

Pupil premium strategy statement (primary)

1. Summary information					
School	Chestnuts Primary				
Academic Year	2018-19	Total PP budget	£177660	Date of most recent PP Review	July 19
Total number of pupils	410	Number of pupils eligible for PP	117	Date for next internal review of this strategy	Sept 19 (new strategy)

2. Current attainment					
	<i>Pupils eligible for PP</i>			<i>Pupils not eligible for PP (national figure in brackets)</i>	
% achieving in reading, writing and maths	July 2018 KS2: Reading Expected – 55% GD – 10%	July 2018 KS1: Reading Expected – 53% GD – 13%	July 2018 KS2: Reading Expected – 62% (80%) GD – 24% (33%)	July 2018 KS1: Reading Expected – 69% (79%) GD – 18% (29%)	
	Writing Expected – 60% GD – 0%	Writing Expected – 53% GD – 7%	Writing Expected – 86% (83%) GD – 14% (24%)	Writing Expected – 60% (74%) GD – 9% (18%)	
	SPAG Expected – 50% GD – 15%	Maths Expected – 60% GD – 0%	SPAG Expected – 84% (82%) GD – 19% (39%)	Maths Expected – 69% (80%) GD – 13% (25%)	
	Maths Expected – 30% GD – 5%	Y1: Phonics Meeting – 31%	Maths Expected – 70% (81%) GD – 19% (28%)	Y1: Phonics Meeting – 72% (85%)	
		Y2: Phonics Meeting – 20%		Y2: Phonics Meeting – 79% (91%)	
% making progress in reading	July 2018 KS2: +0.08		July 2018 KS2: -3.27		
% making progress in writing	July 2018 KS2: +0.07		July 2018 KS2: -1.48		
% making progress in maths	July 2018 KS2: -5.51		July 2018 KS2: -2.49		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	More able PP pupils are a focus to achieve GD as the current KS2 data shows that 10% achieved GD in reading, 0% achieved GD in writing, 5% achieved GD in maths and the KS1 data shows that 13% achieved GD in reading, 7% achieved GD in writing, 0% achieved GD in maths; all of which are below national.
B.	KS2 Maths PP progress which is well below average. There is also a significant gap between PP and NPP (3.02)
C.	KS1 phonics data demonstrates there is a significant gap between the attainment of the PP and NPP children performance of the PP children is significant (41%) and in Year 2 the gap is significant (59%).
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Persistent absence rates for PP children are lower than national figures (16.5% school compared with 17.2% national). However, this is significantly higher than NPP at Chestnuts (10% higher)
E.	A greater number of children entered EYFS school ready (16.7%). However, accelerated progress is needed to ensure target levels of GLD are met at the end of the year (75%).

4. Desired outcomes			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>July 2019 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 33%, Writing national 24%, Maths national 28% KS1: Reading national 29%, Writing national 18%, Maths national 25%	KS2: Reading school PP GD 14%, national GD 27%, gap 13% Writing school PP GD 7%, national GD 20%, gap 13% Maths school PP GD 10%, national GD 27%, gap 17% Combined school PP GD 3%, national GD 11%, gap 8% SPAG school PP GD 21%, national GD 36%, gap 15% Gaps between PP and national figures in reading, writing, maths and SPAG have reduced from the previous year KS1: Reading school PP GD 5%, national GD 25%, gap 20% Writing school PP GD 5%, national GD 15%, gap 10% Maths school PP GD 15%, national GD 22%, gap 7% Combined school PP GD 25%, national GD 11%, gap NONE Gaps between PP and national figures have increased for reading and writing. They have decreased for maths and have been eliminated for combined scores. It should be noted that 11 out of 20 PP children at Chestnuts were also on the SEN register
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 -1.0	The maths progress of the PP children was -3.98. The maths progress of the whole cohort was -4.00. While these figures are well below average, there is no significant difference between the PP children and the others in the year group
C.	The phonics gap between PP and NPP pupils in Years 1 and 2 will be narrowed or diminished.	Year 1 phonics gap between PP and NPP will be less than -18% Year 2 phonics gap between PP and NPP will be less than -30%	Year 1: Phonics pass rate for Y1 PP children 67%, national pass rate 82%, gap 12% Year 2: Phonics pass rate for Y2 PP children 75%, national pass rate 91%, gap 16% Gaps for Year 1 and Year 2 have closed and both are below the figures set
D.	Decrease persistent absence rates for pupils eligible for PP to be in line with NPP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Close the gap between PP and NPP persistent absences	PA for PP children 15.7% PA for the whole school 9.4% Gap between PP children and whole school is 6.3% Gap between PP children and the whole school PA figure has been reduced compared

			with the previous year
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.	In the academic year 2017/18, 5% of children were baselined working at the age appropriate level on entry to school. In 2018/19, this had risen to 16.7%

