

# CHASE SIDE PRIMARY SCHOOL



## Pupil premium strategy statement:

1. Summary information					
Academic Year	2020/21	Total PP budget	£146,648	Date of most recent PP Review	Sept 2020
Total number of pupils	425	Number of pupils eligible for PP	91	Date for next internal review of this strategy	July 2021

At Chase Side Primary School, we believe that we are 'stronger together'.

We want to ensure all pupils are given every opportunity to thrive throughout their time with us. We see everyone as a lifelong learner and we hope none of us will ever lose the enthusiasm and excitement that learning provides. We embrace and value our diverse community. As a school, we aim to make a positive impact on our community.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between pupils eligible for free school meals (FSM) and their financially more affluent peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. We aim to continue to build on this in the next year through diminishing the difference between PP pupils and Non PP in the school as well as all pupils Nationally.

Our key objective in using the Pupil Premium Funding is to diminish the differences between pupil groups. As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted interventions we are working to eliminate barriers to learning and progress. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium achievement. We also continue to focus on more-able PP pupils to ensure they are not an underachieving group.

2. Current attainment Official Results 2019 – 2020 not available due to Covid 19
Current attainment data cannot be provided from 2019-2020 due to the Coronavirus pandemic, where all schools closed in March 2020. Statutory assessments did not take place in the Summer of 2020 and internal data was not recorded for the Summer term. Therefore, we are unable to use data as a source of evidence and comparison for this Pupil Premium Strategy.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	PP pupils need to accelerate their progress to ensure they are in line with non-PP pupils in our school – lower language and literacy skills impacts on the progress.
<b>B.</b>	Fewer PP pupils reach the expected standard at the end of KS2 in writing because of barriers in language, literacy skills and understanding of vocabulary.
<b>C.</b>	Many PP pupils are also identified as having additional needs such as SEND, EAL or both with a considerable number being new arrivals to the school.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	<ul style="list-style-type: none"> <li>Some PP parents do not have high enough aspirations for their child's academic achievement – pupils do not always have access to a broad range of experiences beyond the school day and exposure to high quality texts</li> </ul>

	<ul style="list-style-type: none"> <li>• There is inconsistent support from home – attendance at meetings, support with home learning, family challenges, lack of confidence to help with Reading/Writing/Maths</li> <li>• Attendance rates – in particular lateness. This reduces their school hours and causes them to fall behind on average.</li> </ul>
<b>E</b>	<p>Covid-19 created further barriers for PP pupils such as:</p> <ul style="list-style-type: none"> <li>• Lack of access to devices and Wi-Fi for on-line learning</li> <li>• Food poverty</li> <li>• Lack of engagement from families for home learning</li> </ul>

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Continue to improve the language skills for pupils eligible for PP in Early Years / Y1 especially subject specific vocabulary to support their Reading / Writing skills</p> <p>Continue to improve Reading / Writing outcomes for all pupils</p>	<p>PP pupils make rapid progress by the end of Reception / Y1 so that their good level of development is at least in line with National average and close to London and statistical neighbours.</p>
<b>B.</b>	<p>Accelerate progress of all PP pupils and diminish the difference between PP and non PP pupils – to focus on PP achieving the expected standard at the end of Y6 in Writing.</p>	<p>PP pupils with the potential to be higher attaining are identified in all classes at the start of September.</p> <p>Tracking shows that these pupils make better than expected progress at each checkpoint measured by teacher assessments and effective moderation practice (in-school and cross-school).</p> <p>Identified pupils in Y2 and Y6 reach threshold for high attainment in the end of KS1 and KS2 attainment.</p> <p>Writing achievement for PP pupils is at least in line with that for all pupils nationally.</p>
<b>C.</b>	<p>PP pupils with English as an Additional Language make expected progress. Some pupils will make accelerated progress.</p> <p>PP pupils with SEND make expected progress at their level.</p>	<p>Appropriate interventions are implemented for identified pupils, which leads to accelerated progress and gaps being addressed.</p> <p>Identified pupils make better progress in reading so that their writing is improved by this.</p> <p>Y1 PP pupils achieve in line with national average for all pupils in the Phonics Screening Check.</p> <p>Identified pupils enjoy reading and can use a wide range of strategies to support them to talk about what they have read with confidence, building a vocabulary base which will impact on their writing.</p>
<b>D.</b>	<p>Continue to engage with parents (via FOCS) to increase life aspirations by widening experiences through guest speakers.</p> <p>Continue to engage with parents through invitations to training sessions, so that they are aware of ways to support their pupils.</p> <p>Improve attendance rates of PP pupils to ensure they are in line with other pupils within the school and nationally to improve punctuality of PP pupils</p>	<p>PP pupil progress will be at least expected and for many, accelerated in Reading, Writing and Maths in all year groups.</p> <p>High levels of PP parents attend meetings offering training in supporting with reading, writing and maths (including Ocean Maths workshops and Reading Cafes, small group parent training on how to support with Reading and Maths)</p> <p>All PP pupils complete Home Learning regularly; Home Learning club targeted mainly to PP pupils.</p> <p>PP pupils are given first priority for clubs before and after school.</p>

