



Pupil premium strategy statement: Chiltern Primary 2020

'Together, over time, we are proud to learn to make a difference to ourselves and others.'

46 funded Pupils - £61 870 + 7 LAC/ PLAC/ PP+ - £16 415 = £78 285

Funding crosses 2 cohorts and LAC funding can take a year to get.

£14000 National Tutoring Money – one off for disadvantaged/ PP/ PP+ to help close gaps post Covid partial closure.

Year Group	Number PP	% PP	Other Information
EYFS	4/27	14.8%	1 CIN 1 EHA 1 PP+
Y1	3/32	9.4%	1 PP+ 2/3 EHA CIN
Y2	9/45	20.0%	1 PP+ 6/9 CP EHA 3/9 SEN 1/9 HA
Y3	8/51	15.7%	2 PP+ 1/8 EAL 1/8 SEN 5/8 EHA CP 3/8 HA
Y4	11/56	19.6%	1 PP+ 2/11 SEN 1/11 HA 1/11 EAL 7/11 CP EHA 4/11 new in the last 2 years
Y5	9/55	16.3%	1 PP+ (JJ SF) 4/9 SEN 6/9 CP EHA 1/9 New to school this year
Y6	9/52	17.3%	1 PP+ 1/9 EAL 3/9 SEN 1 HA 2/9 CP EHA 2/10 new to school in the last 2 years
Total for the school	53/318	16.6%	

	7/53 new within 2 years 21/53 access nurture (SEMH) 30/53 EHA/ CP/ CIN 3/53 EAL 13/53 SEN 3/53 HA	13.2% 39.6% 56.6% 5.7% % 5.7%	
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*Jan '21 – up 5 more children and this money will supplement extra Third Space lessons for catch-up - £6 825

Overview:

1. Summary information					
School	Chiltern Primary School				
Academic Year	2020/ 21	Total PP budget	£78 285	Date of most recent PP External Review/ LA project Date of last Ofsted – Good provision for Vulnerable Pupils	Jan '20 Jan '20
Total number of pupils	320	Number of pupils eligible for PP	46 + 7 PP+ plac	Date for next internal review of this strategy	Sept 2021

2. Attainment/ Progress from 2019 – unable to accurately judge as no published data due to Covid partial closure. No update for this section, this year.

RAG Rating	15.2% PP across the school	Pupils not eligible for PP (national average)
EYFS – 70% reached Nationals – TA	43% PP reached ELG *sig other need	80%
85% Y1 Phonics – TA	100% PP reached the standard	93%
65 - 75% achieving ARE at KS1 (65% R, 67% W & 75% M) -TA	70% PP reached Expected	72% Av.
70 - 78% achieved ARE for KS 2 (70% R, 78% W, 78% M & 82% GSP)	80% PP reached ARE	75%
KS2 – the PP children made the same positive attainment as non-PP - fully closing the gap and meeting National Attainment.	40% GD M 60% GD GSP	
2		Had training with NLE (PP) in July '18 LA PP Project starting in Sept '19

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Poor social and communication skills affect relationships and academic attainment.
B.	Poorer pre-school conversations limit initial attainment. Very wide vocabulary gaps affect overall attainment.
C.	Poorer stamina, concentration and resilience.
D.	Limited attendance over the last 8 months due to partial lockdown (Covid '19) has impacted progress rates for almost 60% of PP. NTF will help.

External barriers (*issues which also require action outside school, such as low attendance rates*)

A.	Growing number of families support learning less at home so vital reinforcement of core skills in school are not built on. Reading, tables, phonics and word fans.
B.	Accessing on-line learning platforms due to limited electronic devices at home and a shortage of hardware, Nationally.

4. Desired outcomes/ R

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Continue to improve oral language skills for pupils eligible for PP, not just on-entry in Reception class, but also for any child joining across the school. This will improve all forms of communication for the pupils, across all subjects.</p> <p>Rapidly close phonics gaps from on-entry (and post lock-down) – using 6 gaps tasks almost daily and purchasing new phase-linked phonic books.</p> <p>Staff training on vocabulary gaps/ increasing vocabulary foci in all rooms.</p>	<p>To maintain strong progress from on-entry at EYFS and increase PP attainment to expected standards.</p> <p>To remain above Nationals for Y1 and Y2 phonics and for 80%+ PP to reach the standard.</p> <p>To strive for 75%+ for KS 1 and 73%+ for KS2 Reading and no more than 10% gap between PP and the rest of the cohort.</p>
B.	Higher % of greater depth achieved across the school to enable this group of pupils to apply their learning more effectively as they move up the school and beyond.	To reach the same % at KS1 as KS2 – at or exceeding 10% (understand that each cohort is very different to the one before)
C.	To improve attendance of PP back up to 96% - by offering BC/ ASC and Morning Minions in Nurture.	To reach 96% from the current 95%. Target 2 most vulnerable families with termly meetings with Inclusion lead.