Planned expenditure

Academic year **2018-19**

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?
<p>A. The gap between PP pupils and national in KS1 and KS2 who achieve GD will be narrowed or diminished.</p> <p>B. The maths progress gap between PP and NPP pupils in KS2 will be narrowed or diminished.</p>	<p>Target Tracker used to inform planning and track pupil progress</p> <p>Pupil progress meetings held half termly to discuss individual pupils, focus to be on all under achieving pupils</p> <p>Pupil and parental questionnaires to allow 'voice' to see what they believe will aid individual progress</p> <p>PP tracker introduced to log all interventions involving PP children</p> <p>Teacher funding request document introduced to collate individual pupil requests</p> <p>Intervention to target GD PP chn as well as pupils below in progress and/or attainment</p> <p>QFT overviews to map the strategies used for PP children</p> <p>Booster groups to target children who are not on track</p> <p>Cornerstones tests used to track progress and attainment</p>	<p>High ability pupils eligible for PP are not meeting the national average, especially in KS2 writing and KS1 maths. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.</p>	<p>Inset days and staff meeting training.</p> <p>Pupil progress meetings held half termly with HT or DHT. Documents shared with all.</p> <p>Pupil and parent questionnaires to be conducted to determine additional levels of support.</p> <p>Portal document used to track interventions for PP children. Will also support Business Manager to cost all PP interventions. All staff can contribute. Regular reviews of interventions taking place.</p> <p>Reading, Writing and Maths leads to analyse data and be aware of PP children on track</p> <p>Mock SATs data and predicted data to be used to group pupils</p> <p>Cornerstones, TA and mock data to be used to group children for booster groups</p>	<p>BS/KR</p> <p>AC/BS/KR</p> <p>KR</p> <p>KR</p> <p>LS, AS, LT</p> <p>BS/KR</p> <p>AC, LS, KR, BS, LT</p>	<p>May 19</p> <p>May 19</p> <p>May 19</p> <p>May 19</p> <p>May 19</p> <p>May 19</p> <p>May 19</p>
<p>C. The phonics gap</p>	<p>Phonics Tracker used for regular rigid</p>	<p>Not all PP and non PP chn are not</p>	<p>Data, phonics and reading leads analyse</p>	<p>AC/LS/CT</p>	<p>May 19</p>

<p>between PP and NPP pupils in Year 1 and 2 will be narrowed or diminished.</p>	<p>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>Lexia programme introduced to support Y1 and Y2 children.</p>	<p>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>data from phonics tracker and from the phonics screening checks half termly.</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>Lexia being utilised by children in Y1 who need support with phonics and those in Y2 who did not pass the screening check in Y1.</p>	<p>AC/LS/CT</p> <p>LS / CT</p> <p>LS</p> <p>LS / CT / AC</p> <p>LS / AW</p>	<p>May 19</p> <p>May 19</p> <p>May 19</p> <p>May 19</p> <p>May 19</p>
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Total budgeted cost

i. Targeted support

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

ii. Other approaches

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?
<p>D. Decrease persistent absence rates for pupils eligible for PP to be in line with NPP.</p>	<p>Part time attendance officer employed to monitor pupils and follow up quickly on absences.</p> <p>Letters to be sent.</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</p>	<p>Attendance officer</p>	<p>May 19</p>

	In school meetings with parents. Support with transport		followed. Attendance officer to analyse and track data, looking out for patterns. Taxis to be considered for children who would otherwise be absent from school	BS / JD	May 19
E. Increase in the number of children joining Early Years who are school ready.	Home visits to new starters. Develop early relationships with parents by letting them know what the expectations for their child are before starting school. Offer stay and play, stories, songs and rhymes sessions early in the year to families in our catchment area with young children. Work with pre-schools and nurseries to ensure consistency in expectations to work toward school readiness. Early phonics assessment which reflects children's starting points.	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 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.	EYFS lead to organise and oversee implementation of actions. Discussion in EYFS team post home visits. Head teacher to be aware of contact being made with families. Key families invited to stay and play sessions to aid transition EYFS staff supporting local FS1 settings to raise the level of children who enter FS2 with key skills (e.g. recognising key sounds)	TB TB / KR TB / BS TB TB / CT	May 19 May 19 May 19 May 19 May 19
Total budgeted cost					

5. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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

The gap between PP pupils and national in KS1 and KS2 who achieve GD will be narrowed or diminished.	Target Tracker used to track data and progress Pupil progress meetings held	Teacher Assessments showed a greater percentage achieving the expected standard and GD than SATs data Meetings did not take place due to staffing	Cornerstones test data was more accurately matched to SATs data. Target tracker assessments need to be moderated and more closely matched to Cornerstones data Meetings need to take place so that all staff are aware of any children not on track to meet their targets	1373
The maths progress gap between PP and NPP pupils in KS2 will be narrowed or diminished.	Y6 have 3 teachers. Small group intervention	The gap between the progress of PP and NPP children did not diminish (-3.02). Small group teaching did not occur as AH was used to teach Y5 class after NQT resigned early in Sept	Small group teaching has been proven to work in the past (2016/17). Y6 support needs to be protected	17085
The phonics gap between PP and NPP pupils in Year 2 will be narrowed or diminished.	Phonics Tracker used to track data Half termly screening checks Booster groups for phonics	Phonics tracker and half termly screening checks showed a greater percentage achieving the expected standard than the phonics screening check Data from booster groups showed that children were closing the gap	Ensure that the children take the phonics screening check with a familiar adult. Continue with, and possibly, increase the number of booster groups that are on offer	180 279
ii. Targeted support				
Desired outcome	Chosen action/approach	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
iii. Other approaches				
Desired outcome	Chosen action/approach	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	Part time attendance officer	Persistent absence rates for PP children were below national.	Continue with the approach to ensure that absence rates remain below national and aim to bring them in line with NPP children	£4563
Increase in the number of children joining Early Years who are school ready.	Home visits to new school starters	Information gathered on pupils and potential SEND/PP needs. School was more prepared for the children to start	Continue with this to support our early help and EYFS provision	2200
	Stay and Play sessions	Sessions supported transition into school. Children with additional needs were given additional sessions. Visits were also arrange outside of main school hours so children could visit the classroom and become familiar with it in a quiet setting	Continue with this to support our early help and EYFS provision	364
	Out-reach work with local pre-schools and nurseries	Phonics baseline assessment of those children from the nursery support by CT were higher than previously and compared with others	Continue with this to support our data upon entry and increase the percentage of children who begin school ready	1251

