



Inspiring Futures
Through Learning

Pupil Premium Strategy

Proposed Strategy for 2019-2020

Review of Strategy for 2018-2019

We believe that all disadvantaged pupils should thrive and flourish within our schools. High expectations and high quality teaching and learning opportunities are a right of all our pupils of all abilities, and we can utilise pupil premium funding effectively to ensure our pupils needs are met and they make accelerated progress. We value the importance of understanding the vulnerability amongst some of our pupils, focusing on the development of the whole child when planning both whole school and personalised provision which widens their experiences.

Our School Ethos for Pupil Premium

At Chestnuts, we strive to provide an environment where our children feel emotionally and physically safe and cared for. We aim to support our parents and carers so that they are able to provide the best possible care and support for their children. We believe in providing the nurture that children need and may not have had experience of before.

We believe that all of this provision ensures that the children are as ready for learning as they possibly can be and that, as a result, all children will achieve their full potential both academically and socially within our society.

Our School Approach for Pupil Premium

Chestnuts Primary School approach to Pupil Premium: we operate a three tier system which has a strong focus on quality first teaching strategies as a basis and then supplements this with targeted support and interventions alongside more individual and specific approaches.



In light of the June 2019 update from the DFE on the website information regarding Pupil Premium Funding and Accountability for Schools, IFTL schools have started to consider a multi-year strategy covering a three- year period with light touch annual reviews resulting in a comprehensive review every three years in order to embed consistency and align this with the wider school improvement strategy.

Summary information

School	Chestnuts Primary School				
Academic Year	2019/20	Total PP budget	179440	Date of most recent PP Review	July 19
Total number of pupils	399	Number of pupils eligible for PP	108	Date for next internal review of this strategy	Feb 2020

Strategic Vision: Long Term Desired Outcomes**Three-year Outcomes:**

- To ensure gaps between PP and all children nationally are eliminated in all subjects
- To ensure the gap between PP and all children nationally are eliminated in phonics
- To ensure the gaps between the PP and all children reaching the higher standard nationally are closed
- To reduce the amount of persistent absence for PP children

Link to SDP:

- To ensure that delegated funding is spent to allow children to develop their skills and broaden their experiences
- Teaching is seen to be good or better 100% of the time
- Objective: Writing - To develop and support the teaching of writing and identifying/supporting GD writers
- To ensure that teachers are creating greater depth opportunities in a range of lessons
- To ensure that attendance and punctuality are not a barrier to learning
- Continue to embed the maths approach introduced in the previous year

Impact Towards Long Term Outcomes 2019-2020

- To reduce the gap between PP and all children nationally reaching the expected standard to 5% or less in all subjects (KS1 and KS2)
- To reduce the gap between PP and all children nationally passing the phonics check to 10% or less (Y1 and Y2)
- To reduce the gap between PP and all children nationally reaching the higher standard to 10% or less in all subjects (KS1 and KS2)
- To reduce PA for PP children to 12% or less

Impact Towards Long Term Outcomes 2020-2021

- To ensure that the achievement of PP children at the expected standard is in-line with that of all children nationally in all subjects (KS1 and KS2)
- To reduce the gap between PP and all children nationally passing the phonics check to 5% or less (Y1 and Y2)
- To reduce the gap between PP and all children nationally reaching the higher standard to 5% or less in all subjects (KS1 and KS2)
- To reduce PA for PP children to 10% or less which will be in-line with non-PP children at Chestnuts

Impact Towards Long Term Outcomes 2021-2022

- To ensure that there is a positive gap between the achievement of PP and all children nationally reaching the expected standard in all subjects (KS1 and KS2)
- To ensure that the achievement of PP children passing the phonics check is in-line with that of all children nationally (Y1 and Y2)
- To ensure that the achievement of PP children reaching the higher standard in all subjects is in-line with that of all children nationally (KS1 and KS2)
- To reduce PA for PP children to 5% or less

Current attainment				
	Pupils eligible for PP (your school)		ALL Pupils (national average)	
% achieving in reading, writing and maths	July 2019 KS2: Reading Expected – 72% GD – 14%	July 2019 KS1: Reading Expected – 30% GD – 5%	July 2019 KS2: Reading Expected – 72% (73%) GD – 22% (27%)	July 2019 KS1: Reading Expected – 63% (75%) GD – 12% (25%)
	Writing Expected – 69% GD – 7%	Writing Expected – 25% GD – 5%	Writing Expected – 77% (78%) GD – 8% (20%)	Writing Expected – 58% (69%) GD – 8% (15%)
	SPAG Expected – 72% GD – 21%	Maths Expected – 45% GD – 15%	SPAG Expected – 75% (78%) GD – 23% (36%)	Maths Expected – 69% (76%) GD – 12% (22%)
	Maths Expected – 66% GD – 10%	Y1: Phonics Meeting – 67%	Maths Expected – 73% (79%) GD – 10% (27%)	Y1: Phonics Meeting – 82% (82%)
		Y2: Phonics Meeting – 75%		Y2: Phonics Meeting – 83% (91%)
% making progress in reading	July 2019 KS2: -2.95		July 2019 KS2: -2.41	
% making progress in writing	July 2019 KS2: -2.71		July 2019 KS2: -2.37	
% making progress in maths	July 2019 KS2: -3.98		July 2019 KS2: -4.00	

