

Chesterton Pupil premium strategy

| 1. Summary information | | | | | |
|-------------------------------|---------------------------|---|------------|---|---------|
| School | Chesterton Primary school | | | | |
| Academic Year | 2019-20 | Total PP budget | £44,113.00 | Date of most recent PP Review | Oct 19 |
| Total number of pupils | 174 | Number of pupils eligible for PP | 35 | Date for next internal review of this strategy | Sept 20 |

| 2. Current attainment | |
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| Percentage of pupils who achieved a Good Level of Development – summer 2019 | |
| All children | 65% (/17) |
| Non PPG Pupils | |
| PPG pupils | |
| Percentage of pupils who passed the Y1 phonics screening check – Summer 2019 | |
| All children (30) | 24/30 (80%) |
| Non PPG Pupils (27) | 21/27 (78%) |
| PPG pupils (3) | 3/3 (100%) |

| Percentage of pupils who achieved the expected level at the end of Key Stage 1 - Summer 2019 | | | |
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| | Reading | Writing | Maths |
| All children (29 pupils) | 21/29 (72%) | 19/29 (66%) | 21/29 (72%) |
| Non PPG Pupils (22 pupils) | 17/22 (77%) | 15/22 (68%) | 16/22 (73%) |
| PPG pupils (7 pupils) | 5/7 (71%) | 4/7 (57%) | 5/7 (71%) |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Baseline assessment show a majority of children start from very low starting points with particularly poor language skills in EYFS. |
| B. | Many pupils who are eligible for PP are making less progress than other lower ability pupils across Key Stage 1 and 2. |
| C. | Behaviour issues for a small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers. |
| Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Low attendance rates for pupils eligible for PP. This reduces their school hours and causes them to fall behind on average. |
| 4. Intended outcomes (<i>specific outcomes and how they will be measured</i>) | Success criteria |
| A. | To ensure that disadvantaged pupils progress at least as well as other pupils nationally, considering their starting points, through improving access for all to quality first teaching and the provision of targeted and precise intervention, enabling pupils to make accelerated progress and the most able pupils to learn at greater depth. |
| B. | To support the development of pupils' learning behaviour and readiness to learn. |
| | <ul style="list-style-type: none"> ➤ Pupils in Reception class to make rapid progress by the end of the year so that all pupils eligible for PP meet age-related expectations as evidenced by better Communication Language and Literacy outcomes. ➤ Pupils will make improvements in line with the targeted areas on their SEN support plans. ➤ Outcomes for targeted pupils and groups of pupils improve as a result of having their gaps in learning directly and rapidly addressed resulting in school reaching individual and cohort targets. ➤ Improved reading outcomes as measured through baseline, profile, KS1 and 2 outcomes. ➤ The % of disadvantaged pupils achieving ARE and EE will continue to increase in response to pupils having their learning gaps directly and rapidly addressed and opportunities for learning at greater depth increased. |
| | <ul style="list-style-type: none"> ➤ Targeted pupils exhibit improved learning behaviours (via Boxhall profile). ➤ Improved behaviour for learning after settled start to the day. ➤ Pupils will have strategies to manage their feelings which will in turn enable them to feel more in control and ready to learn. ➤ Improved punctuality and attendance. ➤ Improved concentration. |

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| <p>C.</p> | <p>To improve 'wider opportunities' for disadvantaged pupils before, after and throughout the school day.</p> | <ul style="list-style-type: none"> ➤ Pupils from all backgrounds have the opportunity to take part in a full and enriching curriculum by attending trips, visits and a residential (Y4 and Y6) which give them opportunities to have experiences that they might not otherwise have had to enhance learning and self-esteem. ➤ Access to wider opportunities and specialist teaching during the school day will continue and pupils will gain key skills to transfer to all areas of their learning. |
| <p>D.</p> | <p>To provide support for vulnerable families, improve parental engagement and ensure the attendance policy is implemented effectively.</p> | <ul style="list-style-type: none"> ➤ Overall attendance for the year will be improved and persistence absence will continue to decrease. ➤ Parents have improved confidence to support their children more successfully with their learning. ➤ Vulnerable families will be supported by appropriate services which will improve pupil well-being and readiness to learn. ➤ To provide rapid follow up to absence or lateness. ➤ To provide tailored intervention for those families that need support to reach 100% attendance. |

