

Pupil premium strategy statement – Chestnut Lane School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	7.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Gemma Rehal - Headteacher
Pupil premium lead	Gemma Rehal - Headteacher
Governor / Trustee lead	Ann Rowland – Inclusion Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,720
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£12,720

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all children in our school, including those who are disadvantaged, have full access to a broad and balanced curriculum. Our strategy works towards the challenges we have identified for our disadvantaged pupils, so that they make expected or better progress, from their starting points. We aim for all children to attain in line with age appropriate expectations, and address exceptional circumstances where these have been identified.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Ensuring regular attendance for all disadvantaged pupils.
2	Meeting the social and emotional needs for all disadvantaged pupils.
3	Improving attention and listening skills, to increase focus on learning.
4	Ensuring regular, and appropriate, adult support for early reading and phonics.
5	Early identification of individual needs (SEND, EAL etc).

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All disadvantaged pupils fully access a broad and balanced curriculum.	<ul style="list-style-type: none">- Attendance for all disadvantaged pupils at 95% or above.- All disadvantaged pupils make at least expected progress, from their starting points.
Individual needs of all disadvantaged pupils are identified, addressed and met, as far as possible, within school.	<ul style="list-style-type: none">- All disadvantaged pupils makes progress on school's pupil wellbeing tracker (relative to their starting points).- All disadvantaged pupils make at least expected progress within interventions.
All disadvantaged pupils leave the school able to read, using their phonics skills.	-All disadvantaged pupils reach the expected standard in reading and phonics at the end of Key Stage One, except in exceptional circumstances.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional school-led tutor to complete CPD for qualified teacher.	EEF Effective Professional Development EEF Small Group Tuition	3, 4
Deliver whole staff training in individual needs, e.g. SEND, EAL.	EEF Effective Professional Development EEF Special Educational Needs in Mainstream Schools	5
Implement and deliver training to whole staff on systematic, synthetic phonics programme.	EEF Phonics EEF Improving Literacy in KS1 EEF Preparing for Literacy	4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Schedule of school-led tutoring (KS1) delivered by a trained, qualified teacher in school (pre & post-teaching).	EEF Small Group Tuition EEF Special Educational Needs in Mainstream Schools	3, 4
Designated PPG LSA to deliver personalised interventions, and in-class support, to close the gaps identified for disadvantaged pupils.	EEF Making Best use of Teaching Assistants EEF Teaching Assistant Interventions	2, 3, 4, 5
Additional inclusion grants (EYs) applied for, and implemented to meet needs & ensure access to curriculum.	EEF Preparing for Literacy EEF Improving Social and Emotional Learning in Primary Schools	2, 3, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver whole staff training in social and emotional development, including trauma and attachment.	EEF Improving Social and Emotional Learning in Primary Schools	1, 2, 3
Designated PPG LSA to support families with areas such as attendance, behaviour at home and signposting to wider support.	EEF Working with Parents to Support Children's Learning EEF Behaviour Interventions EEF Parental Engagement	1, 2, 5
Excess food from school meals and snacks to be provided to disadvantaged families in need.	EEF Parental Engagement	1, 2, 3

Total budgeted cost: £27,198

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils Premium Strategy 2021 -22

100% of disadvantaged pupils achieved their Early Learning Goals in 15 out of 17 areas of learning.

33.3% of disadvantaged pupils achieved the expected standard at the end of key stage 1 (KS1).

80% of disadvantaged pupils (who were PPG eligible for the year at Chestnut Lane School) completed 15+ hours of school-led tutoring (KS1). 10% short by 45mins due to absence.

Whole School

Autumn Term 2021: 45% of pupils across school in intervention/school-led tutoring (inc. all disadvantaged pupils), 82.4% made at least expected progress from intervention/school-led tutoring.

Spring Term 2022: 34.9% of pupils across school in intervention/school-led tutoring (inc. all disadvantaged pupils), 85.7% made at least expected progress from intervention/school-led tutoring.

Summer Term 2022: 37.7% of pupils across school in intervention/school-led tutoring (inc. all disadvantaged pupils), 73.5% made at least expected progress from intervention/school-led tutoring.

Weekly wellbeing sessions for all pupils were implemented across the school, and the Early Years and KS1 Mental Health programme with Bucks Mind was completed.

The school achieved the Wellbeing Award for Schools in June 2022.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A