		Difference between identified pupil premium pupils and families' attendance and the general cohort within the school is diminished. Incidents of lateness are reduced for pupil premium pupils compared to previous years.
<b>E.</b>	Reduce the barriers to learning added by the global pandemic.	All PP pupils are able to access remote learning provided when bubble closures are necessary, either by access remote learning or paper packs of work.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2020/21</b>				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A</b>	<p>Pupils eligible for PP in EYFS and Y1 demonstrate improved oral language skills including using standard English and simple sentences accurately.</p> <ul style="list-style-type: none"> <li>• Reception - Early reading (based on DSR model) grouped for the entire year group established from Spring term with focused adult support.</li> <li>• Y1 – Early Reading (based on DSR model)</li> <li>• Senior Leaders and other support staff providing support to manage DSR.</li> <li>• Review of learning environment inside and outside to ensure a wider range of opportunities especially for varied role play to support language development</li> <li>• Setting for phonics in Y1 and Reception.</li> <li>• Townies Vocabulary project – Reception to Y2 working on different elements of the vocabulary based project.</li> </ul>	<p>The impact of DSR has been seen historically in the KS1 results, by starting this style of programme earlier we are hoping that the impact will be seen in the EYFS results.</p> <p>The streaming of phonics showed an increase in % of PP pupils passing the screening.</p>	<p>Monitor Tracking data half termly with Pupil Progress Meetings to discuss named pupils. Weekly DSR meetings Flexible groups with pupils moving every 6 weeks Timetables Observations Termly LA Reviews</p> <p>Funding For resources For staff time For SLT time</p>	<p>EYFS team leader</p> <p>English leader</p> <p>AHT</p> <p>Senior Y1 teacher</p>	Half Termly
<b>B</b>	<p>Accelerate progress of all PP pupils and diminish the difference between PP and non PP pupils – to focus on PP achieving the expected standard at the end of Y6 in Reading, Writing and Maths</p> <ul style="list-style-type: none"> <li>• Focus on Quality First Teaching</li> <li>• Setting high expectations for all PP pupils and teachers knowing who these pupils are in class</li> <li>• Assistant Head –supporting the delivery of the curriculum in key year groups, through team teaching meaning an improvement in the quality of teaching.</li> </ul>	<p>School Performance Summary confirms the data headline stated above.</p> <p>The EEF toolkit says that feedback has high impact at low cost. Working with staff peers to do it provides that immediate impact.</p> <p>EEF evidence shows that small group tuition is effective.</p>	<p>Monitor Tracking data half termly with Pupil Progress Meetings to discuss named pupils. Timetables checks Observations / Learning Walks / Book monitoring / Termly LA review</p> <p>Funding</p>	<p>Maths Leaders</p> <p>English Leaders</p> <p>AHT</p>	<p>Half Termly</p> <p>Annual LA Review.</p>

