



Inspiring Futures
Through Learning

Pupil Premium Strategy

Proposed Strategy for 2020-2021

Review of Strategy for 2020-2021

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.

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 and reading approaches introduced in the previous years

Impact Towards Long Term Outcomes 2020-2021

- 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 2021-2022

- 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 2022-2023

- 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

Summary information					
School	Chestnuts Primary School				
Academic Year	2020/21	Total PP budget	160,058.67	Date of most recent PP Review	July 20
Total number of pupils	395	Number of pupils eligible for PP	123	Date for next internal review of this strategy	Feb 2021

**Published data is from July 2019 results as no published data was collected for July 2020 due to Covid lockdown

Current attainment				
	<i>Pupils eligible for PP (your school)</i>		<i>ALL Pupils (national average)</i>	
% achieving in reading, writing and maths**	July 2019 KS2: Reading Expected – 72% GD – 14% Writing Expected – 69% GD – 7% SPAG Expected – 72% GD – 21% Maths Expected – 66% GD – 10%	July 2019 KS1: Reading Expected – 30% GD – 5% Writing Expected – 25% GD – 5% Maths Expected – 45% GD – 15% Y1: Phonics Meeting – 67% Y2: Phonics Meeting – 75%	July 2019 KS2: Reading Expected – 72% (73%) GD – 22% (27%) Writing Expected – 77% (78%) GD – 8% (20%) SPAG Expected – 75% (78%) GD – 23% (36%) Maths Expected – 73% (79%) GD – 10% (27%)	July 2019 KS1: Reading Expected – 63% (75%) GD – 12% (25%) Writing Expected – 58% (69%) GD – 8% (15%) Maths Expected – 69% (76%) GD – 12% (22%) Y1: Phonics Meeting – 82% (82%) 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>July 2021 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 73%, Writing national 78%, SPaG national 78% Maths national 79% KS1 2019**: Reading national 75%, Writing national 69%, Maths national 76%	KS2 2019**: Reading PP children 77%, Reading national 73% - no gap; Writing PP children 42%, Writing national 78% - 36% gap; SPaG PP children 56%, SPaG national 78% - 22% gap; Maths PP children 67%, Maths national 79% - 12% gap. KS1 2019**: Reading PP children 48%, Reading national 75% - 27% gap; Writing PP children 63%, Writing national 69% - 6% gap; Maths PP children 67%, Maths national 76% - 9% gap. It should be noted the education of the children in the 20/21 cohorts had be affected by the Covid-19 pandemic. The figures quoted are based on in school Cornerstones assessments for Reading, SPaG and Maths and teacher assessment for Writing. National figures were obtained pre-pandemic.
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 (82%**) will be less than 10% Year 2 phonics gap between PP and all children nationally (91%**) will be less than 10%	Year 1 PP children – 75% passed the phonics screening check carried out in school. The gap between this figure and the national figure is 7%, therefore less than 10%. Year 2 PP children – 100% passed the phonics screening check carried out in school. There is no gap between this and the national figure.
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%, SPaG national 36%, Maths national 27% KS1 2019**: Reading national 25%, Writing national 15%, Maths national 22%	KS2 2019**: Reading PP children 17%, Reading national 27% - 10% gap; Writing PP children 5%, Writing national 20% - 15% gap; SPaG PP children 23%, SPaG national 36% - 13% gap; Maths PP children 22%, Maths national 27% - 5% gap. KS1 2019**: Reading PP children 10%, Reading national 25% - 15% gap; Writing PP children 0%, Writing national

			15% - 15% gap; Maths PP children 14%, Maths national 22% - 8% gap. It should be noted the education of the children in the 20/21 cohorts had be affected by the Covid-19 pandemic. National figures were obtained pre-pandemic.
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	The persistent absence for PP children during the 20/21 academic year was 16.8%. The gap between the whole school PA and PP children PA at Chestnuts was 7.6%.

**Published data is from July 2019 results as no published data was collected for July 2020 due to Covid lockdown

Planned expenditure

Academic year

2020-2021

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 ?
<p>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)</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>Pupil progress meetings with teachers, driven by teachers</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>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>PP children are not achieving as well as all children nationally at the expected standard in all subjects at KS1 and KS2.</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>Inset days, staff meetings and briefings to upskill staff</p> <p>Pupil progress meetings with HT or DHT. Documents prepared prior to the 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>BS/KR</p> <p>BS</p> <p>KR</p> <p>LS/AS/LT</p> <p>LS/AC</p> <p>AC/LS</p>	<p>Reviews to be Feb 2021 and July 2021</p>

