

CHASE SIDE PRIMARY SCHOOL



Pupil premium strategy statement:

1. Summary information					
Academic Year	2019/20	Total PP budget	£134,696	Date of most recent PP Review	Sept 2019
Total number of pupils	447	Number of pupils eligible for PP	90	Date for next internal review of this strategy	July 2020

At Chase Side we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential and inspire them to 'Succeed and discover their dreams'. 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 children 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 in the school and 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 2018 - 2019			
Attainment for: 2019 at the end of KS2	Pupils eligible for PP	Pupils not eligible for PP	National Other 2019
% achieving expected standard or above in Reading	65%	76%	73%
Progress measures in reading	- 3.82	0.32	-
% achieving expected standard or above in Writing	50%	72%	78%
Progress measures in writing	- 7.15	0.27	-
% achieving expected standard or above in Maths	70%	74%	79%
Progress measures in maths	- 4.48	0.37	-
% achieving expected standard or above in Reading, Writing and Maths	50%	62%	65%
<p>Due to the coronavirus pandemic, statutory assessments did not take place in Summer 2020. Additionally, end of year data was not gathered after March 2020 and so cannot be reported in this strategy as a tool to show impact.</p>			

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	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.	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.	
C.	Many PP children are also identified as having additional needs such as SEND, EAL or both with a considerable number being new arrivals to the school.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	<ul style="list-style-type: none"> 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 There is inconsistent support from home – attendance at meetings, support with home learning, family challenges, lack of confidence to help with reading/writing/maths Attendance rates – in particular lateness. This reduces their school hours and causes them to fall behind on average. 	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Continue to improve the language skills for pupils eligible for PP in Early Years / Year 1 especially subject specific vocabulary to support their Reading / Writing skills Continue to improve Reading / Writing outcomes for all pupils	PP children make rapid progress by the end of Reception / Year 1 so that their good level of development is at least in line with National average and close to London and statistical neighbours.
B.	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 year 6 in Writing.	PP children with the potential to be higher attaining are identified in all classes at the start of September. Tracking shows that these children make better than expected progress at each checkpoint measured by teacher assessments and effective moderation practice (in-school and cross-school). Identified children in Y2 and Y6 reach threshold for high attainment in the end of KS1 and KS2 attainment. Writing achievement for PP children is at least in line with that for all children nationally.
C.	PP pupils with English as an Additional Language make expected progress. Some pupils will make accelerated progress. PP pupils with SEND make expected progress at their level.	Appropriate interventions are implemented for identified children, which leads to accelerated progress and gaps being addressed. Identified children make better progress in reading so that their writing is improved by this.

		<p>Year 1 PP children achieve in line with national average for all children in the Phonics Screening Check.</p> <p>Identified children 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>
D.	<p>Engage with parents (via FOCS) to increase life aspirations by widening experiences through guest speakers.</p> <p>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 children's 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, read with your child and reading cafes, small group parent training on how to support with reading and maths)</p> <p>All PP children complete Home Learning regularly; Home Learning club targeted mainly to PP children.</p> <p>PP children are given first priority for Targeted Maths interventions and clubs before and after school.</p> <p>Difference between identified pupil premium children and families' attendance and the general cohort within the school is diminished.</p> <p>Incidents of lateness are reduced for pupil premium children compared to previous years.</p>

5. Planned expenditure					
Academic year	2019/20				
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.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	<p>Children eligible for PP in EYFS and Year 1 demonstrate improved oral language skills including using standard English and simple sentences accurately.</p> <ul style="list-style-type: none"> Reception - Early reading (based on DSR model) grouped for the entire year group established from Spring term with focused adult support. Year 1 – Early Reading (based on DSR model) 	<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>Monitor Tracking data half termly with Pupil Progress Meetings to discuss named children.</p> <p>Weekly DSR meetings</p>	<p>EYFS team leader</p> <p>English leader</p> <p>AHT Inclusion</p>	Half Termly

	<ul style="list-style-type: none"> Senior Leaders and other support staff providing support to manage DSR. Review of learning environment inside and outside to ensure a wider range of opportunities especially for varied role play to support language development Setting for phonics in Year 1 and Reception. Townies Vocabulary project – Reception to Y2 working on different elements of the vocabulary based project. 	The streaming of phonics showed an increase in % of PP children passing the screening.	<p>Flexible groups with children moving every 6 weeks</p> <p>Timetable Observations Termly LA Reviews</p> <p>Funding For resources For staff time For SLT time</p>	Senior Y1 teacher	
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"> Focus on Quality First Teaching Setting high expectations for all PP children and teachers knowing who these children are in class Assistant Head –supporting the delivery of the curriculum in key year groups, through team teaching meaning an improvement in the quality of teaching. PSA provide Small Group support (Pre / Post Teaching) Home Learning Club Revision Text books Mathematics and SPaG (Y6) 	<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 children ready to learn and then address misconceptions.</p> <p>PSA are included in pupil progress meeting and therefore have a clear understanding of the children being targeted.</p>	<p>Monitor Tracking data half termly with Pupil Progress Meetings to discuss named children.</p> <p>Timetables checks Observations s / Learning Walks / Book monitoring / Termly LA review</p> <p>Funding For resources For staff time For CPD For booster clubs. For revision resources</p>	<p>Maths Leaders</p> <p>English Leaders</p> <p>AHT</p>	<p>Half Termly</p> <p>Annual LA Review.</p>
C	<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"> Focus on Quality First Teaching Setting high expectations for all PP children and teachers knowing who these children are in class Assistant Head –supporting the delivery of the curriculum in key year groups, through team teaching meaning an improvement in the quality of teaching. PSA provide Small Group support (Pre / Post Teaching) Home Learning Club CPD for staff 	<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 feedback to react to</p> <p>EEF evidence shows that small group tuition is effective.</p> <p>Pre / Post teaching has been proved to get children ready to learn and then address misconceptions.</p> <p>PSA are included in pupil progress meeting and therefore have a clear</p>	<p>Monitor Tracking data half termly with Pupil Progress Meetings to discussed named children.</p> <p>Timetables checks Observations / Learning Walks Termly LA review</p> <p>Funding For resources For support staff For CPD</p>	<p>AHT Inclusion</p> <p>Maths Leaders</p> <p>English Leaders</p> <p>AHT</p>	<p>Half Termly</p> <p>Annual LA Review.</p>

