

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	428
Proportion (%) of pupil premium eligible pupils	121 children funded 128 children at time of writing the report
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	12/12/22
Date on which it will be reviewed	5/7/23 (mid-term review 15/2/23)
Statement authorised by	Becky Skillings (Head)
Pupil premium lead	Sarah Fenton Katie Robins
Governor / Trustee lead	Wayne Scott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,585
Recovery premium funding allocation this academic year	£18, 573
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	£186, 158

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 underdeveloped 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. In the Early Years, this can result in children finding expressing themselves and communicating their needs challenging. Consequently, the achievement in the areas of self-regulation and well-being are lower.
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 4.9% lower than for non-disadvantaged pupils. 41% 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.
7	Assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties when trying to achieve greater depth in writing, maths and reading.

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: £ 120, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training staff in QFT strategies and the science of learning to enhance provision in all classes across school.	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. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	4, 5, 6, 7
Small class teaching groups for Year six in core subjects.	Through small group lessons in core subjects, high quality feedback is always given. The children have the opportunity to engage with each other and the adults around the room and receive more personalised learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	4,5,6,7
Training in the correct delivery in handwriting to ensure that children have a secure knowledge in letter formation from an early age.	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	5
Zones of Regulation Training for both staff and children through targeted times across the week.	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	2

Academic mentor for children across the school to support them to close gaps and ensure wellbeing is supported.	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	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 62, 658

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use the Lindamood Phoneme Sequencing intervention (LIPS) scheme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills	The Lindamood Phoneme Sequencing intervention (LIPS) is designed to improve listening, narrative and vocabulary skills. Two sessions are delivered to small groups of children with relatively poor spoken language skills. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Improve the quality of social and emotional (SEL) learning through a mentor who will pick up on children who are of concern	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
Improve the teaching and understanding of maths within the school across all year groups. This will be achieved through a subscription package in which training videos can be watched.	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>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.</p> <p>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 school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance across the school.</p>	<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>	<p>3</p>

Total budgeted cost: £ 186, 158

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 2022 to 2023 academic year.

Desired outcomes for Teachers

- Improved maths attainment for disadvantaged pupils throughout the school.

38% of Year 6 PP pupils achieved the expected standard in maths in comparison to 70% of all pupils

54% of Year 6 PP pupils made expected progress

0% of Year 6 PP pupils made accelerated progress

0% of Year 6 PP pupils moved up a grade boundary from KS1 to KS2

Maths to remain a key focus for the next academic year

- Improved writing attainment for disadvantaged pupils throughout the school.

54% of Year 6 PP pupils achieved the expected standard in writing in comparison to 70% of all pupils

88% of Year 6 PP pupils made expected progress or better

25% of Year 6 PP pupils made accelerated progress

25% of Year 6 PP pupils moved up a grade boundary from KS1 to KS2

- Improved reading attainment for disadvantaged pupils throughout the school.

69% of Year 6 PP pupils achieved the expected standard in reading in comparison to 70% of all pupils

79% of Year 6 PP pupils made expected progress or better

29% of Year 6 PP pupils made accelerated progress

33% of Year 6 PP moved up a grade boundary from KS1 to KS2

- Improved greater depth achievement for disadvantaged pupils across maths, reading and writing.

12% of Year 6 PP pupils achieved a greater depth compared to 13% of all all pupils in reading

8% of Year 6 PP pupils achieved a greater depth compared to 10% of all pupils in writing

4 % of Year 6 PP pupils achieved a greater depth compared to 7% of all pupils in maths

- Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

100% of PP children that the learning mentor works with show an improvement in well-being through their pupil voice. Observations of them also show improvements in attitudes to learning and school, in social interactions and a decrease in negative behaviour incidents.

92% of children report through their pupil survey that they feel safe in school.

The children are able to identify the four coloured zones of regulation and discuss the behaviours in each. They use this across school to communicate how they are feeling and to identify strategies to support them when they are in each of the zones.

Desired outcomes for Targetted Academic Support

- Improved oral language skills and vocabulary among disadvantaged pupils.

86% of EYFS PP pupils made expected or better progress in the areas of communication and language

64% of EYFS PP pupils made accelerated progress in the areas of communication and language

29% of EYFS PP pupils made 18months or more progress in the areas of communication and language

64% of EYFS PP pupils achieved GLD

- Improved maths attainment for disadvantaged pupils throughout the school.

See above

- Improved writing attainment for disadvantaged pupils throughout the school.

See above

- Improved reading attainment for disadvantaged pupils throughout the school.

See above

- Improved greater depth achievement for disadvantaged pupils across maths, reading and writing.

See above

- Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

See above

Desired outcomes for Wider Strategies

- Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

In 2021 – 2022 the gap in attendance between PP and Non PP was 4.9%

In 2022 – 2023 the gap in attendance between PP and Non PP was 2.9%

In 2022 – 2023 whole school attendance was 92.7% and PP attendance was 89.8%

In 2021 – 2022 41% off PP pupils were classed as persistent absentees

In 2022 – 2023 39% of PP pupils were class as persistent absentees

In 2022 – 2023 22.1% of whole school were persistent absentees

Externally provided programmes

Programme	Provider
None	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We provided a free breakfast club to ensure that the child was in school and ready to access the learning.
What was the impact of that spending on service pupil premium eligible pupils?	100% attendance and no late attendance

Further information (optional)

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