

Pupil premium strategy statement (primary)

1. Summary information					
School	Chestnuts Primary				
Academic Year	2017-18	Total PP budget	£170,520	Date of most recent PP Review	29/9/17
Total number of pupils	417	Number of pupils eligible for PP	131	Date for next internal review of this strategy	Summer 2 2018
2. Current attainment					
% achieving in reading, writing and maths		<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP (national average)</i>	
		July 2017 KS2: 35% (gap closed by +5%) ARE +20% increase		July 2017 KS2: 61%	
		April 2018 KS2: 58% (Target of 47%)			
% making progress in reading		July 2017 KS2: 2.67 progress (71% achieved expected) ARE +21% increase April 2018 KS1: 63%		July 2017 KS2: 0.33 KS1: 76%	
		April 2018 KS2: 74% (Target of 69%) KS1: 60% (Target of 71%)			
% making progress in writing		July 2017 KS2: 0.53 progress (53% achieved expected) ARE +15% increase KS1: 38%		July 2017 KS2: 0.17 KS1: 68%	
		April 2018 KS2: 63% (Target of 68%) KS1: 47% (Target of 64%)			
% making progress in maths		July 2017 KS2: 0.14 progress (53% achieved expected) ARE +9% increase		July 2017 KS2: 0.28 KS1: 75%	

	KS1: 50% April 2018 KS2: 63% (Target of 63%) KS1: 60% (Target of 64%)	
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3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	More able PP pupils are a focus to achieve GD as the current KS2 data shows that 0% achieved GD in reading, 12% achieved GD in maths, 6% achieved GD in writing and the KS1 data shows that 8% achieved GD in reading, 4% achieved GD in writing, 8% achieved GD in maths; all of which are below national.
B.	KS2 Maths PP progress has increased by +2.6 however the gap between PP and NPP is still -0.6.
C.	KS1 phonics data demonstrates the performance of the PP pupils has improved and the gap has narrowed: in Year 1, there has been a +34% rise in the percentage of PP pupils passing the check and them performing +28% higher than the non-PP (-14% gap in 2016) and in Year 2 there has been a +5% increase for the PP pupils but the gap has slightly widened by -4%. The 2017 GLD data demonstrates the non-PP are outperforming the PP (-12% gap) and this is a target area for 2018.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Attendance rates for pupils eligible for PP were 94.9% (2015-16) and have decreased to 94.2% (2016-17) (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.
E.	A greater number of children not being school ready when joining Early Years. This means that without accelerated progress, they will not be age appropriate which will cause them to fall behind on average.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>May 2018 review</i>	<i>July 2018 review</i>
A.	The gap between PP pupils and national in KS1 and KS2 who achieve GD will be narrowed or diminished.	GD percentages will increase towards national data: KS2: Reading national 29%, Maths national 27%, Writing national 21% KS1: Reading national 28%, Writing national 18%, Maths national 23%	KS2: Reading 16%, Maths 11%, Writing 26% KS1: Reading 20%, Maths 0%, Writing 7%	KS2: Reading 18%, Maths 14%, Writing 9% KS1: Reading 23%, Maths 10%, Writing 10%
B.	The maths progress gap between PP and NPP pupils in KS2 will be narrowed or diminished.	The gap between PP and KS2 maths progress will be less than -0.6	All 6b+ PP 6b NPP 6w 2 step difference between PP and NPP	PP progress score -5.51 Cohort progress score -3.55 Progress gap is -1.96
C.	The phonics gap between PP and NPP pupils in Year 2 will be narrowed or diminished.	Year 2 phonics gap between PP and NPP will be less than -12%		Whole pass 61% NPP pass 70% PP pass 31%
D.	Increased attendance rates for pupils eligible for PP to be in line with NPP and	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below	PP 95.18% NPP 95.98%	PP 94.94% NPP 95.80%

	National.	(19% 2016-17). Overall PP attendance improves from 94.2% to 96% in line with NPP pupils.	PP persistent absentees 12.97%	PP persistent absentees 15.26%
E.	Increase in the number of children joining Early Years who are school ready.	Children's Personal, Social and Emotional Development (PSED) skills are age related.	Sept 2017 PP chn school ready 33.3% (total of 2x chn at risk of working below age related) Sept 2017 NPP chn school ready 38.9% National GLD 2017 70% Target for 2018 71% Spring 2 whole cohort 63% Spring 2 PP 50% Spring 2 NPP 65%	65% of the cohort achieved GLD at the end of the year. 37.5% of PP children achieved GLD.