		understanding of the children being targeted.			
Quality of teaching for all budgeted cost					£95,531.70
Implementation			Impact		
<ul style="list-style-type: none"> - All of the named resources were purchased. - Internal monitoring through learning walks, book monitoring and data analysis - Internal monitoring through Pupil Progress meetings - External monitoring through Local Authority Reviews - Pre / Post teaching from PSAs to support development 			<ul style="list-style-type: none"> - Data cannot be provided as evidence due to the Coronavirus pandemic, however, looking at children's books, learning walks and pupil/staff voice will confirm the positive impact on teaching and learning. 		
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	As part of the local school's partnership we will improve the vocabulary level of PP so it impacts on the children's progress and attainment in Reading, Writing and Speaking & Listening through targeted 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 children's vocabulary.	Monitoring Individual PP children chosen assessed at the beginning and end of the project to monitor impact. Termly monitoring of delivery. Cross school impact of different approaches discussed. Tracking data half termly with Pupil Progress Meetings to discuss identified progress of children. Observations Termly LA Reviews Funding Staff Time training Staff Time delivery Assessment resources	SENCo English Lead	Termly and in line with the ETSP project
A	Small group phonics support for year 2 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 children. Observations Termly LA Reviews	Y2 MLT English Lead AHT Inclusion	Termly

			Funding Staff Time delivery		
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 children and change the group if necessary. Observations Termly LA Reviews Funding Staff Time delivery	SLT	Termly
B	English and Maths intervention groups <ul style="list-style-type: none"> • 5-minute Box for English / Maths • 15 minute a day reading • PAT spelling • Catch Up Literacy • Success at Arithmetic 	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 children and change the group if necessary. Observations Termly LA Reviews Funding Staff Time delivery	AHT Inclusion SENCo	Termly
C	PSA under the direction of Inclusion AHT and SENCo develop individualised targeted programme related to needs in: <ul style="list-style-type: none"> • Phonics • Reading • Writing • Mathematics 	EEF evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. 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.	Monitoring Tracking data half termly with Pupil Progress Meetings to discuss identified children and change the group if necessary. Observations Termly LA Reviews Funding Staff Time delivery	AHT Inclusion SENCo	Termly
Targeted support budgeted cost					£112330.08
Implementation			Impact		

<ul style="list-style-type: none"> - All of the named resources were purchased. - Training was started for the vocabulary based project - Internal monitoring through learning walks, book monitoring and data analysis - Internal monitoring through Pupil Progress meetings - External monitoring through Local Authority Reviews 	<ul style="list-style-type: none"> - Data cannot be provided as evidence due to the Coronavirus pandemic, however, looking at children's books, learning walks and pupil/staff voice will confirm the positive impact on teaching and learning.
--	--

iii. Other Approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D	Engage guest speakers to speak to parents/children, related to: <ul style="list-style-type: none"> • County Lines • E Safety • STEM professionals 	Ofsted (2019) refer to children needing the knowledge and cultural capital to succeed in life.	Monitor Children's voice Parental engagement	MLT SLT	Termly
D	Access to Place2Be counselling service	For children to be ready to learn, they need to be emotionally ready. Our counselling service supports children who may be going through trauma and/or exhibiting high levels of anxiety Education Endowment Fund states “	Monitoring P2B access levels	AHT Inclusion	Termly
D	Attendance Officer, AHT Inclusion to focus on PP pupil's attendance. Attendance Officer to alert SLT of any concerns so they can be involved in working with the family PP attendance to be a focus for the PP termly report. Attendance Office to support SLT in targeting pupils. Home visits to take place for PA pupils PP report to include attendance data of this group and PA rates	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' Research undertaken by the DfE in 2016 showed that pupils with no absence are 1.3 times more likely to	Monitoring Termly meeting Attendance Office SLT	Inclusion Manager Attendance Office	Termly

		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.			
D	Funded places extended start of school day / music lessons / trips	Ofsted (2019) refer to children needing the knowledge and cultural capital to succeed in life. Some of our disadvantaged children 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
Other Approaches budgeted cost					£27,781
Total budgeted cost					£235,642.78
Implementation		Impact			
<ul style="list-style-type: none"> - Ocean mathematics, Reading Cafes, EYFS Book looks, SATs and phonics workshops took place before March 2020. - Guest speakers related to E Safety and County Lines were offered to parents. - P2B was available until March 2020 - All children were able to attend all trips offered before the global pandemic took effect. - All children who requested music lessons were able to access them before the global pandemic took effect. 		<ul style="list-style-type: none"> - Attendance rates of Ocean Mathematics and Reading Cafes were increasing before the global pandemic took effect. - Low attendance at the E Safety and County Lines sessions (repeat with better publicity) - All children were able to access support from P2B which then allowed them to access their learning more effectively before the global pandemic took effect. - Equal access to cultural capital before the global pandemic took effect. - Equal access to cultural capital related to music before the global pandemic took effect. 			