

# CHASE SIDE PRIMARY SCHOOL



## Pupil premium strategy statement:

1. Summary information					
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£130,520	<b>Date of most recent PP Review</b>	Sept 2017
<b>Total number of pupils</b>	449	<b>Number of pupils eligible for PP</b>	96	<b>Date for next internal review of this strategy</b>	June 2018

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 wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Data at the end of the year in 2016/17, highlights that results for end of Key Stage 2 PP children with accurate KS1 data showed 53% achieving ARE or better in reading, 65% in writing and 47% in Maths. 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 Grant 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. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement. We also continue to focus on more-able PP pupils to ensure they are not an underachieving group.

## 2. Current attainment Official Results 2016 - 2017

### Early Years Foundation Stage 2016 - 17

	GLD	Reading		Writing		Mathematics	
		Expected	Exceeding	Expected	Exceeding	Expected	Exceeding
National	71	77	19	73	11	78	12
All School	75	76	12	76	8	80	12
Pupil Premium	67	67	0	67	0	67	11

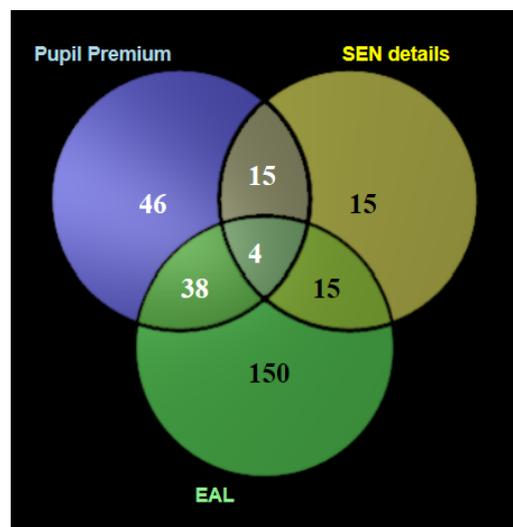
### Key Stage 1 Results 2016 - 2017

Cohort	Reading (% Expected)	Reading (% Greater Depth)	Writing (% Expected)	Writing (% Greater Depth)	Mathematics (% Expected)	Mathematics (% Greater Depth)	Science (% Expected)
All National	76	25	68	16	75	21	83
All School	82	25	77	15	80	18	88
Pupil Premium	64	9	55	9	73	9	69

### Key Stage 2 Results 2016 - 2017

Cohort	Reading (%Expected)	Reading (% Greater Depth)	Writing (%Expected)	Writing (% Greater Depth)	Mathematics (%Expected)	Mathematics (% Greater Depth)	Science (%Expected)
All National	71	25	76	18	75	23	
All School	61	19	64	8	59	12	66
Pupil Premium with accurate KS1 results	53	12	65	0	47	0	70

Numbers of Pupils across the school:



		Authorised Lates	Unauthorised Lates	Total Attendances	Persistent Absence	
PP	Students	%	%	%	Count	%
No	366	0.70	0.02	96.69	28	7.65
Yes	124	1.55	0.06	94.60	17	13.71
All	490	0.92	0.03	96.15	45	9.18