| 5. Review of expenditure | | | | |
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| Previous Academic Year | | £38,120.00 | | |
| i. Quality of teaching for all | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| <p>A.</p> <p>Staff training on high quality feedback & pre-teaching of vocabulary.</p> <p>Staff training on developing oracy, speech & language in EYFS. (ALT project)</p> <p>Staff training on Pie Corbett's Talk for Writing</p> <p>Develop range of books in library and classrooms.</p> | <p>Improved oral language skills across the school,</p> <p>Improved oral language skills in Reception</p> | <p>31% SS of 100+ in EYFS baseline</p> <p>79.2% achieved a good level of development in CLL strand</p> <p>Autumn language screen = 63% with age-appropriate language and summer language screen =</p> | <p>The Talk for Writing (TfW) training is starting to show impact in terms of the stamina shown for writing and development of vocabulary chosen for effect. This needs additional time to embed and also be rolled out for new members of staff.</p> <p>Pupils' poor language starting points have previously been a significant development in Reception – having structured support for this has enabled children to develop language skills however this is still an identified area for growth. To develop further.</p> <p>Additional texts to support the teaching of phonics across the whole school but specifically in EYFS have helped to raise engagement level. Evidence provided by feedback from pupils and parents. This needs to be continued – Story Time Phonics.</p> | £1,800.00 |
| <p>B.</p> <p>CPD on providing interventions for the less able & SEND</p> <p>Coaching for PP pupils with class teacher/SENco</p> <p>Pre-teaching of vocabulary</p> | <p>Improved progress for all pupils.</p> | <p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> | <p>Lesson studies helped to identify and raise profile of PP children. In addition, coaching helped provide a focus on the impact of interventions on less able and SEND with a result that specific strategies and questioning support was identified for named individuals. For example, learning support extended with more practical models, personalised learning packs employed and more practical activities utilised for the learning environment. This approach needs to be continued – linked to a focus on vocabulary teaching to be rolled out to all staff (following up training for EYFS team).</p> <p>Pre-teaching of vocabulary was deemed most successful when implemented by the class teacher. Exploration of that vocabulary in the Learning Environment helped to embed and develop speaking and listening areas across all classes. Need to think about how to move on this training for all staff and continue with the monitoring of pupil responses.</p> <p>Intervention results varied – specific gap identification linked to QFT provided the best results. Need to consider how interventions are tracked, delivered and monitored further. Think about experimenting with different models, e.g. teacher led interventions (book evidence).</p> | |

| ii. Targeted support | | | | |
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| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| A. Improved oral language skills in reception | One to one and small group provision of Time to Talk and Lego Therapy Embed the Nurture group | Clear timetabling allowed targeted support to be provided to develop procedural language through Lego Therapy. Visit to several schools (ALT) undertaken to help support pre-teaching of key words and helped change QFT strategies for all chn. Parent workshops focused on language development developed in EYFS. | % SS of 100+ in EYFS baseline. % achieve good level of development in CLL strand Autumn language screen = % with age appropriate language | |
| A. Improved progress for all pupils | | Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis was successful since sessions were resourced and tailored to fit specific misconceptions. Teaching assistant (TA) CPD for TAs supporting the sessions. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. | Lego therapy? Nurture Group? | £14,377.60 |
| iii. Other approaches | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| D. Increase attendance rates. | Increased attendance rates | Attendance figures | Raised profile of attendance through attendance rewards and incentive has shown positive impact on figures but need to work on maintain and developing even further. | £100.65 |

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| B. Address problem behaviour | Problem behaviour addressed | Target pupils identified and Behaviour monitoring shows that incidents have not met the success criteria. | Despite providing valuable support to individuals this is not an approach which was sustainable or showing a measurable impact on the behaviour of identified children so this approach has been discontinued. | £7,197.00 Autumn 18 £5,398.00 Spring 19 £8,996.00 Summer 19 |
| C. To provide wider opportunities for disadvantaged pupils. | Subsidise trips/visits for pupils who receive pp, part fund visitors and | Positive uptake and provision, especially with regards to the Y4/5 residential trip to help build resilience and independence. | This needs consideration for future trips, especially any residential trips as impact shows effective participation and gave opportunities to develop skills and experiences which without this funding would not have been possible. | £292.83 |