5. Planned expenditure

Academic year 2019/2020

We have £78 285 – this is £6 855 less than last year (and £16 855 less than 2 years ago – mainly due to falling numbers on roll).

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 outcomes	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead All – with PH/LMc guiding.	When will you review implementation?
<p>Improve oral language skills for EYFS.</p> <p>Achieve a higher % of GD for PP from the below 3% it currently is (with the exception of KS2).</p>	<p>Staff training on high quality questioning and feedback. Staff training on vocabulary and phonics play</p> <p>Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception SLE.</p> <p>Talk for writing programme to continue.</p> <p>Talking Success - £600</p> <p>SENCO - £325</p> <p>Positive Behaviours -£212 Prevent - £20</p>	<p>To maintain the recent improvements from 2018/2019</p>	<p>Middle leader monitoring Governor learning Walk Book scrutiny School to school support Track progress termly (from on-entry)</p>		<p>March '21 and on-going</p>
<p>To increase the number of PP children reading at home from regular 17% it is currently.</p>	<p>Match themes for talking and writing to boys' interests - £300</p> <p>Extra L2 TA hours - £31 260 (15%)</p>	<p>To invest in a greater range of books for boys and their interests.</p> <p>Improve social/ language Boys Reading in EY increases further to 65%</p> <p>To ensure the L2 TAs pick up the PP support to close gaps in class over 4 afternoons.</p>			
<p>To continue support of social</p>	<p>FSW/ ELSA - £41 497</p>				

<p>and emotional communication through nurture/ ELSA</p>	<p>Vouchers to purchase uniform and books - £5 300 (inc music, sport, uniform, trips)</p> <p>Offer B/C to lowest PP attenders - £428</p> <p>Accelerated Reading project for 3 years.- £6 900 (FTS)</p> <p>FSM - £10 500</p> <p>General - £300</p> <p>Milk - £700</p> <p>Nurture food - £500</p> <p>Beanstalk - £1320</p>	<p>Uniform vouchers – foster belonging and ease financial burden on families.</p> <p>To ensure a calm start to the learning day.</p> <p>Rapidly close pre-school gaps.</p> <p>To ensure all opportunities are accessed.</p> <p>To provide healthy lunches/ snacks</p> <p>To provide necessary 1:1 support for those who do not read at home.</p>			
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<p>Total budgeted cost</p>	<p>£78 285 - funded</p> <p>£82 762 - allocated (O/S £4 477)</p>
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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. Improved oral language skills in reception B. Improved % of pupils reaching greater depth	Link T4W to kinetic letters and time to talk. Talking Success to build vocab	Some of the students need targeted support to catch up from on-entry. Extend vocab used; transfer to written forms	Regular monitoring Smaller groups for targeting Focus group for Greater depth and white British Boys. Teachers and SLs to track progress	Reception class teachers	Jan 2021
Total budgeted cost					Part of TA hours above.
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?
C. Increased attendance rates and support of social and emotional needs	Extra hours added to family support worker employed to monitor pupils and follow up quickly on absences. First day response provision. 'late' letters issued	We can't improve attainment for children if they aren't actually attending school	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	FSW Office Manager	Jan 2021– gaps closed to the rest of the school at 96%
	Accelerated Read to inspire/motivate Third Space to link home and school				
Total budgeted cost					Part of FSW hours above.

6. Review of expenditure - £85 840 FOR 54 Children and 8 LAC PP+

Previous Academic Year				
i. Closing the Gaps against Chiltern' 'Other' pupils				
Desired outcome	Chosen action/approach	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
The gap narrows against other pupils	<p>Target group L2 TA hours</p> <p>Enrichment activities, including visits and visitors, residentials, theatre days, after school and holiday clubs.</p> <p>Expand nurture groups.</p>	<p>Apart from Reading, our disadvantaged pupils matched or exceeded the progress and attainment of other groups based on TA until the point of lock down.</p>	<p>Target groups do work, keeping more in class rather than withdrawing</p> <p>Expanding nurture hours helps pupils concentrate on learning in class.</p> <p>See second page.</p>	<p>£27 143 - L2</p> <p>£39 926 – Nurture</p> <p>Increase hours - £5005 for Maths asc and extra nurture</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	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
Engaging parents of disadvantaged pupils	Purchasing vouchers dictionaries, residential, uniform etc	Increased progress amongst participating children compared to peers B/C & ASC & Milk Trips / enrichment	Continue as it does increase attendance and participation and remove barriers/ stigmas.	£10 556 £2 988 £5821
iii. Other approaches				
Desired outcome	Chosen action/approach	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