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	PP children enter the EYFS with much lower levels of language and social/emotional skill development and as a result their attainment is generally much lower than their peers at the end of EYFS.	
<b>B.</b>	Prior higher attaining pupils who are eligible for PP are making less progress than other prior higher attaining pupils across Key Stage 1 and Key Stage 2	
<b>C.</b>	Many PP children are also identified as having additional needs such as SEN, EAL or both with a considerable number being new arrivals	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Inconsistent support from home – attendance at meetings, support with home learning, family challenges, lack of confidence to help with reading/writing/maths	
<b>E.</b>	Attendance rates – in particular lateness. This reduces their school hours and causes them to fall behind on average.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children eligible for PP in EYFS demonstrate improved oral language skills including using standard English and simple sentences accurately.	PP children make rapid progress by the end of Reception so that their good level of development is at least in line with National average and close to London and statistical neighbours.
<b>B.</b>	PP children identified as being prior higher attaining in EYFS or in Year 1 make higher rates of progress across Year 2 and KS2, reaching the threshold for high attaining pupils at the end of Yr 6, particularly in Maths and Reading.	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 Yrs 2 and 6 reach threshold for high attainment in the end of KS1 and KS2 attainment. Maths and Reading achievement for PP children is at least in line with that for all children nationally.
<b>C.</b>	PP children with additional needs (SEN, EAL or both) make at least expected progress in writing and accelerated progress in reading and maths.	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 influenced by this. Identified children achieve well in spelling in KS1 Year 1 PP children achieve in line with national average for all children in the Phonics Screening Check Identified children enjoy reading and can use a wide range of strategies to support them to talk about what they have read with confidence. Identified children can use a wide range of strategies to support them in Maths when solving problems and then justify their answer and methods used.
<b>D.</b>	Consistent parental support for PP children is evident and contributes to children making good or better progress	PP children's progress will be at least expected and for many, accelerated in reading, writing and particularly in maths in all year groups. 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) All PP children complete Home Learning regularly; Home Learning club targeted mainly to PP

		children. PP children are given first priority for Targeted Maths interventions and clubs before and after school.
<b>E.</b>	Attendance rates – in particular lateness – is reduced for PP children across the school with attainment in line with that for all pupils and progress at least in line with National expectations	Difference between identified pupil premium children and families' attendance and the general cohort within the school is diminished. Incidents of lateness are reduced for pupil premium children compare to previous years.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2017/18</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>Children eligible for PP in EYFS demonstrate improved oral language skills including using standard English and simple sentences accurately.</p> <ul style="list-style-type: none"> <li>• Early reading (based on DSR model) grouped for the entire year group established from Spring term with focused adult support.</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>• Audit to assess appropriateness of reading books used for home reading.</li> <li>• New resources purchased to inspire home reading.</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>Waiting for Bold Beginnings document.</p>	<p><u>Monitor</u> Tracking data half termly with pupil progress meetings to discussed named children. Timetable Observation LA additional Moderation meeting.</p> <p><u>Funding</u> For resources For staff time</p>	<p>EYFS team leader</p> <p>English leader</p> <p>AHT Leader</p>	Half Termly
<b>B</b>	<p>PP children identified as being prior higher attaining in EYFS or in Year 1 make higher rates of progress across Year 2 and KS2, reaching the threshold for high attaining pupils at the end of Yr 6, particularly in Maths and Reading.</p> <ul style="list-style-type: none"> <li>• Actions detailed in Maths and English Action Plans</li> <li>• Curious Maths club</li> <li>• Focus on Quality 1<sup>st</sup> Teaching</li> <li>• Regular reviews of impact of Interventions and Small Group support</li> <li>• Consultant input</li> </ul>	<p>Inspection Dashboard Summary Report (ASP) headlines confirmed: That mathematics was in the bottom 20% for at least two years for middle prior attainers, disadvantaged pupils. (KS2) Mathematics progress for SEN support, middle prior attainers was significantly below the national for all pupils over the last two years. Mathematics attainments was in the bottom 20% for at least two years for all and disadvantaged pupils.</p>	<p><u>Monitor</u> Tracking data half termly with pupil progress meetings to discuss named children. Timetable checks Observations / Learning Walks / Book Scutinies / Marking and Feedback reviews and impact LA Aspect review (maths) Consultant report and impact on teaching and</p>	<p>Maths Leaders</p> <p>English Leaders</p>	<p>Half Termly</p> <p>Annual LA Aspect Review.</p>