Barriers to future attainment	
In-school barriers	
A.	PP pupils are a focus to achieve the expected standard as the current KS1 and KS2 data shows a gap between PP children and all children nationally in all subjects
B.	KS1 phonics data demonstrates there is a significant gap between the attainment of the PP and all children nationally. The performance gap in Year 1 is 15% and in Year 2 it is 16%.
C.	More able PP pupils are a focus to achieve GD as the current KS2 data shows that 14% achieved GD in reading, 7% achieved GD in writing, 10% achieved GD in maths and the KS1 data shows that 5% achieved GD in reading, 5% achieved GD in writing, 15% achieved GD in maths; all of which are below national.

External barriers

D.	Persistent absence rates for FSM children are lower than national figures (15.7% school compared with 23.6% national – 2017/18 figure). However, this is significantly higher than NPP at Chestnuts (6% higher)
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Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>February 2020 Review</i>	<i>July 2020 Review</i>
A.	To reduce the gap between PP and all children nationally reaching the expected standard to 5% or less in all subjects (KS1 and KS2)	Expected percentages will increase towards national data so that the gap is 5% or less: KS2 2019: Reading national 27%, Writing national 20%, Maths national 27% KS1 2019: Reading national 25%, Writing national 15%, Maths national 22%		
B.	To reduce the gap between PP and all children nationally passing the phonics check to 10% or less (Y1 and Y2)	Year 1 phonics gap between PP and all children nationally will be less than 10% Year 2 phonics gap between PP and all children nationally will be less than 10%		
C.	To reduce the gap between PP and all children nationally reaching the higher standard to 10% or less in all subjects (KS1 and KS2)	GD percentages will increase towards national data so that the gap is 10% or less: KS2 2019: Reading national 27%, Writing national 20%, Maths national 27% KS1 2019: Reading national 25%, Writing national 15%, Maths national 22%		
D.	To reduce PA for PP children to 12% or less	Reduce the percentage of persistent absences among pupils eligible for PP to 12% or less. Close the gap between PP and all children for persistent absences at Chestnuts		

Planned expenditure for 2019-2020

Academic year	
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i. 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 implementation ?
A. To reduce the gap between PP and all children nationally reaching the expected	Pupil progress meetings with teachers, driven by teachers	PP children are not achieving as well as all children nationally at the expected standard in all subjects at KS1 and KS2.	Inset days, staff meetings and TA training to upskill staff Pupil progress meetings with HT or DHT. Documents prepared prior to the	BS/KR BS	Reviews to be Feb 2020 and July 2020