Close gaps for Reading	Employ trained Beanstalk Readers Reading Explorers scheme. Accelerated Reading Project with Fairfields.	So 1:1 reading gaps are filled in.	Next year we will try to provide more intensive after-school support instead, with parental engagement to encourage attendance.	£1 100
		Provide a wider range of genres to appeal to a wider audience. To strengthen links at home, valuing Reading (along with parent reading every Friday for KS 1 and EYFS.	This was only done with EYFS but KS1 parents had asked for it to be extended.	£1850 £6 900 (secured external funding)
			Total spend	£94 389 (O/S £8549)

7. Additional detail

To continue to maintain the closed (or positive gap) with National expectations, based on prior attainment. This is the regular gap tasks being implemented – enabled by the 16% investment in L2 TAs.

To use the £14 000 NTF to employ 2 x ams of teaching to target the disadvantaged in KS1 post lock-down.

Core skills will be revisited and extended.

2 x 15 groups of children to benefit from the 75% subsidised NTP funding from Third space. This is a one-off funding.

8. Pupil Voice

Academic year 2020 We have £85 840 PP children, this is lower than the £93 720 the year before as many of our PP left in the previous Y6.

Our PP pupils were asked the following questions to gain their views:

Question?	Number Asked?	Positive Response:	Negative Response:	Actions:	When will you review implementation?
What lessons do you enjoy most? Which subject are you making the most progress in – how do you know? What do the adults do to help you learn? Do you regularly complete your homework? Who do you read to at home? If you miss school, how do you catch up what you've missed? Do you take part in any school clubs? Do you take part in any clubs out of school? What do you want to be when you are older?					March '21-LMc

9. Actions for 2020 for our PP Strategy Group - £78 285

Academic year 2019 We have £85 840 for our 53 PP children, this is lower than the £93 720 the year before as many of our PP left in the previous Y6.

After meeting with leaders, we have identified the following areas for our focus group to target this year:

Focus:	What is the evidence and rationale for this choice?	How will you ensure it is implemented well (monitoring schedule)?	Staff lead	When will you review implementation?
1. Creating a Strategy Team	Seminar by NLE for PP in June '18 Questionnaire	Middle leader monitoring for provision Governor learning Walk to monitor provision and meet inclusion lead Book scrutiny - to show gap tasks	Govs MT SLs	March '21 evaluate PP Learning walk – tbc, answering Key Ofsted Qs. Linked vocab learning walk Feb '21
2. Gathering Pupil Voice	During Pupil Progress meetings during Oct '20	School to school support – Castle Academy - to share ideas to improve further and maintain recent, positive outcomes. Track progress of group termly Subject leads to monitor for their subjects.	JC	July 20
3. Evidence provision on timetables for PP for individuals	As above to ensure allocated time is spent on the identified children. *check uptake at art, basketball, football, sports club at lunch	Once clubs start up again properly post lock down.		Oct '20
4. Decide on the language we use across school for PP children	Improve questioning – not accepting one word answers/ putting into full sentences	Expect to see what is discussed at Pupil Progress Meetings in books and classes. Expect to see on LWs.		After each Pupil Progress meeting.
5. Share the DFE doc on supporting disadvantaged pupils	To share ideas for effective provision.	SL feedback Pupil voice LWs		In all classes by Jan '21

<p>6. Foster the shared view of high expectation for PP children</p> <p>7. Act upon recommendations from the LA PP Project</p>	<p>PP should not be a ceiling to attainment and progress.</p> <p>We shared our PP doc as it was more detailed. We magpie an idea to highlight PP (and other vulnerable groups in a class with photos and colour-coding).</p> <p>To use the NTP funds for up to 30 children across KS2</p>	<p>All classes to have the info on display for all adults – so targeting support is swifter.</p> <p>Delivered externally by Government backed providers who have undergone rigorous CPD.</p>		<p>Nov '20 – April '21</p>
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