6. Planned expenditure

Academic year

2019-2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

| Action | Intended outcome | 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 Implement whole class guided reading to all of Key Stage 2</p> <p>Teacher led interventions for reading employing PIXEL data outcomes during reading sessions, including ERIC (Straight after lunch). These may focus on pre-teaching, consolidating or accelerating progress.</p> <p>Raise profile of reading across the school (display/library/peer reading).</p> | <p>To diminish the gap between PP children and non-PP children in reading. (2019 – 6% difference)</p> | <p>This approach is identified as an effective strategy in the NFER document to support the attainment of disadvantaged pupils – Deploying best staff to teach disadvantaged pupils.</p> <p>It is also identified in the EEF toolkit as an effective strategy and again in the NIESR toolkit: Improving outcomes for disadvantaged pupils.</p> | <p>Progress and attainment in reading will continue to rise. Children will be accessing the library more frequently. More able pupils will be accessing reading at a greater depth – independently and in focused groups. Feedback and data will highlight improvements in reading attainment and progress across the school.</p> | <p>JS SC</p> | <p>June 2020</p> |

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| <p>A Continue to develop and embed Talk for Writing models and strategies across the school.</p> <p>Continue all staff training on developing oracy, speech & language. (ALT oracy project).</p> <p>Develop and extend speaking and listening areas in each class.</p> | <p>To diminish the gap between PP children and non-PP children in writing. (2019 – 11% difference)</p> | <p>Build on evidence from last year.</p> <p>EEF toolkit – Improving Literacy in KS2</p> <p>“Purposeful speaking and listening activities support the development of pupils’ language capability and provides a foundation for thinking and communication.”</p> | <p>Data will support the diminishing gap between PP children and non-PP children.</p> <p>Teacher assessments/data Learning evaluations Pupil voice Pupil progress meetings</p> | <p>English Lead JS</p> <p>EYFS Lead FK</p> | <p>June 2020</p> |
| <p>A Maths training from maths mastery to be dissimulated.</p> <p>Focus on arithmetic skills at least x1 week session.</p> <p>Focus on mathematical vocabulary (opportunities to pre-teach to be exploited teachers and TAs).</p> | <p>To diminish the gap between PP children and non-PP children in maths.</p> <p>To support oracy development.</p> | <p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in maths We want to ensure that PP pupils can achieve high attainment as well as simply ‘meeting expected standards’. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.</p> | <p>Data will support the diminishing gap between PP children and non-PP children.</p> <p>Teacher assessments/data Learning evaluations Pupil voice Pupil progress meetings</p> | <p>AS VS</p> | <p>July 2020</p> |
| Total budgeted cost | | | | | 0.00 |

| ii. Targeted support | | | | | |
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| Action | Intended outcome | 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>B Provision of professional counsellor for identified pupils</p> <p>Mental health lead will be established and will work closely with the PP lead, pastoral support to</p> <ul style="list-style-type: none"> -to act as a key worker for every PP eligible child. -provide a wide range of support to vulnerable families improving standards of behaviour/ attendance and parental engagement. --provision of targeted support to meet social/emotional and mental health needs, e.g. protective behaviours -provide counselling support to identified children <p>£20,620.00</p> | <p>Children's emotional wellbeing will improve, make good attachments, develop self-esteem and have high aspirations.</p> | <p>Both the NFER and EEF toolkit recognise this as an important strategy – overcoming barriers to learning and providing behaviour interventions. The NIESR toolkit also highlights the importance of providing a counselling service for behaviour and self-esteem.</p> | <p>Improvements according to Boxhall Criteria.</p> <p>Good progress against the individual programme set of criteria.</p> <p>There will be a positive impact on progress and attainment as measured during pupil progress meetings.</p> <p>Inclusion surgeries will record an improvement according to the Assess/Plan/Do review cycle.</p> | <p>PP Lead (SC)</p> <p>Ollie Leads (AM/KC)</p> | <p>June 2020</p> |
| <p>B Implement Commando Joe across the school</p> <p>£369.00 (25% of total fee).</p> | <p>Children's emotional wellbeing will improve, make good attachments, develop self-esteem and have high aspirations.</p> | <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. However the skills and motivating factors of this programme we feel will benefit all children so we intend to deliver in classes but provide support sessions as required.</p> | <p>Pupil voice interviews. Teacher reflection interviews.</p> | <p>PP Lead (SC)</p> | <p>November 2019</p> <p>March 2020</p> |