<p>standard to 5% or less in all subjects (KS1 and KS2)</p> <p>C. To reduce the gap between PP and all children nationally reaching the higher standard to 10% or less in all subjects (KS1 and KS2)</p>	<p>Cornerstones testing to track the progress and attainment of children</p> <p>Intervention tracking software purchased to allow all PP interventions to be logged</p> <p>Funding document to allow teachers to request support materials for PP children</p> <p>QFT overviews written and reviewed termly to show all strategies used for PP children</p> <p>Boosters for Y6 children to target those who are not on track</p> <p>Easter school to target children who need additional support</p> <p>Small group teaching in Y6 (3 smaller teaching groups) with subject specialists teaching</p> <p>Smaller class teaching in Y2 (Budlings supporting key children)</p> <p>Learning mentor support for children to ensure they are emotionally ready to learn</p> <p>Additional opportunities – enrichment and more able days – to develop children's skills</p>	<p>PP children are not achieving as well as all children nationally at the higher standard in all subjects at KS1 and KS2.</p> <p>We want to ensure that PP children can achieve as well as, if not better than, their peers nationally.</p>	<p>meeting by staff so that they have more ownership of the data that is being submitted. Targets discussed and minutes shared following the meetings</p> <p>Intervention tracking software used to track interventions for PP children. will support Business Manger to cost interventions. Regular reviews required</p> <p>Reading, writing and maths leads to analyse data and to be aware of PP children in the areas and if they are on track to hit targets</p> <p>Mock sats data used to track progress and determine intervention groups</p> <p>Cornerstones, TA and mock data to be used to group Y6 children for booster and Easter school</p> <p>Enrichment afternoons provide children with a wide range of additional skills</p>	<p>KR</p> <p>LS/AS/LT</p> <p>LT</p> <p>AC/LT</p> <p>KR/BS</p>	
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<p>B. To reduce the gap between PP and all children nationally passing the phonics check to 10% or less (Y1 and Y2)</p>	<p>Phonics tracker to be used for regular rigorous monitoring</p> <p>Screening checks to be undertaken half termly</p> <p>RWI assessments to be undertaken half termly and the groups adjusted accordingly</p> <p>Focussed interventions to support PP children in Year 1 as well as those in Year 2 who did not meet the expected standard</p> <p>Booster sessions to raise the attainment of children who assessments show are falling behind</p> <p>Funding document to allow teachers to request support materials for PP children</p> <p>Parent meetings to discuss the importance of phonics and how parents can support at home</p> <p>RWI training sessions for 10 mins weekly to improve the subject knowledge of staff</p> <p>Training delivered for leaders through the English hub support</p>	<p>Not all PP children are meeting the expected standard and therefore passing the phonics screening test at the end of Year 1 or in the resits at the end of Year 2.</p> <p>We want to ensure than 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, phonics and reading leads analyse data from phonics tracker and from the phonics screening checks half termly</p> <p>Half termly phonics tracker will be analysed and key trends identified and communicated</p> <p>RWI training sessions to be provided weekly for 10 mins</p> <p>RWI observations of staff to ensure that the standard of teaching is at least good</p> <p>Interventions recorded and measured from starting point to end point</p> <p>After school boosters to be held, monitored and measured against starting points. Ch to complete half termly, reviews to be held and groups changed accordingly</p> <p>Support from English hub to support staff CPD and leadership</p>	<p>AC/LS</p> <p>AC/LS</p> <p>AC/LS</p> <p>AC/LS</p> <p>AC/LS</p> <p>AC/LS</p> <p>LS</p>	<p>Reviews to be Feb 2020 and July 2020</p>
<p>Total budgeted cost</p>					<p>£164127</p>

ii. 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 implementation ?
Total budgeted cost					

iii. 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 implementation ?
D.To reduce PA for PP children to 12% or less	Part time attendance officer employed to monitor pupils and follow up quickly on absences. Letters to be sent. In school meetings with parents. Support with transport	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.	Attendance will be briefed about existing absence issues PP coordinator, attendance officer and HT will collaborate to ensure attendance procedures are put in place and followed Attendance officer will analyse and track data, looking out for patterns and investigating absence for specific children Support for families to be offered Taxis to be considered for children who would otherwise be absent from school	Attendance officer Attendance officer/KR/BS Attendance officer Attendance officer/KWi BS/JD	Reviews to be Feb 2020 and July 2020
Total budgeted cost					£15313

Review of expenditure					
Previous Academic Year		2018-2019			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Impact:	Lessons learned:	Cost £157 777	