	<ul style="list-style-type: none"> <li>PSA provide Small Group support (Pre / Post Teaching)</li> <li>Home Learning Club</li> <li>Revision Text books Mathematics and SPaG (Y6)</li> </ul>	<p>Pre / Post teaching has been proved to get pupils ready to learn and then address misconceptions.</p> <p>PSA are included in pupil progress meeting and therefore have a clear understanding of the pupils being targeted.</p>	<p>For resources</p> <p>For staff time</p> <p>For CPD</p> <p>For booster clubs.</p> <p>For revision resources</p>		
<b>C</b>	<p>PP pupils with English as an Additional Language make expected progress. Some pupils will make accelerated progress.</p> <ul style="list-style-type: none"> <li>Focus on Quality First Teaching</li> <li>Setting high expectations for all PP pupils and teachers knowing who these pupils are in class</li> <li>Assistant Head –supporting the delivery of the curriculum in key year groups, through team teaching meaning an improvement in the quality of teaching.</li> <li>PSA provide Small Group support (Pre / Post Teaching)</li> <li>Home Learning Club</li> <li>CPD for staff</li> </ul>	<p>School Performance Summary confirms the data headline stated above.</p> <p>The EEF toolkit says that feedback has high impact at low cost. Working with staff peers to do it provides that immediate impact.</p> <p>EEF evidence shows that small group tuition is effective.</p> <p>Pre / Post teaching has been proved to get pupils ready to learn and then address misconceptions.</p> <p>PSA are included in pupil progress meeting and therefore have a clear understanding of the pupils being targeted.</p>	<p>Monitor</p> <p>Tracking data half termly with Pupil Progress Meetings to discussed named pupils.</p> <p>Timetables checks</p> <p>Observations / Learning Walks</p> <p>Termly LA review</p> <p>Funding</p> <p>For resources</p> <p>For support staff</p> <p>For CPD</p>	<p>AHT Inclusion</p> <p>Maths Leaders</p> <p>English Leaders</p>	<p>Half Termly</p> <p>Annual LA Review.</p>
<b>Quality of teaching for all budgeted cost</b>					<b>£95,531.70</b>
<b>Implementation July 2021</b>			<b>Impact July 2021</b>		
-			-		
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A</b>	As part of the local school's partnership we will improve the vocabulary level of PP so it impacts on the pupil progress and attainment in Reading, Writing and Speaking & Listening through target interventions.	Part of a local project which recognises vocabulary across the schools in Enfield is low and using shared resources we will be implementing a vocabulary intervention run by the KS2 Speech and language PSA alongside the SENCo to ensure progress in pupil vocabulary.	Monitoring Individual PP pupils chosen assessed at the beginning and end of the project to monitor impact. Termly monitoring of delivery. Cross school impact of different approaches discussed.	SENCo English Lead	Termly and in line with the ETSP project

			Tracking data half termly with Pupil Progress Meetings to discuss identified progress of pupils. Observations Termly LA Reviews  Funding Staff Time training Staff Time delivery Assessment resources		
<b>A</b>	Small group phonics support for Y2 pupils who need to re-take the screening test.	EEF evidence shows that small group tuition is effective.	Monitoring Tracking data half termly with Pupil Progress Meetings to discuss named pupils. Observations Termly LA Reviews  Funding Staff Time delivery	Y2 MLT English Lead AHT Inclusion	Termly
<b>B</b>	Before School Booster Club (Mathematics / SPAG) (Y6) Mathematics - Three times a week x 30 minute sessions SPaG - Three times a week x 30 minute sessions	Booster Club was found to have a greater impact than Easter School, as it was short sharp with regular targeted support.	Monitoring Tracking data half termly with Pupil Progress Meetings to discuss identified pupils and change the group if necessary. Observations Termly LA Reviews  Funding Staff Time delivery	SLT	Termly
<b>B</b>	English and Maths intervention groups <ul style="list-style-type: none"> <li>• 5-minute Box for English / Maths</li> <li>• 15 minute a day reading</li> <li>• PAT spelling</li> <li>• Catch Up Literacy</li> <li>• Success at Arithmetic</li> </ul>	EEF evidence shows that small group tuition is effective.  Historically these interventions have had a significant impact on the progress of pupils.	Monitoring Tracking data half termly with Pupil Progress Meetings to discuss identified pupils and change the group if necessary. Observations Termly LA Reviews  Funding Staff Time delivery	AHT Inclusion SENCo	Termly
<b>C</b>	PSA under the direction of Inclusion AHT and SENCo develop individualised targeted programme related to needs in: <ul style="list-style-type: none"> <li>• Phonics</li> </ul>	EEF evidence indicates that one to one tuition can be effective, delivering	Monitoring Tracking data half termly with Pupil Progress Meetings to	AHT Inclusion SENCo	Termly