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| <p>B Learning mentors to support vulnerable pupils</p> <p>£3,807.00 (20% part sponsored)</p> | <p>Children's emotional wellbeing will improve, make good attachments, develop self-esteem and have high aspirations.</p> | <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural challenges can be effective.</p> | <p>Boxhall outcomes (SENCo). Pupils with behaviour support show improvement in behaviour as reflected in drop in incidents and greater success in learning.</p> <p>Records of incidents show successful resolution.</p> | <p>SENCo LD PP Lead SC</p> | <p>June 2020</p> |
| <p>B Designated pastoral worker to work with children who are experiencing severe attachment issues, who need catch up programmes and to develop independence..</p> <p>£10,822.00</p> | <p>Children who have had experienced early life trauma make good or better progress.</p> | <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural challenges can be effective.</p> | <p>Learning profiles will reflect targets have been met and new targets set.</p> <p>Termly pupil progress meeting will show good or better progress</p> | <p>PP Lead SC SENCo LD</p> | <p>June 2020</p> |
| <p>A Story Time Phonics</p> <p>Purchase and deliver new phonics programme to help develop language skills and enrich story vocabulary and understanding.</p> <p>£1875.00</p> | <p>An improvement in the development of early language/ communication/PSED skills for children in EYFS, KS1 to be developed.</p> | <p>Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools when delivered in whole class sessions and used to support consolidation interventions.</p> | <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Consult local school which has used the programme to identify any potential barriers to good implementation.</p> <p>Year 1 phonic data to show increase from 80% and maintain 100% attainment for pp children.</p> | <p>EYFS and KS1 teachers</p> | <p>June 2020</p> |

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| <p>A</p> <p>To improve access for all to quality first teaching and provide targeted and precise intervention, enabling pupils to make accelerated progress and the most able pupils to learn at greater depth</p> | <p>Using non-teaching staff for interventions across the school.</p> | <p>Interventions run by non-teaching staff enable us to top-up our provision across the school This is a strategy that is identified as an effective approach in the EEF and the NIESR toolkits. NFER highlights that making decisions based on data is an effective strategy.</p> | <p>The effectiveness of earlier and personalised intervention for pupils identified (through PIXEL data) as underachieving and those identified as more able will be seen through individual progress and attainment. Basic and greater depth literacy and numeracy skills will be gained, developed and extended along with self and subject confidence. Class teachers will continue to report that pupils are transferring skills. Evidence will be found of the effectiveness of these interventions through book scrutinies and analysing data.</p> | | <p>June 2020</p> |
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| <p>A</p> <p>Implement a Pupil Premium lead teacher to use release time to....</p> <ul style="list-style-type: none"> -Gather attainment and progress data for PPG children across the school in reading, writing and maths. -Identify which children are of concern. -Liaise with teachers to identify barriers to learning and put in place support for those individuals. -Use PPM forms to record barriers and actions for all PPG children. -Monitor the impact of actions for these children at the end of each half term. -Update data at the end of each term. -Share impact of actions to SLT. -Understand how Pupil Premium grant is spent within school and support the review of impact and modify accordingly. -Review provision mapping for all PPG children across the school for each half term. -Identify interventions and evaluate impact. <p>(£2766.00)</p> | <p>To ensure all Pupil premium children have barriers to learning quickly identified.</p> <p>To track and monitor the progress and attainment of all PPG children and ensure impact of interventions.</p> | <p>Marc Rowland of the National Education Trust in his book <i>An UPDATED Practical Guide to the Pupil Premium</i>, recommends setting Pupil Premium Lead to ensure consistent overview of initiatives and constant reviewing and reflection of strategies.</p> | <p>Lead Managed by School Headteacher.</p> | <p>PP Lead (SC)</p> | <p>June 2020</p> |
| Total budgeted cost | | | | | £40,259.00 |