<p>The gap between PP pupils and national in KS1 and KS2 who achieve GD will be narrowed or diminished.</p> <p>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>TT data was moderated more thoroughly and matched to cornerstones data at key points throughout the year. Assessment lead supported teachers in making judgements and scrutinising the data. Cornerstones tests have been used to support teachers assessments.</p> <p>Pupil progress meetings held drew teacher's attention to children who were not on track and discussed interventions that could be put in place to address this.</p> <p>Pupil and parental questionnaires sent out. Many were happy with the provision and did not suggest anything that would support their children. Where suggestions were made, resources were supplied in consultation with the teachers.</p> <p>Teachers requested materials to support the PP children in their classes. Many of these were phonics based.</p> <p>Maths GD interventions/boosters/Easter school run for children in KS2 and KS1. Data shows the percentage of PP children achieving GD in maths was 10%, the same as the percentage of all children achieving GD in maths.</p> <p>QFT maps have been produced by all teachers for the PP children in their class. This details the provision that PP children should be receiving in lessons. This ensures continuity between teachers and HLTAs. These were reviewed in the summer term and shared with new class teachers in September.</p> <p>Booster groups were run in Y1 for phonics, Year 2 and Year 6. We also ran a booster group in Y5 to help prepare them for the following year. The data analysed showed that boosters did not have a significant enough impact on the children's scores to justify the spending. They did however result in a greater confidence and a more positive attitude towards testing for those children involved.</p> <p>Year 6 taught in small groups using an additional teacher.</p>	<p>Teachers need further training on assessing writing in particular. Maths and reading assessments have become more accurate when compared with cornerstones testing. Assessments in reading and maths have become more accurate.</p> <p>Pupil progress meetings ensured that teachers were aware of children who had not made sufficient progress. Teachers need further CPD to ensure that they are using the data they are collecting rigorously to close gaps.</p> <p>Parents need a greater awareness of what pupil premium funding is and how it is spent at Chestnuts to impact their children. Despite information being circulated at parent meetings and in our newsletters, some parents were still unsure what PP funding was.</p> <p>Continue the teacher request form but amend the tracking form to show what each PP child has received throughout their time at Chestnuts. This is to prevent the same resources being given in a following year and ensure that anything sent home is supporting the child to progress.</p> <p>By reviewing in July and sharing with the new teachers in September, minimal time was lost in new teachers getting to know the children before interventions could be put into place. This is to be continued moving forward.</p> <p>Boosters supported the children's confidence and self-esteem. However, the impact on their scores was not significant enough for this to be deemed successful.</p> <p>Maths lead and experienced maths teacher taught Year 6 groups to allow specific provision for children</p>	<p>£35568</p> <p>£5816 AB £649</p> <p>£28803 Orchard</p> <p>£32124</p>
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<p>The phonics gap between PP and NPP pupils in Year 1 and 2 will be narrowed or diminished.</p>	<p>Phonics Tracker used for regular 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>Lexia programme introduced to support Y1 and Y2 children.</p>	<p>Phonics tracker, the screening check and the half termly RWI assessments have allowed teachers to identify children who require additional support more frequently and assess the gaps in their knowledge. This has meant that interventions and boosters can be tailored to a child's individual needs more closely.</p> <p>Teachers requested phonics materials linked to the RWI programme to support the PP children in their classes.</p> <p>Booster groups were run in Y1 for phonics. The data analysed showed that the children made progress although many of them were in other interventions as well. Boosters did however result in a greater confidence and a more positive attitude towards testing for those children involved.</p> <p>Interventions were run for identified children in school time. The data analysed showed that the children made progress although many of them were in booster groups as well.</p> <p>Lexia was used to support children in Y1 who found reading challenging.</p>	<p>Children have achieved in line with the national standard in phonics.</p> <p>Continue the teacher request form and provide similar RWI resources to children this year. Ensure that the tracking shows which resources have been supplied to prevent the same resources being given in a following year and ensure that anything sent home is supporting the child to progress.</p> <p>Boosters and interventions supported the children's confidence and self-esteem and their test scores did rise. However, the impact on their scores cannot solely be attributed to any one intervention or boosters.</p>	<p>£180</p> <p>£52078</p> <p>£2559</p>
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ii. Targeted support

Desired outcome	Chosen action/approach	Impact:	Lessons learned:	Cost

iii. Other approaches

Desired outcome	Chosen action/approach	Impact:	Lessons learned:	Cost
				£24 126

<p>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 school meetings with parents.</p> <p>Support with transport</p>	<p>PA for PP children 15.7% PA for the whole school 9.4% Gap between PP children and whole school is 6.3% The gap between PP and NPP children the previous year was 10% Gap between PP children and the whole school PA figure has been reduced compared with the previous year</p> <p>Taxi provided for children who were otherwise unable to come to school.</p> <p>Attendance officer meets with parents of children who are persistently absent and puts strategies in place to support the families.</p>	<p>Persistent absence is reducing and the gap between PP children and NPP children is also reducing. The support offered to the families and school by the attendance officer has helped to reduce these figures.</p> <p>Taxis ensured that a family of children were in school when they would not otherwise have been. This would have resulted in a persistent absence for two additional children and a lower overall attendance figure for PP children.</p>	<p>£4118</p> <p>£171</p>
<p>Increase in the number of children joining Early Years who are school ready.</p>	<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>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%</p> <p>Stay and play sessions were held to allow parents to access school and become familiar with the setting. Several meetings were also held in the autumn term to share expectations and information with parents</p> <p>EYFS teacher visited nursery once a week for a 30-minute session. Children were met that have since transferred to Chestnuts. Listening and attention games were played and it has been noted that the children who were involved in these games in Little Chestnuts have found the transition to school easier.</p> <p>Baseline assessments were completed in order to show accurately the progress that the children made throughout the year.</p>	<p>Stay and play sessions are a valuable way of building relationships early with families who may later need support. They also allow us as a school to identify children before they enter our setting.</p> <p>Whilst the impact of the EYFS teacher visiting nursery was positive in that the children accessed some of the key early listening skills and had a familiar adult when they transitioned to school, the ethos of the setting meant that children were not encouraged to access the activities and these were not always followed up by the staff once the EYFS teacher had left.</p> <p>Baselines allowed use to show that 16.7% of children had entered EYFS at the expected level. By the end of the year, 70% of children reached GLD which shows accelerated progress.</p>	<p>£522</p> <p>£848 BS Make Lunch</p> <p>£18467 KW</p>