	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Mathematics</li> </ul>	<p>approximately five additional months' progress on average.</p> <p>EEF evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>discuss identified pupils and change the group if necessary.</p> <p>Observations</p> <p>Termly LA Reviews</p> <p>Funding</p> <p>Staff Time delivery</p>		
<b>Targeted support budgeted cost</b>					<b>£112330.08</b>
<b>Implementation July 2021</b>			<b>Impact July 2021</b>		
<b>iii. Other Approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>D</b>	<p>Engage guest speakers to speak to parents/pupils, related to:</p> <ul style="list-style-type: none"> <li>• County Lines</li> <li>• E Safety</li> <li>• STEM professionals</li> </ul>	<p>Ofsted (2019) refer to pupils needing the knowledge and cultural capital to succeed in life.</p>	<p>Monitor Pupils' voice</p> <p>Parental engagement</p>	<p>MLT</p> <p>SLT</p>	<p>Termly</p>
<b>D</b>	<p>Access to Place2Be counselling service</p>	<p>For pupils to be ready to learn, they need to be emotionally ready. Our counselling service supports pupils who may be going through trauma and/or exhibiting high levels of anxiety.</p> <p>Education Endowment Fund states "On average, SEL (social and emotional learning) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment."</p>	<p>Monitoring P2B access levels</p>	<p>AHT Inclusion</p>	<p>Termly</p>
<b>D</b>	<p>Attendance Officer, AHT Inclusion to focus on PP pupil's attendance.</p> <p>Attendance Officer to alert SLT of any concerns so they can be involved in working with the family</p> <p>PP attendance to be a focus for the PP termly report.</p> <p>Attendance Office to support SLT in targeting pupils. Home visits to take place for PA pupils</p>	<p>We know that attainment for all pupils can be improved with good attendance. Targeting families and promoting the importance of good attendance is essential to improving outcomes. National Center for Educational Statistics 'Research shows that attendance is an important factor in student achievement'</p> <p>Research undertaken by the DfE in 2016 showed that pupils with no absence are 1.3</p>	<p>Monitoring Termly meeting Attendance Office SLT</p>	<p>AHT Inclusion</p> <p>Attendance Office</p>	<p>Termly</p>

	PP report to include attendance data of this group and PA rates	times more likely to achieve ARE or above, and 3.1 times more likely to achieve Greater depth, than pupils that missed 10-15 per cent of all sessions.			
<b>D</b>	Funded places extended start of school day / music lessons / trips	Ofsted (2019) refer to pupils needing the knowledge and cultural capital to succeed in life. Some of our disadvantaged pupils have not had experiences of the arts Etc. Targeting trips and visitors will help to expose them to these opportunities	Monitoring Sports Coach to track progress of PP and oversee attendance of PP v non PP at clubs	SBM SLT	Termly
<b>E</b>	Reduce the further barriers to learning for PP pupils due to the global pandemic. <ul style="list-style-type: none"> <li>• Prioritise the provision of laptops where needed to PP pupils.</li> <li>• Prioritise the provision of Wi-Fi upgrades where needed to PP pupils.</li> <li>• Offer daily or fortnightly food hampers.</li> <li>• Maintain the Felix project to provide a range of food.</li> <li>• Monitor engagement levels and provide paper packs where requested.</li> </ul>	The moral imperative the right thing to do, situation is changing on a daily basis no formal evidence currently available to base this on.	Monitoring Provision of laptops Requests for Wi-Fi upgrades Access to daily live learning. Access to work paper packs where requested. Monitor collection of food hampers and during holiday periods voucher use	SLT SBM	Weekly during forced bubble closures.
<b>Other Approaches budgeted cost</b>					<b>£28,877</b>
<b>Total budgeted cost</b>					<b>£236,738.28</b>
<b>Implementation July 2021</b>			<b>Impact July 2021</b>		