| iii. Other approaches | | | | | |
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| Action | Intended outcome | What is the evidence and rationale for this | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| <p>D. Continue to provide and promote attendance rewards and incentive</p> <p>£100</p> | <p>Attendance percentages of targeted children improve across the school.</p> <p>Incidents of lateness diminish.</p> | <p>Whilst attendance for disadvantaged pupils has risen, this area will continue to be very closely monitored throughout the year.</p> <p>The EEF toolkit recognises that this is an effective strategy. It is also supported in the NFER document, which places support for overcoming barriers and pupils' emotional needs as a highly effective approach to raising attainment. It is also a key theme from the NIESR toolkit.</p> | <p>We will see an increase in the engagement of parents in their child's learning through targeted family work and the provision of family learning opportunities</p> <p>Attendance and punctuality will remain at a minimum of 96%, especially among our targeted cohort. Family / pupil referrals to outside agencies as appropriate / necessary will continue with rigor. Families will continue to be supported to overcome all barriers to learning. PP lead to liaise half termly with the attendance lead.</p> <p>The evidence and impact of this will be seen and monitored through pupils' readiness to learn, improved behaviour for learning, increased attendance rates and decrease in persistent lateness and non-attendance.</p> | PP Lead (SC) | January 2020 July 2020 |
| <p>D Support school visits and extension of the curriculum</p> <p>£500</p> <p>Graffiti project/Theatre trip £1000</p> | Experiences for PPG children will be enhanced through a rich and varied curriculum. | <p>Additional funding is put aside to provide additional opportunities</p> <ul style="list-style-type: none"> -Violin lessons -Multi-sports/football -Dance/drama -Residential trips -Swimming | <p>Pupils and parents will talk positively and enthusiastically about their experiences. (Pupil/Parent voice)</p> <p>Skill progression in a particular area. (Cub register/reports)</p> <p>Increased confidence will show an increased level of engagement in lessons. (Teacher assessment/Data)</p> | PP Lead (SC) | January 2020 July 2020 |

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| <p>A Develop and extend the school library.</p> <p>Develop range of books in classroom libraries.</p> | <p>To provide disadvantaged pupils with an increasing range of wider opportunities before, after and throughout the school day.</p> | <p>Reading remains a high priority at Chesterton Primary. Whilst progress is developing, we continue to strive to increase this. It continues to be high priority to raise the attainment, progress and love of reading for our pupils and their families.</p> | <p>Progress and attainment in reading will continue to rise Children will be accessing the library more frequently Families will be attending library events more frequently More able pupils will be accessing reading at a greater depth – independently and in focused groups Feedback and data will highlight improvements in reading attainment and progress across the school</p> | <p>English Subject Lead (JS)</p> | <p>June 2020</p> |
| <p>C Subsidise the school breakfast club to ensure all disadvantaged pupils can access it without charge.</p> <p>£100</p> | <p>To provide disadvantaged pupils with an increasing range of wider opportunities before, after and throughout the school day.</p> | <p>Pupil perceptions taken over the last two years clearly highlight the positive impact that breakfast club is having on pupils at school.</p> <p>Attendance figures reflect the popularity of this provision.</p> <p>Both the NFER and EEF toolkit recognise this as an important strategy – overcoming barriers and extending school hours</p> | <p>The evidence and impact of this will be seen through pupil’s readiness to learn, improved behaviour for learning, increased attendance and punctuality at school.</p> <p>The impact will be monitored through feedback from class teachers, pupil perceptions and work scrutinies.</p> <p>Attendance will be monitored and disadvantaged families will be made aware of the provision.</p> <p>Success criteria: The number of disadvantaged pupils attending breakfast club will be maintained.</p> | <p>PP Lead (SC) KC/AM</p> | <p>June 2020</p> |
| Total budgeted cost | | | | | £1,700 |
| 7. Additional detail | | | | | |
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