		For the first time reading results has dipped into the 4 <sup>th</sup> quintile (significantly below national) for all, prior middle attainers and disadvantaged at KS2.	learning in subsequent Book Scrutinies / Lesson Observations / Learning Walks / Book Scutinies / Marking and Feedback reviews and impact  <u>Funding</u> For resources For staff time (ALM, KF, AHTs) For CPD For booster clubs. For revision resources		
<b>C</b>	PP children with additional needs (SEN, EAL or both) make at least expected progress in writing and accelerated progress in reading and maths. <ul style="list-style-type: none"> <li>• Actions detailed in Maths and English Action Plans</li> <li>• Focus on Quality 1<sup>st</sup> Teaching</li> <li>• Regular reviews of impact of Interventions and Small Group support</li> <li>• Curious Maths club</li> <li>• Consultant time</li> </ul>	<p>Inspection Dashboard Summary Report (ASP) headlines confirmed: That mathematics was in the bottom 20% for at least two years for middle prior attainers, disadvantaged pupils. (KS2)</p> <p>Mathematics progress for SEN support, middle prior attainers was significantly below the national for all pupils over the last two years. Mathematics attainments was in the bottom 20% for at least two years for all and disadvantaged pupils.</p> <p>For the first time reading results has dipped into the 4<sup>th</sup> quintile (significantly below national) for all, prior middle attainers and disadvantaged at KS2.</p>	<p><u>Monitor</u> Tracking data half termly with pupil progress meetings to discussed named children. Timetable checks Observation / Learning Walks LA Aspect review (maths)</p> <p><u>Funding</u> For resources For support staff For CPD For booster clubs. For revision resources</p>	<p>Support Staff leader</p> <p>Inclusion AHT</p> <p>Maths Leaders</p> <p>English Leaders</p>	<p>Half Termly</p> <p>Annual LA Aspect Review.</p>
<b>Total budgeted cost</b>					<b>£32 600</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>

<p>A. Improved oral language skills in EYFS</p> <p>B. Improving progress and attainment for children identified as higher attaining</p> <p>C. Expected or accelerated progress for PP children with additional needs</p> <p>D. Parent support</p> <p>E. Improved attendance rates</p>	<ul style="list-style-type: none"> <li>• Small groups focusing on developing social skills and associated language</li> <li>• Speech and language intervention groups</li> </ul> <p><b><u>In addition to these specific focuses for the year:</u></b></p> <ul style="list-style-type: none"> <li>• Monitoring the outcome and impact of interventions</li> <li>• Focused and specific guided work with teacher and/or support staff member/s</li> <li>• Nurturing and values led ethos with specialist counselling support when needed (Place2Be / Place2Talk)</li> <li>• Home learning club</li> <li>• Inclusion Leader &amp; Assessment Leader focus on pupil premium progress which is regularly fed back to SLT</li> <li>• HLTA non-class based training support staff and monitoring intervention programmes to ensure accelerated progress</li> <li>• Targeted TA, Graduate TA and Accelerated Learning Mentors provide support and interventions including pre- and post-teaching to identified children</li> <li>• Targeted parental support through training, meetings and class support</li> <li>• English and maths intervention groups (eg Numicon barriers intervention, 15 minute box, Better reading partners, adapted Reading Recovery programme)</li> <li>• Individual and child-specific tutoring in maths (Curious maths club)</li> <li>• Identified pupils focused on from Pupil Progress meetings and tracking</li> <li>• External agency advice and support</li> </ul>	<p>Through developing confidence and more access to interventions and teacher input, alongside improved attendance and punctuality rates, children will make rapid progress and be in a position to apply this knowledge in their play and with the wider class. Gaps will also be identified more rapidly and addressed with urgency.</p>	<ul style="list-style-type: none"> <li>• Regular review of group support and interventions by Inclusion Manager and EYFS team leader who will then feed back to SLT.</li> <li>• Observations and learning walks to take place regularly.</li> <li>• Regular reviews of attendance and punctuality.</li> <li>• Regular meetings with EWO followed up by PSA for identified families attendance and punctuality including home visits and support for families.</li> <li>• Pupil premium parents tracked in relation to attendance at parent meetings and training for example ocean maths.</li> </ul>	<p>Inclusion Manager</p> <p>PSA</p> <p>Mathematics Lead</p> <p>Attendance Officer</p> <p>EWO</p>	<p>Termly</p>
<p><b>Total budgeted cost</b></p>					<p><b>£105 100</b></p>