

Pupil premium strategy statement

1. Summary Information					
School	Chestnut Lane School				
Academic Year	2020-21	Total PP budget	£5380	Date of most recent PP review	July 2021
Total number of Pupils	180	Number of pupils eligible for PP	8	Date for next PP strategy review	July 2022

2. Attainment and Progress (previous academic year) 2019-20			
Number of PP eligible pupils across the school: 4			
	PP eligible pupils (school)	Pupils not eligible (national)	Difference
% achieving age related expectations (Reading) <i>Internal assessment</i>	0%	No data available	N/A
% achieving age related expectations (Writing) <i>Internal assessment</i>	0%	No data available	N/A
% achieving age related expectations (Maths) <i>Internal assessment</i>	100%	No data available	N/A
	PP eligible pupils (school)	Pupils not eligible (national)	Difference
% achieving expected standard in Phonics Screening Check	100%	No data available	N/A
	PP eligible pupils (school)	Pupils not eligible (national)	Difference
% achieving a Good Level of Development <i>Internal assessment</i>	100%	No data available	N/A

NB: The Government cancelled all statutory assessment for the end of 2019-20 and 2020-21.

Due to the small number of pupils eligible for PP across the school in 2019-20, the number of eligible pupils within each individual year group has been removed in order to ensure attainment data remains anonymous.

3. Barriers to future attainment for PP eligible pupils in 2020-21
In school barriers to be addressed
-Gaps and 'losses' in learning as a result of the partial school closures in March – July 2020.
-Rebuilding relationships between peers, and with staff.
-Development of self-confidence and learning behaviours.
External barriers
-Family and pupil concern over safety, protective measures, and the return to school.
-Family access to technology and remote learning opportunities.
-Emotional support for families in challenging circumstances.

4. Outcomes (<i>Desired outcomes and how they will be measured</i>) for 2020-21
-Gaps in learning effectively identified, and targeted interventions planned for and delivered with positive impact. <i>Measured through intervention assessments and end of year attainment.</i>
-Wellbeing needs addressed through social and nurture support in the classroom, and through additional opportunities. <i>Measured through wellbeing assessment tracker across the year.</i>
-Successful learning behaviours developed, through the promotion of self-confidence and raising self-esteem. <i>Measured through observed characteristics of learning.</i>

5. Review of Expenditure - Previous academic year

i. Quality teaching for all

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
-Successful learning behaviours developed, through the promotion of self-confidence and raising self-esteem.	-Ensure the promotion of Characteristics of Effective Learning (CoEL) throughout the curriculum. -Report to parents regarding CoEL demonstrated. -Individualised praise & reward systems as necessary.	-Wellbeing assessment tracker revealed progress in developing greater self-confidence, leading to greater independence. -Evidence within pupil progress meetings identified improved learning behaviours.	-Continue to implement wellbeing assessment tracker 4 times across the year, but review as a whole staff to include CoEL as well from Autumn 2021.	Staff assessment time

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
-Gaps in learning effectively identified, and targeted interventions planned for and delivered with positive impact.	-Access to interventions covering: spelling, reading, creative writing, maths/number, fine motor skills, speech & language, phonics, handwriting, as required.	-Across the school 117 separate interventions delivered throughout the year 2020-21. (Approx 6-8 weeks each). -100% of pupils eligible for PP attended more than one intervention each term the school was fully open. -Early Learning Goals met in 14 out of 17 areas for all pupils eligible for PP. -Expected standard at the end of KS1 met in Maths for all pupils eligible for PP.	-Continue a broad range of interventions, accessible to all pupils who require them. -Use additional staff hours to deliver interventions, and intensive teaching opportunities.	£2181 (specific to those interventions attended by pupils eligible for PP)
-Equal access to remote learning to ensure continuation of learning during Jan – March 2021 partial school closures.	-Using grant funding provided from the Rothschild Foundation, all pupils eligible for PP to have the opportunity to loan a tablet device from the school to access remote learning on MS Teams.	-All pupils eligible for PP contacted, via their parents, to assess their technology access needs. -Devices received for all pupils requiring support following the above. -All devices set-up by the school to have access to MS Teams, in order to make them as user friendly as possible.	-Continue to offer access to loaned devices to those requiring support with remote learning should they need to self-isolate. -As the number requiring devices at any one time is likely to be small, this offer can be extended to all pupils.	£42.72

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
-Wellbeing needs addressed through social and nurture support in the classroom, and through additional opportunities.	-Access to social skills interventions as required. -Provided with additional 1-to-1 time within the school day.	-Evidence within pupil progress meetings identified improved social skills and relationships with others. -Evidence of effective staff and pupil relationships, creating safe and secure environments.	-Continue to offer social skills and nurture opportunities across the school, to all pupils who require them. -Use information from wellbeing assessment tracker to inform needs and plan content.	£4361
-Continued access to free school meals, and meal hampers, during partial school closures Jan – March 2021.	-Provide free school meals to entitled pupils/families via food hampers from catering provider, and supermarket vouchers via the local authority's scheme.	-All pupils eligible for Free School meals were provided with meals, or vouchers, throughout partial school closure. -As well as providing nutrition, this strengthened the relationship between school and families, and ensured contact was maintained.	-Effective system available via the Local Authority (LA) to ensure vouchers can be accessed & distributed as required. -Scheme extended into holidays as per the Government's Winter Grant to LAs.	£450
-Access to in-school education during partial school closures, based on the needs of disadvantaged pupils and their families.	-Review the needs of individual families to assess the support school can offer. -Where restrictions on 'bubble' sizes allow, offer full or part-time in-school places for those deemed vulnerable.	-Continuity for pupils was highly effective in maintaining their routine and stability. -Wider positive impact on families' wellbeing was reported by parents and guardians.	-Ensure effective relationships with families, as well as pupils, to better understand their circumstances and ways the school can support.	N/A