

Pupil premium strategy statement – Chestnut Lane School

This statement details our school's use of pupil 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 (Reception – Year 2)	177
Proportion (%) of pupil premium eligible pupils	9.6%
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 of current review	December 2024
Date of next review	December 2025
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 (2024-25)	£17,370
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£17,370

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.

We prioritise an inclusive school community, and understand the importance of all children, and their families, feeling valued, safe and happy. Without this safety and security our disadvantaged pupils will not be able to engage with the curriculum, and participate in school life.

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 (2024-25)

This details how we intend to spend our pupil 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
Deliver, and implement, CPD focussed on developing independent learners.	EEF Metacognition and Self-Regulated Learning EEF A School's Guide to Implementation	2, 3
Directly use LOs/SCs in marking & feedback for all subjects. [SDP Priority 1]	EEF Teacher Feedback to Improve Pupil Learning	3, 4, 5
Define, and implement, a model for timely progression through reading for all pupils. [SDP Priority 1]	EEF Phonics EEF Improving Literacy in KS1 EEF Preparing for Literacy	4
Provide bitesized parental support for reading and phonics, sharing identified links to evidence-based research. [SDP Priority 3]	EEF Phonics EEF Improving Literacy in KS1 EEF Preparing for Literacy EEF Working with Parents to Support Children's Learning	4, 5
Launch 'Challenge Groups', sharing with all stakeholders identified links to EEF recommendations. [SDP Priority 1]	EEF High-quality teaching EEF Teacher Feedback to Improve Pupil Learning EEF Making Best Use of Teaching Assistants	3, 4, 5
Ensure consistent use of inclusive communication resources across the school. [SDP Priority 3]	EEF Improving Literacy in KS1 EEF Developing vocabulary in early years education	3, 4, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Implement Brick Therapy sessions to support pupils' social and emotional development.	EEF Making Best use of Teaching Assistants EEF Teaching Assistant Interventions 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
Monitor whole school attendance policy and internal system for monitoring and intervention.	EEF Parental Engagement	1, 2, 5
Devise a 'whole child' assessment tracker covering wellbeing & EAL. [SDP Priority 5]	EEF Improving Social and Emotional Learning in Primary Schools EEF Metacognition and Self-Regulated Learning	2, 3, 5
Deliver whole staff training in trauma & attachment and impact of home circumstances e.g. domestic abuse.	EEF Improving Social and Emotional Learning in Primary Schools EEF Effective Professional Development	1, 2, 3
Explicitly teach learning behaviours & strategies for self-regulation in an age-appropriate way.	EEF Improving Social and Emotional Learning in Primary Schools EEF Metacognition and Self-Regulated Learning	1, 2, 3, 5

[SDP Priority 5]		
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
Provide home life workshops for parents to support with areas outside of the schools expertise, e.g. sleep, nutrition. [SDP Priority 4]	EEF Parental Engagement EEF Improving Social and Emotional Learning in Primary Schools	1, 2, 3
Provide a place in an extra-curricular club of choice for disadvantaged pupils each term.	EEF Working with Parents to Support Children's Learning	2, 3
Excess food from school meals and snacks to be provided to disadvantaged families in need.	EEF Parental Engagement	1, 2, 3

Total budgeted cost: £17,370

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils Premium Strategy 2023 – 24

For identification reasons, it is not possible to provide attainment data for the Year 2 pupils in 2023-24.

33.3% of disadvantaged pupils achieved their Early Learning Goals in at least 14 out of 17 areas of learning. 33.3% of disadvantaged pupils achieved their Early Learning Goals in at least 11 out of 17 areas of learning.

Spring Term 2023: 67% of disadvantaged pupils in Reception made average or better progress, from their starting points.

90% of disadvantaged pupils met the threshold in the phonics screening check in Year 1.

Spring Term 2023: 63% of disadvantaged pupils in Year 1 made average or better progress, from their starting points.

Autumn Term 2023: 90.9% of disadvantaged pupils in intervention (+9.1% on bespoke SEN curriculum), 80.9% of assessments at least expected progress.

Spring Term 2024: 91.6% of disadvantaged pupils in intervention (+8.3% on bespoke SEN curriculum), 87.8% of assessments at least expected progress.

Summer Term 2024: 92.8% of disadvantaged pupils in intervention (+7.2% on bespoke SEN curriculum), 85.1% of assessments at least expected progress.

Attendance for all disadvantaged pupils for academic year 2023-24 was 93%. This is an increase of 2.8% on 2022-23.

100% of the families who responded to our end of year PPG parental survey (50% return rate) identified that the role of the PPG LSA was useful in supporting them and their child. 100% expressed that the school considers the whole child, that the school understood and supported their children with their individual needs, and that their children had been able to engage in the wider life of the school.

Externally provided programmes

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

Programme	Provider
N/A	N/A

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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