

Pupil premium strategy statement

School overview

Metric	Data
School name	Chestnut Lane School
Pupils in school	180
Proportion of disadvantaged pupils	3.8%
Pupil premium allocation this financial year	£9,415
Academic year or years covered by statement	2021 - 2022
Publish date	December 2021
Review date	July 2022
Statement authorised by	Gemma Rehal - Headteacher
Pupil premium lead	Gemma Rehal - Headteacher
Governor lead	Rebecca Bailey

Disadvantaged pupil performance overview for last academic year (2020-2021)

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 2020-21, the number of eligible pupils within each individual year group has been removed in order to ensure attainment data remains anonymous.

Total number of eligible pupils across EYFS & Year 2: 5

Measure <i>Internal assessment</i>	Score
Met or exceeded Early Learning Goals at the end of EYFS (in at least 14 out of 17 areas)	100%

Measure <i>Internal assessment</i>	Score
Met expected standard at KS1:	
Reading	50%
Writing	50%
Maths	100%

Teaching priorities for current academic year (2021-2022)

Aim	Target (Linked to SDP)	Target date
Writing	2.2 Further opportunities for extended, cross-curricular writing are embedded across the curriculum, in order to engage and motivate pupils to demonstrate their writing skills.	Academic Year 2021-22
Phonics and Reading	2.1 A validated systematic synthetic phonics programme is in place across the school, in line with DfE requirements.	Spring Term 2022
Speech and language	6.1 Effective speech and language support is embedded to meet pupils' needs and promote communication and language across the EYs cohort.	Academic Year 2021-22
Recovery Curriculum	2.3 The school's Recovery Curriculum takes account of the Education Recovery Support package, and closes gaps in education as a result of the partial school closures.	Academic Year 2021-22
Wellbeing	4.2 Children's wellbeing is tracked throughout the year, and observations are shared with parents and guardians.	Academic Year 2021-22

Targeted academic support for current academic year (2021-2022)

Measure	Activity
Priority 1	Use PPG to contribute towards the salary of a designated member of support staff for pupils eligible for PP, across the school.
Priority 2	Ensure the use of the Education Recovery Support Package to provide all pupils eligible for PP in KS1 with school-led, personalised, catch-up from a qualified teacher.
Barriers to learning these priorities address	Meeting the individual learning, and social & emotional needs, of pupils eligible for PP, closing the gaps in education identified from baseline assessments.
Projected spending	£9,415 (PPG) £3,820 (inc. Education Recovery Support package)

Wider strategies for current academic year (2021-2022)

Measure	Activity
Priority 1	Tracking the social and emotional wellbeing of pupils, identifying target areas and providing support in the classroom, and through interventions as necessary.
Priority 2	Developing training and resources for teaching and support staff to address the wellbeing needs of pupils, inc. partnership with Bucks Mind.
Barriers to learning these priorities address	Improving self-esteem, learning behaviours and relationships to ensure increased motivation and engagement with learning.
Projected spending	£1,125

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring adequate staffing levels to ensure Recovery Curriculum plans can be implemented.	Seek to increase part-time and casual contract workforce who can be used as required.
Targeted support	Timetabling opportunities for 1:1 and small group interventions within the curriculum, to ensure the balance is effective.	Look at appropriate use of both in-class and out of class support, and use designated PP LSA flexibly to address all needs.
Wider strategies	Supporting families to positively contribute to their children's social and emotional development.	Provide regular resources and signposting via newsletters and school website, as well as individualised as necessary.

Review: last year's aims and outcomes (2020-2021)

Aim	Impact
-Successful learning behaviours developed, through the promotion of self-confidence and raising self-esteem.	-Wellbeing assessment tracker revealed progress in developing greater self-confidence, leading to greater independence. -Evidence within pupil progress meetings identified improved learning behaviours.
-Gaps in learning effectively identified, and targeted interventions planned for and delivered with positive impact.	-Across the school 117 separate interventions delivered throughout the year 2020-21. (Approx. 6-8 weeks each).

	<ul style="list-style-type: none"> -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.
-Equal access to remote learning to ensure continuation of learning during Jan – March 2021 partial school closures.	<ul style="list-style-type: none"> -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.
-Wellbeing needs addressed through social and nurture support in the classroom, and through additional opportunities.	<ul style="list-style-type: none"> -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.
-Continued access to free school meals, and meal hampers, during partial school closures Jan – March 2021.	<ul style="list-style-type: none"> -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.
-Access to in-school education during partial school closures, based on the needs of disadvantaged pupils and their families.	<ul style="list-style-type: none"> -Continuity for pupils was highly effective in maintaining their routine and stability. -Wider positive impact on families' wellbeing was reported by parents and guardians.