	<p>Small group teaching in Y6 for core lessons (3 smaller teaching groups) with subject specialists teaching</p> <p>Smal group teaching in Y1 (3 smaller teaching groups) for core lessons</p> <p>Support for children in provisions across the school (Orchard, Meadow and Blossom)</p> <p>Learning mentor support for children to ensure they are emotionally ready to learn</p> <p>Resources to be provided to support children who have to learn at home</p>		<p>Cornerstones, TA and mock data to be used to group Y6 children for booster and Easter school</p> <p>Monitor home learning and liaise with parents to ensure that needs are being met</p>	<p>Class teachers and KR</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>Focused 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 masterclasses – training for staff</p> <p>1:1 phonics tutorials with children who need additional support</p> <p>Additional teachers in Y1 to allow for smaller groups</p> <p>RWI virtual classroom to be used daily</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 masterclasses 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>Virtual classroom to be used daily with children</p> <p>1:1 tutorials to be used with children who require additional support</p>	<p>SF/LS</p> <p>SF/LS</p> <p>KR/BS</p> <p>SF/LS</p> <p>SF/LS</p> <p>SF/LS</p> <p>SF/LS</p> <p>SF/LS</p>	<p>Reviews to be Feb 2021 and July 2021</p>
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Total budgeted cost					£164127
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	Assistant Head to have responsibility for attendance, following up quickly on absences. Letters to be sent. Meetings with parents. Support with transport where appropriate Home learning to be provided and monitored for those children unable to attend school due to covid	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.	Assistant Head will monitor attendance, including the PP children PP lead to be informed of PP absence PP coordinator, Assistant Head and HT will collaborate to ensure attendance procedures are put in place and followed Assistant Head 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	NT KR NT/KR/BS NT NT/KR/KWi BS/JD	Reviews to be Feb 2021 and July 2021
Total budgeted cost					£15313

Review of expenditure

Academic Year 2020-2021

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact:	Lessons learned:	Cost £146,432.13
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<p>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)</p>	<p>Pupil progress meetings with teachers, driven by teachers</p>	<p>Pupil progress meetings and the forms that were completed as a result drew teacher's attention to children who were not on track to meet their targets and discussed barriers to learning and interventions/strategies that could be put in place to overcome this.</p>	<p>Pupil progress meetings led by teachers are effective and influence classroom practice. Writing assessment moderation continues to be a focus and resources need to be sourced to support teachers in identifying ARE and GD writing at different points throughout the year.</p>	<p>£672.28</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>The use of Cornerstones tests have allowed teachers to identify and target children's gaps accurately. They have also supported the process of teacher assessment in reading, maths and spag.</p>	<p>CPD needs to be provided, focussing on spaced learning, to ensure that the children retain the knowledge they have and can apply it. CPD should also focus on using gap analysis to plan from and to focus interventions.</p>	<p>£15,676.14</p>
	<p>Intervention tracking software purchased to allow all PP interventions to be logged</p>	<p>Intervention logging has taken place but is currently more effective for SEN children than PP children.</p>	<p>Interventions involving PP children need to be collated and input into provision map in the same way that they are for SEN children. This will then allow for efficient costing of interventions to take place.</p>	<p>£53,745.96</p>
	<p>Funding document to allow teachers to request support materials for PP children</p>	<p>Teachers made requests for materials / services throughout the year which would support the PP children but this was not as effective as it could have been due to the national lockdowns and the need for home learning. During this time, chromebooks and other materials were loaned to PP children who were unable to access the learning without them.</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>£55,164.82</p>
	<p>Boosters for Y6 children to target those who are not on track</p>	<p>Easter School and Boosters were unable to take place as teaching needed to remain in bubbles due to the Covid-19 pandemic.</p>	<p>Continue the teacher request form to show what each PP child needs to support their learning.</p>	<p>£750</p>
	<p>Easter school to target children who need additional support</p>	<p>Small group teaching in Y6 and Y1 took place until the end of December. From this point on, teaching had to take place in bubbles and we were unable to mix in this way. The specialist teachers continued to provide planning and supported with the marking of assessed writing in Y6 and phonics interventions in Y1.</p>	<p>Easter school and boosters need to be considered for next academic year to help close the gaps in learning</p>	<p>£250</p>
	<p>Small group teaching in Y6 for core lessons (3 smaller teaching groups) with subject specialists teaching</p>	<p>Orchard, Meadow and Blossom are now room funded by the SEN team so no longer require input from PP funds.</p>	<p>Subject specific teachers in Y6 allowed for transition into the secondary model and also expertise in school to be used effectively. This is something to be continued in the future.</p>	<p>£11259.12</p>
	<p>Small group teaching in Y1 (3 smaller teaching groups) for core lessons</p>	<p>Learning mentor supported children on their return to school in September following the previous academic years home learning and also in March when we returned following the Jan-March lockdown. Bereavement support was offered to targeted children as well as regular check ins with key children</p>	<p>Additional teacher in Y1 allowed transition from EYFS to be smooth and for the gaps created due to covid to be reduced. It also allowed additional phonics intervention to take place. Next year, the EYFS teacher is transtioning with the children to provided consistency</p>	<p>£4987.80</p>
	<p>Support for children in provisions across the school (Orchard, Meadow and Blossom)</p>	<p>Educational psychologist assessment was supplied for one child</p>	<p>Learning mentor support and checkins allows key children to access the learning within their classrooms successfully and therefore impacts on academic progress. Learning mentor support will continue to be provided.</p>	
	<p>Learning mentor support for children to ensure they are emotionally ready to learn</p>		<p>The EP report provides information and strategies of how to support children in school. This use will be continued on a needs basis next year.</p>	
	<p>Resources to be provided to support children who have to learn at home</p>			

