

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Chestnuts Primary School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	31.75% (127 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22; 2022-23; 2023-24
Date this statement was published	7/12/21
Date on which it will be reviewed	5/7/22 (mid-term review 15/2/22)
Statement authorised by	Becky Skillings (Head)
Pupil premium lead	Sarah Fenton
Governor / Trustee lead	Wayne Scott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,057
Recovery premium funding allocation this academic year	£16,947
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£177,004

Part A: Pupil premium strategy plan

Statement of intent

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.

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.



Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Observations and discussions with pupils and families have identified social and emotional issues for many pupils due to poor emotional literacy and a lack of positive learning behaviours. These challenges particularly affect disadvantaged pupils, including their attainment.
3	Our attendance data over this academic year, indicates that attendance among disadvantaged pupils has been 3.8% lower than for non-disadvantaged pupils. 27.5% of disadvantaged pupils have been 'persistently absent' compared to 14% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties with reading comprehension than their peers. This negatively impacts their development as readers. This has been further impacted by the recent partial school closures.
5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties with writing than their peers. This negatively impacts their development as fluent writers in all other curriculum subjects. This has been further impacted by the recent partial school closures.
6	Assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties with maths than their peers. This negatively impacts their development in reasoning and questioning skills. This has been further impacted by the recent partial school closures.
7	Assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties when trying to achieve greater depth in writing, maths and reading. This has been further impacted by the recent partial school closures.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Pupils' voice and in class observations indicate that the children are able to articulate their thoughts about their learning.
Improved maths attainment for disadvantaged pupils throughout the school.	Maths outcomes in 2023/2024 show that Pupil Premium children are in line academically with their peers.
Improved writing attainment for disadvantaged pupils throughout the school.	Writing outcomes in 2023/2024 show that Pupil Premium children are in line academically with their peers.
Improved reading attainment for disadvantaged pupils throughout the school.	Reading outcomes in 2023/2024 show that Pupil Premium children are in line academically with their peers.
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Persistent absence percentage to be in line with National average.
Improved greater depth achievement for disadvantaged pupils across maths, reading and writing.	Greater depth outcomes in 2023/2024 show that Pupil Premium children are in line academically with their peers.
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/2024 demonstrated by: <ul style="list-style-type: none"> • Student voice, parent surveys and teacher observations. • An increase in participation in enrichment activities, particularly among disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 107,815.53

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training staff in QFT strategies to enhance provision in all classes across school.	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	4, 5, 6, 7
Purchase of Fresh Start materials to secure stronger phonics teaching in KS2	<p>Read Write Inc. Phonics teaches young children to read and write, through a structured and systematic approach to teaching literacy. It is used by more than a quarter of the UK's primary schools. Fresh Start is a catch up programme for those children that are still learning to read at the end of primary.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p>	4, 7
Small class	Through small group lessons in core subjects, high quality feedback is always given. The children have the opportunity to engage with each	4,5,6, 7

<p>teaching groups for Year six in core subjects.</p>	<p>other and the adults around the room and receive more personalised learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	
<p>Training in the correct delivery in handwriting to ensure that children have a secure knowledge in letter formation from an early age.</p>	<p>There is Governmental evidence which suggests that handwriting is an important aspect of writing for all children. They state that this goes hand in hand with grammar and spelling. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183399/DFE-RR238.pdf</p>	<p>5</p>
<p>Zones of Regulation Training for both staff and children through targeted times across the week.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2</p>

<p>Mentoring children and families across the school to ensure that their emotional wellbeing is supported.</p>	<p>Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>2</p>
<p>Staff to be trained to understand ways in which children learn. This is then to be taught to the children so that they can manage their own challenges and outcomes</p>	<p>With explicit teaching and feedback, pupils are more likely to use cognition strategies independently to guide them to manage their own learning and overcome challenges.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>4, 5, 6, 7</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 35,533.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively high spoken language skills but can be</p>	<p>Authorify is designed to support a small intervention group with their vocabulary and written language.</p> <p>It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>5, 7</p>

challenged further		
Purchase of The Nuffield Early Language scheme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	The Nuffield Early Language Intervention (NELI) is designed to improve listening, narrative and vocabulary skills. Three to five weekly sessions are delivered to small groups of children with relatively poor spoken language skills. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	1
Improve the quality of social and emotional (SEL) learning through a mentor	Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 4, 5, 6, 7

<p>who will pick up on children who are of concern.</p>		
<p>Individual interventions for children in regards to their emotional wellbeing through art therapy and mentoring</p>	<p>Better emotional wellbeing at age 7 is a significant predictor of higher academic progression from Key Stage 1 to Key Stage 2. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf</p>	<p>2</p>
<p>Improve the teaching and understanding of maths within the school across all year groups. This will be achieved through a</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	

<p>subscription package in which training videos can be watched.</p>		
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our phonics scheme.</p>	<p>Some children need extra support from the beginning. Schools should identify such children as soon as they begin to fall behind their peers. To enable children to keep up, they should be given extra practice, either in a small group or one-to-one, whether or not a specific reason has been found.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000989/Reading_framework_Teaching_the_foundations_of_literacy_-_Section_4_.pdf</p>	
<p>To provide a blend of tuition, mentoring and</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4,5,6,7</p>

<p>scho ol-led tutori ng for pupil s whos e educ ation has been most impa cted by the pand emic. A signifi cant propo rtion of the pupil s who recei ve tutori ng will be disad vanta ged, inclu ding those who are high attain ers.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 34,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance across the school.	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p>	3

Total budgeted cost: £ 177,648.70

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Desired outcomes for Quality of Teaching for All:

- To reduce the gap between PP and all children nationally reaching the expected standard to 5% or less in all subjects (KS1 and KS2)

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.

**National figures are 2019 figures as this was the last time data was nationally published. It should be noted the education of the children in the 20/21 cohorts had been affected by the Covid-19 pandemic. National figures were obtained pre-pandemic.

- To reduce the gap between PP and all children nationally reaching the higher standard to 10% or less in all subjects (KS1 and KS2)

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.

**National figures are 2019 figures as this was the last time data was nationally published. It should be noted the education of the children in the 20/21 cohorts had been affected by the Covid-19 pandemic. National figures were obtained pre-pandemic.

- To reduce the gap between PP and all children nationally passing the phonics check to 10% or less (Y1 and Y2)

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

Desired outcomes for Other Approaches:

- To reduce the PA for PP children to 12% or less

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.

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

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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