Planned expenditure														
Academic year	2017-18													
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.														
Quality of teaching for all														
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?	May 2018 review	July 2018 Review							
A. The gap between PP pupils and national in KS1 and KS2 who achieve GD will be narrowed or diminished. B. The maths progress gap between PP and NPP pupils in KS2 will be narrowed or diminished.	Target Tracker introduced and used to inform planning and track pupil progress Pupil progress meetings held termly to discuss individual pupils Pupil and parental questionnaires to allow 'voice' to see what they believe will aid individual progress Teacher funding request document introduced to collate individual pupil requests Intervention to target GD PP chn as well as pupils below in progress and/or attainment Y6 Maths PP pupils taught in a smaller group	High ability pupils eligible for PP are not meeting the national average, especially in KS2 reading. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. Questionnaires to be written around impact measures. Pupil questionnaires to be conducted as small group interviews. Staff meeting to introduce document to ensure consistency. Google Doc so everyone have access. Phase leaders to devise key stage intervention on a needs basis (progress and attainment) therefore PP lead to remind about GD pupils Mock SATs data and predicted data to be used to group pupils	Inset days, staff meetings and team meetings training. Pupil progress meeting training for Phase Leaders, who are all new to their posts. Pupil Progress documents pre shared with staff to begin filling out. Documents completed as a Google Doc so all parties have access. Up and running. RAGged to show what is done.	JV KR ST ST ST, AS, LS ST	Jan 17 Jan 17 Jan 17 Jan 17 Jan 17	Pupil Proformas used to inform planning and interventions Team meetings used to analyse data groups and review actions implemented Parental questionnaire emailed out. Not all year group interviews held. Up and running. RAGged to show what is done. Limited interventions across the school. 3x Y6 PP children targeted Done	Quality first teaching class overviews in place Team meetings used to analyse data groups and review actions implemented Few explicit Pupil Progress meetings Parental questionnaire emailed out. Not all year group interviews held. Many interventions across the school. PP chn targeted							

<p>C. The phonics gap between PP and NPP pupils in Year 2 will be narrowed or diminished.</p>	<p>Phonics Tracker has been introduced for more rigid monitoring.</p> <p>Phonics Screening checks happen half termly to ensure children are on track.</p> <p>Half termly RWI assessments in place and monitored to ensure all chn are making progress and trends identified.</p> <p>Focused interventions in place that target PP chn as well as pupils who did not meet the expected standard in Year 1.</p> <p>After school phonics booster sessions to raise attainment.</p> <p>Teacher funding request document introduced to collate individual pupil requests to help raise attainment.</p>	<p>Not all PP and non PP chn are not meeting the expected standard by passing the Phonics Screening check or meeting the national average. We want to ensure that all children have a sound phonological understanding which provides the foundations of early reading. Having good phonic knowledge will also allow children to become independent readers and allow greater access across the national curriculum.</p>	<p>Team meeting time spent on understanding and utilising Phonics Tracker.</p> <p>Half termly Phonics Tracker will be analysed and key trends will be identified and communicated.</p> <p>RWI training and observation opportunities available for new staff.</p> <p>Interventions are being recorded and measured from their starting point to end points.</p> <p>After school phonics booster sessions to be monitored and measured against starting points. Chn to complete on half termly basis and review accordingly. Group to remain fluid dependent on the needs of the chn.</p>	<p>LS/CT</p> <p>LS/CT</p> <p>LS / CT</p> <p>LS</p> <p>LS / CT / HB</p>	<p>Jan 17</p> <p>Jan 17</p> <p>Jan 17</p> <p>Jan 17</p> <p>Jan 17</p>	<p>Half termly Phonics Tracker assessments are completed - A huge chunk of team meeting time after the assessments is spent analysing and regrouping children for after school boosters and interventions.</p> <p>We discuss phonics almost every other meeting - reviewing it, sharing concerns etc.</p> <p>Phonics Tracker is tracked half termly and the progress is analysed using a spreadsheet.</p> <p>Trends are identified and then this informs intervention groups or I will email KS1 to have more of a focus on this during RWI sessions.</p> <p>For the children who are predicted / currently looking as if they are borderline passing or not passing packs have been sent home to address gap</p> <p>RWInc - All new staff have had RWI training. We are looking at providing follow up training. New staff have had shadowing opportunities with more experienced staff.</p> <p>Interventions - This is an area which needs developing. Phonics is mostly recorded. Children are grouped and phonics is revisited E.g. children who need to pass the screening check work on this whilst the rest of the year group are in reading comp sessions and spellings.</p> <p>After school booster groups - grouped according to Phonics Tracker or RWI assessments. Group is fluid, some of the children attended for a half term,</p>	
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						some since the beginning of the year still remain. Groups are fluid and change half termly alongside the phonics tracker assessments.	
						Looked at data in July from the last set of data ready for September - plan to use Lexia in Year 1 to support with phonics and reading as well as Target those who needed additional support and PP where necessary	
Total budgeted cost							
i. Targeted support						ii.	iii.
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?		
Total budgeted cost							
iv. Other approaches						v.	vi.
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?		

