | £1686 |
| Training Nurture Group Training | Training | £1435 |
| TA costs | Interventions | £17,731.20 |
| Total spend: | | £178,859.64 |



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Intended outcomes of expenditure

| Target | Actions | Outcomes |
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| Staff training in RWI to enable focused interventions | <ul style="list-style-type: none"> > All staff trained > Children grouped by phonics ability > Targeted children for additional intervention | <ul style="list-style-type: none"> > All staff were trained in house and able to lead groups. |
| Phonics Tracker System purchased to allow identification of gaps, home learning and resources | <ul style="list-style-type: none"> > Staff trained to use Phonics Tracker > Children's progress in Phonics tracked > Correct children identified for interventions | <ul style="list-style-type: none"> > Staff were confident in using Phonics Tracker and used this as a tool for interventions and booster groups. > All children's progress was tracked and recorded |
| Liaison with pre-schools and modelled teaching throughout the year | <ul style="list-style-type: none"> > Staff member team teaches in Nursery setting > CPD for Foundation and Nursery staff | <ul style="list-style-type: none"> > Engagement in the activities increased throughout the year > 5 specific target children made accelerated progress in Nursery which allowed them to begin EYFS school ready > CPD for Nursery staff – resources and activities provided for use throughout the year |
| Early sharing with parent of what being school ready looks like and resources provided to support this | <ul style="list-style-type: none"> > Induction meetings held earlier > Resources handed out and explained | <ul style="list-style-type: none"> > Induction meetings held x 2 throughout the year. > 1 targeted meeting and individual parents addressed regarding child's progress and packs were given. > Phonics packs were made and sent home to all children |
| Jigsaw PSHE scheme introduced across the school to develop emotional health and wellbeing strategies and skills | <ul style="list-style-type: none"> > All staff trained on Jigsaw > All classes use Jigsaw > Clear progression map | <ul style="list-style-type: none"> > |



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| Core subjects being taught in groups of less than 12 in Year 6 | <ul style="list-style-type: none"> > 1 group created of less than 12 children > Reading and Maths taught in small groups > Maths grouped by ability > SEN specialist teaching those needing greatest progress | <ul style="list-style-type: none"> > Both attainment and progress scores were improved from previous year. > Children in receipt of Pupil Premium achieved greater progress than those not in receipt of Pupil Premium > SEN outcome?? |
| After school tuition – Year 6 | <ul style="list-style-type: none"> > Weekly booster session in maths in group of 2 or 3 focussing on arithmetic skills then reasoning skills | <ul style="list-style-type: none"> > Both attainment and progress scores were improved from previous year. > Children in receipt of Pupil Premium achieved greater progress than those not in receipt of Pupil Premium |
| Online revision programme (SATs Companion) | <ul style="list-style-type: none"> > Increase gap analysis in Maths and SPaG > Enable targeted teaching of specific need > Increase engagement in Maths and SPAG teaching > Enable revision in areas of individual needs | <ul style="list-style-type: none"> > Both attainment and progress scores were improved from previous year. > Children in receipt of Pupil Premium achieved greater progress than those not in receipt of Pupil Premium |
| Online grammar programme (SPaG.com) | <ul style="list-style-type: none"> > Increase gap analysis in SPAG > Enable targeted teaching of specific need > increase engagement in SPAG teaching | <ul style="list-style-type: none"> > Both attainment and progress scores were improved from previous year. > Children in receipt of Pupil Premium achieved greater progress than those not in receipt of Pupil Premium |
| Additional teacher in Y6 | <ul style="list-style-type: none"> > Targeted children taught in small group for English and Maths | <ul style="list-style-type: none"> > Both attainment and progress scores were improved from previous year. |
| Power of 2 Maths intervention | <ul style="list-style-type: none"> > 1:1 10-15 minute intervention focusing on mental Maths skills | <ul style="list-style-type: none"> > Both attainment and progress scores were improved from previous year. > Children in receipt of Pupil Premium achieved greater progress than those not in receipt of Pupil Premium |