<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 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 to ensure all chn are making progress and trends identified.</p> <p>Focused interventions in place that target PP chn in Y1 as well as those in Y2 who did not meet the expected standard.</p> <p>Booster sessions to raise attainment of children who assessments show are falling behind.</p> <p>Funding request 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 masterclasses – training for staff.</p> <p>1:1 phonics tuoring with children who need additional support.</p> <p>Additional teachers in Y1 to allow for smaller groups</p> <p>RWI virtual classroom to be used daily.</p> <p>Hub days and RWI development days to support staff</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 phonics tutoring can be tailored to a child’s individual needs more closely.</p> <p>Booster groups were not run due to covid and lockdown.</p> <p>One to one tuition was undertaken with children who were in need of support.</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>Hub days and RWI development days supported the teachers with the delivery of high-quality phonics lessons.</p> <p>After school phonics boosters did not take place due to the Covid-19 pandemic.</p> <p>Parents meetings were held via zoom to share the importance of phonics and how they could help at home.</p> <p>During lockdowns and moving forwards, virtual classroom links were shared so that parents and children could be practising their phonics at home.</p>	<p>Phonics tracker has allowed us to track children’s performance towards the screening test and target those who were in need of intervention. 75% of PP children were on track to pass the screening check in Y1 and 100% of Y2 passed the screening check</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 so the same resources are not being given year on year.</p> <p>Tutorials 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.</p> <p>The additional teacher in Y1 allowed for smaller phonics groups which were effective as children could be grouped more effectively and for 1:1 tutoring to take place as an additional intervention.</p> <p>The support from the English hub and the RWI development days improved the quality of phonics delivery and therefore the QFT in the classroom. These are to continue next year.</p> <p>Meetings to continuw via zoom as attendance was greater and the recording could be sent at a later date for those that were unable to make the time/date.</p> <p>Virtual classroom links to be shared moving forwards and to be seen as a specific intervention for children.</p>	<p>£360</p> <p>£1450.33</p> <p>£456.57</p> <p>£303.88</p> <p>£1275</p> <p>£71.23</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 £13,635.54
D.To reduce PA for PP children to 12% or less	<p>Assistant Head to have responsibility for attendance, following up quickly on absences.</p> <p>Letters to be sent.</p> <p>Meetings with parents.</p> <p>Support with transport where appropriate</p> <p>Home learning to be provided and monitored for those children unable to attend school due to covid</p>	<p>The persistent absence for PP children during the 20/21 academic year was 16.8%. The gap between the whole school PA and PP children PA at Chestnuts was 7.6%. The gap between PP and the whole school the previous year was 6.3%. The gap has slightly increased when compared with the previous year.</p> <p>Assistant Head met with parents of children who are persistently absent and puts strategies in place to support the families. They also met with the children themselves to identify barriers and put incentives in place.</p> <p>Uniform provided to ensure that the children were dressed the same as their peers and that this was not a barrier to them attending school</p>	<p>When the PA for individual children is analysed, it can be seen that there are genuine and specific reasons for each of these (such as illness / risk to health as a result of the pandemic) or there have been actions taken to address the PA with the family</p> <p>Support plans were impacting on key children who were finding it difficult to attend school. This role will be part of the phase leader's job description next academic year and will be escalated to the Assistant Head if improvements are not seen.</p> <p>Some children were refusing to come to school as they did not have the correct equipment or uniform. They felt that they stood out from their peers. Providing uniform has removed this as a barrier to learning</p>	<p>£4314</p> <p>£227.69</p> <p>£9093.85</p>