D. Increased attendance rates for pupils eligible for PP.	<p>Part time attendance officer employed to monitor pupils and follow up quickly on absences.</p> <p>Letters to be sent.</p> <p>In school meetings with parents.</p>	<p>In order to improve children's attainment, they need to be attending school. Reasons for absence must be explored, parents notified and provisions put in place.</p>	<p>Attendance officer will be briefed about existing absence issues.</p> <p>PP coordinator, attendance officer and head teacher will collaborate to ensure attendance procedure is in place and followed.</p> <p>Attendance officer to analyse and track data, looking out for patterns.</p>	Attendance officer	Jan 2017	<p>Done</p> <p>Done</p> <p>Done</p>	Nothing to add
E. Increase in the number of children joining Early Years who are school ready.	<p>Home visits to new starters.</p> <p>Develop early relationships with parents by letting them know what the expectations for their child are before starting school.</p> <p>Offer stay and play, stories, songs and rhymes sessions early in the year to families in our catchment area with young children.</p> <p>Work with pre-schools and nurseries to ensure consistency in expectations to work toward school readiness.</p> <p>Early phonics assessment which reflects children's starting points.</p>	<p>Many of our children have low PSED skills - they struggle to leave their parents, find it hard to form relationships, do not demonstrate appropriate social skills or interact appropriately with peers. We have children who come to school that are not fully toilet trained; some being in nappies. Many children are unable to dress and undress themselves; struggling with things such as putting their coats on. There has been an increase in children with speech and language problems. This year there are many children with poor fine motor skills, such as lacking strength in their hands so are not able to hold a pencil to even begin writing. Some</p>	<p>EYFS lead to organise and oversee implementation of actions.</p> <p>Discussion in EYFS team post home visits.</p> <p>Head teacher to be aware of contact being made with families.</p>	EYFS lead	Jan 2017	<p>Home visits - Current year group had home visits in July and September organised by Jess.</p> <p>The new intake will all be having home school visits the first week of September prior to starting the following week.</p> <p>Relationships with parents</p> <p>- There were induction/welcome meetings held last year. This year we held 4 meetings with a turnout of 40 families with Power point presentation, handouts and opportunity for parents to ask questions.</p> <p>Stay and play sessions -</p> <p>Current year group were offered 3 stay and play sessions in addition to transition sessions.</p> <p>Moving forward from September to start a weekly Stay and Play/Stories songs and rhymes session aimed at families with young children in our catchment area. Offer similar style and support to previous children's centre activities.</p> <p>Work with pre-schools and nurseries -</p> <p>This last term Catherine has been supporting in Little Chestnuts, planning and modelling early phonics activities. I am arranging visits to feeder pre schools to talk about the new intake and supporting their transition.</p> <p>This is another thing that I would like to develop in the next school year - making</p>	Nothing to add

		<p>children are only just at the point of listening to and identifying animal noises. We want them to come to us being able to hear initial sounds and sounds in words, have an awareness of rhythm and rhyme and a rich experience and bank of stories, sounds and rhymes.</p>			<p>greater links with pre-schools and nurseries.</p> <p>Early phonics assessment - We created our own early phonics assessment to use as part of our baseline and prior to starting RWI. This assessment informed when children ready for more formal RWI sessions.</p> <p>Discussion in EYFS team - Notes are made on home visits and staff can read these. EYFS staff carry out home visits in pairs which supports developing knowledge of new children. After home visits in September we will have time to meet to share and discuss the needs of new intake.</p> <p>Head teacher to be aware of contact being made with families - Becky aware of home visits taking place. Last year Karen was involved in visits, especially those with families that we are already supporting. I hope that Karen will be able to support with some of these again this year. Becky will be kept updated of home visits and any where there are any particular concerns.</p>	
Total budgeted cost						

5. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased attainment in Year 6	Core subjects being taught in groups of 12	Both attainment and progress improved significantly from previous year Children in receipt of PP achieved greater progress than those not in receipt of PP	Expensive but effective in terms of outcomes. If staffing and space are available it would be beneficial to run again	£30000

Increased attainment in phonics	additional teacher to take small groups to increase phonic awareness	Phonic score declined from previous year	If started earlier in the year this should have a positive impact	£13000
Increase attainment in reading	Accelerated reader introduced to year 6	Both attainment and progress improved significantly from previous year Children in receipt of PP achieved greater progress than those not in receipt of PP	Children very engaged with reading. Accelerated reader to be introduced for whole school	£12000
Increased attainment in Year 2	Additional teacher to take groups for 3 days	Children's attainment increased from previous year but not sufficient progress	Ensure that the groups remain consistent for greatest impact. This should be run again	£13000

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase maths attainment and progress in maths	Online tuition for Year 6 children	Both attainment and progress improved significantly from previous year Children in receipt of PP achieved greater progress than those not in receipt of PP	Children found the sessions enjoyable however the location of wifi accessibility was a negative factor. Not to be run again	£5000
Increase maths attainment and progress in maths	After school tuition for Year 2 and Year 6	Both attainment and progress improved significantly from previous year Children in receipt of PP achieved greater progress than those not in receipt of PP	Very effective at bridging gaps. Will be run again	£9000
Increase enjoyment and attainment in reading	Breakfast club reading session twice weekly for PP children	Both attainment and progress improved significantly from previous year Children in receipt of PP achieved greater progress than those not in receipt of PP	Poor attendance of children to the earlier session was a barrier	£3000
Increased arithmetic understanding and fluency	Power of 2 intervention run in Key stage 2	Both attainment and progress improved significantly from previous year Children in receipt of PP achieved greater progress than those not in receipt of PP	Time and labour intensive but effective progress and increased fluency seen from all children	£6000
Develop children's self esteem, confidence and problem solving skills	Forest schools weekly session off site run by the parks trust	Children developed the skills to work together, have a range of experiences and successes away from the academic forum	Attendance improved and children were observed to become more confident	£4400
Develop children's self esteem, confidence and problem solving skills	Attend Ride High	Responsibility and compassion developed in terms of the care of horses, alongside bridging the academic gap through targeted literacy and numeracy teaching	Some identified academic gaps closed. Children	£3600
Ensure children are able to access learning at all times including at home	Provide PP children with revision packs, resources and	Children entitled to PP all provided with Maths packs, phonics resources, revision guides and books to learn at home to lead to an increased	No impact of learning resources seen, Children receiving new uniform have had a reduction in the number of antisocial incidents as they feel more involved in	£9000

	equipment to enable them to learn at home through homework, and also provide uniform	number of pupils completing their weekly homework.	school.	
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To increase attendance of pp children	Weekly cooking club	Healthy eating life skills introduced to the children and the club motivated them to attend school on Mondays	Attendance for the identified children was improved. No absences during the 2 terms the project ran	£2500
To increase attendance of pp children	One day support from BPOS attendance officer from Easter	Children attended more frequently, parents understood the impact of absence on their child's education and fines issued as per LA policy	As the attendance officer didn't start until Easter, the impact in terms of published data was minimal however individual children were beginning to show an improvement. This project needs to be continued.	£2000
Ensure all children begin school ready	Free breakfast club provided to all	Children arrived punctually for school, received a nutritious breakfast and had the opportunity for social interaction with their peers.	Academic progress greater for those children who regularly attend breakfast club	£25000
Parents, carers and children to have access to the wide range of support needed	To provide an early help package to parents and children by the provision of family support worker	Early help work with a large number of children and parents, provided ongoing support, one off direction and teams working around. Developed children's self esteem, confidence and problem solving skills.	Greater need for this provision than previously anticipated. The role needs to continue but additional hours need to be found too.	£18000
Emotional needs of all children are met	Provision of a learning mentor	Children identified with both long and short term mental health concerns, from bereavement to family break up, received the guidance and support needed to be able to access school.	Full time table created of 1:1 sessions, group sessions and whole class programs. Essential to ensuring all children are able to access learning.	£21000

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk