

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged children.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of children premium had within our school.

### School overview

Detail	Data
School name	Chestnuts Primary School
Number of children in school	424 (18-10-2021)
Proportion (%) of pupil premium eligible children	19% (79)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Katie Horwood, Headteacher
Children premium lead	Carole Newton, Deputy Headteacher
Governor / Trustee lead	Chris Lund, lead for disadvantaged children

### Funding overview

Detail	Amount
Children premium funding allocation this academic year	£115,161
Recovery premium funding allocation this academic year	£13,630
Children premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£128,791

## Part A: Children premium strategy plan

### Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable children, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for children whose education has been worst affected, including non-disadvantaged children.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:

- ensure disadvantaged children are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are evident from reception through to KS2 and in general, are more prevalent among our disadvantaged children than their peers.
2	Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged children is significantly below that of non-disadvantaged children.</p> <p>On entry to Reception class in the last 3 years, between 15 - 20% of our disadvantaged children arrive below age-related expectations compared to 5 - 10% of other children. This gap remains steady to the end of KS2.</p>
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged children have been impacted by partial school closures to a greater extent than for other children. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to children falling further behind age-related expectations, especially in maths.</p>
5	Teacher referrals for support have slightly increased during the pandemic. 18 children currently require additional support with social and emotional needs, with 6 receiving small group interventions.
6	Our attendance data over the last 3 years indicates that persistent absence among disadvantaged children has been between 5 - 10% higher than for non-disadvantaged children.

## 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
Improved oral language skills and vocabulary among disadvantaged children.	Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged children.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged children meet the expected standard.
Improved maths attainment for disadvantaged children at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged children meet the expected standard.
To achieve and sustain improved attendance for all children, particularly our disadvantaged children.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>● The overall attendance rate for all children being no less than 95%, and the attendance gap between disadvantaged children and their non-disadvantaged peers being reduced by 10%.</li> <li>● The percentage of all children who are persistently absent being below 5% and the figure among disadvantaged children being no lower than their peers.</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. PiRa and Target Tracker training, Power Maths training.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each child to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum, including the implementation of the practice from 'WalkThurs'.</p> <p>Support children to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support children's use of vocabulary, articulation of ideas and spoken expression.</p>	<p>1</p>
<p>Purchase <b>Little Wandle Letters and Sounds</b>. A complete systematic synthetic phonics programme to secure stronger phonics teaching for all children.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged children:</p>	<p>2</p>
<p>Improve the quality of social and emotional (SEL) learning. Embed the use of 'Zones of Regulations' and the Anchor Project principles.</p>	<p>SEL approaches will be embedded into routine practices and supported by professional development and training for staff.</p>	<p>5</p>

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

Budgeted cost: **£65,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Research and purchase resources to support Oral language improvements and fund ongoing teacher training and release time.</p>	<p>Oral language interventions can be delivered intensively over the course of a few weeks but may also be developed over the course of an academic year. Frequent sessions (3 times a week or more) over a sustained period (half a term to a term) appear to be most successful, with high impacts on reading:</p>	<p>1, 4</p>
<p>Additional phonics sessions targeted at disadvantaged children who require further phonics support. This will be delivered in addition to daily sessions.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 6 weeks:</p>	<p>2</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for children whose education has been most impacted by the pandemic, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps are effective in supporting low attaining children or those falling behind, both one-to-one or in small groups.</p>	<p>4</p>
<p>Targeted support from SLT in small groups</p>	<p>Quality first teaching supports children to make accelerated progress</p>	<p>1,2,3,4</p>
<p>RWI Fresh start for lowest 20% readers in years 5 and 6</p>	<p>Highly structured, progressive programmes support rapid progress</p>	<p>1,2</p>

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

Budgeted cost: **£23,291**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Whole staff training on behaviour management and anti-bullying approaches with the aim of embedding our school ethos and embedding The Anchor Project principles across school.	Both targeted interventions and universal approaches can have positive overall effects:	5
Contingency fund for acute issues during and post Covid 19.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified within our Breakfast, After School and Activities Clubs, extracurricular enrichment opportunities and Educational Visits.	All
EWO, Attendance officer, SENCo and Pastoral Lead to work with families to support getting their children in school regularly.	Families that feel supported are able to connect with the school community and improve absences	6
Breakfast and After school club provided free to families that are finding regular school attendance and punctuality challenging	Where childcare is in place, families are able to bring their children to school regularly.	6

**Total budgeted cost: £128,791**

## Part B: Review of outcomes in the previous academic year

### Pupil Premium strategy outcomes

This details the impact that our Pupil premium activity had on children in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged children was lower than in the previous 3 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged children, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that children's behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged children. We used pupil premium funding to provide wellbeing support for all children, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.



## Externally provided programmes

Programme	Provider
Underachieving disadvantaged learners in reading and writing	Haringey Pirates
Supporting SEMH for disadvantaged learners	Rock Steady Music
Underachieving Black Caribbean disadvantaged learners in reading and writing.	NIA Academy Saturday provision
Dance Giants intervention	Dance giants

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for children, particularly disadvantaged children.
- Utilising WalkThurs, a whole school pedagogy that will sustain high quality teaching and learning.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged children will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, children, and teachers in order to identify the challenges faced by disadvantaged children. We also used the EEF's families of schools database to view the performance of disadvantaged children in schools similar to ours and contacted schools with high-performing disadvantaged children to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of children premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged children.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific children's needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for children.