

Pupil premium strategy statement – Chestnuts Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding for the year 2023 - 2024 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	127 children 31.91%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-22; 2022-23; 2023-24
Date this statement was published	22.12.23
Date on which it will be reviewed	1.12.24
Statement authorised by	Becky Skillings (Head)
Pupil premium leads	Jo Burton Kayleigh Watson Katie Robins
Governor / Trustee lead	Wayne Scott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187695
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£18804
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£206499

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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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 2.9% lower than for non disadvantaged pupils. 39% of disadvantaged pupils have been 'persistently absent' compared to 22% 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.
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.	<p>Sustained high levels of wellbeing from 2023/2024 demonstrated by:</p> <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: £ £91,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training staff in QFT strategies to enhance provision for all pupils including those with SEND in all classes across school.</p>	<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>	<p>4, 5, 6, 7</p>
<p>Small class teaching groups for Year six in core subjects</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>4,5,6, 7</p>
<p>Zones of Regulation Training for both staff and children through targeted times</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):</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2</p>

across the week.		
Targeted teaching support for ECT's to develop their practice	<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
Ongoing training and development in the teaching of early reading through a subscription package with teaching videos	<p>Evidence shows that teaching phonics is the best way to teach children to read words, e.g., the EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it.</p> <p>https://assets.publishing.service.gov.uk/media/65830c10ed3c34000d3bfcad/The_reading_framework.pdf</p>	4
Improve the teaching and understanding of maths, reading and grammar	<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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	4,5,6, 7

<p>r within the school across key stage 2. This will be achieved through a subscription package in which training videos can be watched</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £84,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further</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/media/65830c10ed3c34000d3bfcad/The_reading_framework.pdf</p>	<p>4</p>

<p>phonics support. This will be delivered in collaboration with our phonics scheme.</p>		
<p>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</p>	<p>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)</p>	<p>1</p>
<p>Improve the quality of social and emotional (SEL)</p>	<p>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</p>	<p>1, 4, 5, 6, 7</p>

<p>learning through a mentor who will pick up on children who are of concern</p>		
<p>Improving the reading ability of the bottom 20% of readers through daily reading intervention</p>	<p>Pupils who do not read well enough do not have full access to the curriculum and will fall behind in all areas and therefore closing the reading gap through daily reading interventions are essential</p> <p>https://assets.publishing.service.gov.uk/media/65830c10ed3c34000d3bfcad/The_reading_framework.pdf</p>	<p>1,3,4,5,6</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</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>

disadvantaged, including those who are high attainers.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £29,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Running a family support programme for identified disadvantaged families to focus on learning, engagement and attendance	<p>Poor attendance impacts on learning, self esteem and peer relationships. Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <ul style="list-style-type: none"> Homework can have a positive impact on learning of up to 5+ months <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	3,4,5,6

Improve attendance across the school.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance	3
Wider provision of accessible clubs to support disadvantaged pupils	Evidence from research carried out by the Nuffield Foundation shows that disadvantaged pupils who access additional school clubs have better attendance and outcomes in core learning. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	3,4,5,6`
Provision of 1:1 iPads to all students in Year 2 and above	The use of technology has been shown to increase engagement in learning opportunities both in and out of school and levelled the playing field for disadvantaged pupils https://files.eric.ed.gov/fulltext/EJ1340508.pdf	3,4,5,6,7
Providing weekly mentoring sessions to disadvantaged	Some disadvantaged pupils demonstrate low engagement with schooling and mentoring interventions which build trusting relationships can provide support and encouragement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	2,3

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Total budgeted cost: £205,950

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Not applicable
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.