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| Phonics intervention | <ul style="list-style-type: none"> > teacher to target children working below age appropriate in phonics > Read Write Inc Training for TA's to run intervention groups | <ul style="list-style-type: none"> > Greater proportion of children in year 2 passed phonics screening |
| Phonics after school booster | <ul style="list-style-type: none"> > Targeted children taught in small booster groups > Targeted children to make accelerated progress throughout booster sessions | <ul style="list-style-type: none"> > Children in booster group all made additional progress from their starting points. > Some children made significant progress and passed the National Check |
| Additional teacher from February – Year 2 | <ul style="list-style-type: none"> > Targeted children taught in small group for English and Maths | <ul style="list-style-type: none"> > Both attainment and progress scores were improved from previous year. |
| Play Therapy | <ul style="list-style-type: none"> > Emotional support provided for targeted children | <ul style="list-style-type: none"> > Therapy given to target children |
| Nurture Room | <ul style="list-style-type: none"> > Emotional and learning support provided for targeted children > Boxall assessments completed and targets worked on | <ul style="list-style-type: none"> > Nurture children identified and attending Nurture room provision > Nurture children making progress on their Boxall targets |
| Ride High | <ul style="list-style-type: none"> > Weekly session looking after and riding horses | <ul style="list-style-type: none"> > Developed children's concentration self esteem > Classroom learning developed literacy and numeracy |
| Bought in Attendance officer | <ul style="list-style-type: none"> > Rigorous systems developed > Policy reviewed > Attendance meetings and independent plans put in place > Improved attendance recognised and rewarded > fixed penalty notices to be issued > carry out attendance meetings > create attendance plans > support parents | <ul style="list-style-type: none"> > Policy rewritten > Support and challenge structures in place > Fixed Penalty notices issued > Attendance meetings are robust and well documented |
| Continued employment of family support worker | <ul style="list-style-type: none"> > Early help package made available > Raised awareness of external services > provision of food bank vouchers > Leading meetings of professionals | <ul style="list-style-type: none"> > Early help package set up and used with many families > Information sharing with other services timely and efficient > Food bank vouchers regularly issued and monitored – further support provided where necessary |



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| Continued employment of learning mentor | <ul style="list-style-type: none"> > Art therapy provided > Bereavement counselling > work on attachment > anger management > lego therapy > social skills | > A full timetable of support to various individuals meeting a variety of needs |
| Make Lunch programme | <ul style="list-style-type: none"> > PP families invited > PP families provided with lunch and food to take home | > Uptake of PP families |
| Purchase uniform for students | > PP children provided with school uniform and/or PE kit | <ul style="list-style-type: none"> > All children feel the same > Access to PE sessions |
| Learning resources for children's use at home | <ul style="list-style-type: none"> > Children's individual needs targeted > Questionnaire to provide pupils a voice regarding their needs | > Children equipped with resources they need |
| Curriculum professional and consultancy | <ul style="list-style-type: none"> > Michelle Dixon (Pupil support and inclusion lead) > Meeting the needs of the children | <ul style="list-style-type: none"> > Child's needs met > Systems put in place |
| Catering supplies - food | > breakfast club food provided for all PP children | > Readiness for learning |
| Trip subsidies and bursaries | > All children to access trips | > All children given the opportunity to attend all trips dependant on parental permission |
| Able and gifted | <ul style="list-style-type: none"> > GD children targeted > Greater depth activities provided | > All targeted children attended |
| Network Meetings & Transition Days PP | <ul style="list-style-type: none"> > PP lead to receive training > PP lead to improve school practice | <ul style="list-style-type: none"> > All training attended > Intervention log introduced to Phase Leaders |
| Disadvantaged Pupils Course | <ul style="list-style-type: none"> > PP lead to receive training > PP lead to improve school practice | <ul style="list-style-type: none"> > Training attended > Ideas for expenditure used |
| Breakfast Club Expenditure | > All pupils who require breakfast are provided it | > Breakfast provided to all pupils who have not eaten breakfast whether they have attended breakfast club or not |
| Staffing Costs AC | > Y1 small teaching group | <ul style="list-style-type: none"> > Supported teaching a learning phonics > Interventions to bridge the gap in learning |



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| Residential Staff Costs | > additional staff member | >Emotional needs of children were supported whilst away from home for the first time >Children accessed all activities |
| Swimming After School | > Staff, petrol and pool cost | > All children were PP children > ..% were able to swim 25 metres by the end |
| Nurture Group Training | > All Nurture staff to attend training > All Nurture staff to put training into practice | > All Nurture staff attended training > Routines and practices updated in line with Nurture training |
| TA costs | > Maths and English catch up sessions >Social and emotional sessions > Transition support | > All interventions tracked from baseline to end outcome |



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ACHIEVEMENT FOR ALL

