



**Pupil premium strategy statement: Chiltern Primary 2019**

54 funded (53 current) Pupils - £71 280 + 6 LAC, PP+ (2 more joining) - £13 860 = £85 840 Funding crosses 2 cohorts and LAC funding can take a year to get.

Year Group	Number PP	% PP	Other Information
EYFS *tbc Oct '19	4/34	11.8%	2 PP+ 2/4 EHA CIN
Y1	7/45	15.6%	1 PP+ 2/7 CP EHA 1 SEN
Y2	9/51	17.6%	2 PP+ 1/9 EAL 1/9 SEN 4/9 EHA CP
Y3	6/58	10.3%	1 PP+ 4/6 CP EHA 3/6 new in the last year
Y4	8/53	15.1%	2 PP+ (JJ SF) 1/8 SEN 4/8 CP EHA
Y5	9/53	17%	1/9 EAL 2/9 SEN 2/9 CP EHA 2/10 new to school in the last 2 years
Y6	10/55	18.1%	2/10 EAL 3/10 SEN 7/10 CP EHA 4/10 new after KS
Total for the school	53/349	15.2%	
	11/53 new within a key stage	20.7%	
	5/53 new within a term	9.4%	
	24/53 access nurture (SEMH)	45.3%	
	25/53 EHA/ CP	47.2%	
	3/53 EAL	5.7%	
	8/53 SEN	15.1%	

# Overview:

1. Summary information					
School	Chiltern Primary School				
Academic Year	2019/ 2020	Total PP budget	£85 840	Date of most recent PP Internal Review	Jan '19
Total number of pupils	349	Number of pupils eligible for PP	53	Date for next internal review of this strategy	Sept 2019

2. Attainment/ Progress from 2018		
RAG Rating	<b>15.2% PP across the school</b>	<i>Pupils not eligible for PP (national average)</i>
<b>EYFS – 70% reached Nationals</b>	43% PP reached ELG *sig other need	80%
<b>85% Y1 Phonics</b>	100% PP reached the standard	93%
<b>65 - 75% achieving ARE at KS1 (65% R, 67% W &amp; 75% M)</b>	70% PP reached Expected	72% Av.
<b>70 - 86% achieved ARE for KS 2 (70% R, 84% W, 84% M &amp; 87% GSP)</b>	80% PP reached ARE 40% GD M 60% GD GSP	75%
<b>*Ofsted deemed our PP provision was RI and yet so much improvement in PP attainment has improved over 3 years for this vulnerable group.</b> Our Disadvantaged group met or exceeded attainment/progress of others – similar picture across the school – or gaps are closing; unless there are other significant factors (EYFS dropping to 43% from 70%). Each cohort is so different to the one before, so proving trends can be difficult.	At KS 2 – the PP children made the same positive attainment as non-PP – fully closing the gap and meeting National Att	Had training with NLE (PP) in July '18 – to help with our action planning. LA PP Project starting in Sept '19 Advised that our spend was showing positive impact for PP pupils and wider groups.

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers

- |           |  |
|-----------|--|
| <b>A.</b> | Poor social and communication skills affect relationships and academic attainment.                             |
| <b>B.</b> | Poorer pre-school conversations limit initial attainment. Very wide vocabulary gaps affect overall attainment. |
| <b>C.</b> | Poorer stamina, concentration and resilience.  |

#### External barriers (*issues which also require action outside school, such as low attendance rates*)

- |           |  |
|-----------|--|
| <b>A.</b> | Growing number of families support learning less at home so vital reinforcement of core skills in school are not built on. Reading, tables, phonics and word fans. |
| <b>B.</b> |  |

### 4. Desired outcomes/ R

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Continue to improve oral language skills for pupils eligible for PP, not just on-entry in Reception class, but also for any child joining across the school.</p> <p>Rapidly close phonics gaps from on-entry – using 6 gaps tasks almost daily.</p> <p>Staff training on vocabulary gaps.</p>	<p>To maintain 70%+ attainment at EYFS and increase PP attainment to 75%</p> <p>To remain above Nationals for Y1 and Y2 phonics and for 80%+ PP to reach the standard.</p> <p>To strive for 75%+ for KS 1 and 73%+ for KS2 Reading and no more than 5% gap between PP and the rest of the cohort.</p>
<b>B.</b>	Higher % of greater depth achieved across the school.	To reach the same % at KS1 as KS2 (understand that each cohort is very different to the one before)
<b>C.</b>	To improve attendance of PP back up to 96% - by offering BC/ ASC and Morning Minions in Nurture.	To reach 96% from the current 95%.

## 5. Planned expenditure

**Academic year  
2019/2020**

**We have £85 140 – this is £8 000 more than last year.**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve oral language skills for EYFS.</p> <p>Achieve a higher % of GD for PP from the below 3% it currently is (with the exception of KS2).</p> <p>To increase the number of PP children reading at home from regular 17% it is currently.</p> <p>To continue support of social and emotional communication through nurture/ ELSA</p>	<p>Staff training on high quality feedback.</p> <p>Staff training on vocabulary and phonics play</p> <p>Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception SLE.</p> <p>Talk for writing programme to continue.</p> <p>Match themes for talking and writing to boys' interests - £300</p> <p>Extra L2 TA hours - £34 458</p> <p>FSW/ ELSA - £38 922</p> <p>Vouchers to purchase uniform and books - £1 200</p> <p>Offer B/C to lowest PP attenders - £428</p> <p>Accelerated Reading project for 3 years.- £6 900 (FTS)</p> <p>Trip and music contributions - £3 973</p> <p>FSM - £15 218</p>	<p>To maintain the recent improvements from 2018/2019</p> <p>To invest in a greater range of books for boys and their interests.</p> <p>Improve social/ language Boys Reading in EY increases further to 65%</p> <p>To ensure the L2 TAs pick up the PP support to close gaps in class over 4 afternoons.</p> <p>Uniform vouchers – foster belonging and ease financial burden on families.</p> <p>To ensure a calm start to the learning day.</p> <p>Rapidly close pre-school gaps.</p> <p>To ensure all opportunities are accessed.</p> <p>To provide healthy lunches</p>	<p>Middle leader monitoring</p> <p>Governor learning Walk</p> <p>Book scrutiny</p> <p>School to school support</p> <p>Track progress termly</p>	<p>JC</p> <p>MT</p> <p>SH</p> <p>RT</p>	<p>March '20</p>

	Milk - £871 Nurture food - £428				
<b>Total budgeted cost</b>					£95 498(O/S £9 658)
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved oral language skills in reception  B. Improved % of pupils reaching greater depth	Link T4W to kinetic letters and time to talk.	Some of the students need targeted support to catch up from on-entry.	Regular monitoring Smaller groups for targeting Focus group for Greater depth and white British Boys.	Reception class teachers	Jan 2020
<b>Total budgeted cost</b>					Part of TA hours above.
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C. Increased attendance rates and support of social and emotional needs	Extra hours added to family support worker employed to monitor pupils and follow up quickly on absences. First day response provision. 'late' letters issued	We can't improve attainment for children if they aren't actually attending school	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	FSW Office Manager	Jan 2020– gaps closed to the rest of the school at 96%

<b>Total budgeted cost</b>					Part of FSW hours above.

## 6. Review of expenditure - £93 720 FOR 71 Children

### Previous Academic Year

#### i. Closing the Gaps against Chiltern' 'Other' pupils

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
The gap narrows against other pupils	Target group L2 TA hours Enrichment activities, including visits and visitors, residentials, theatre days, after school and holiday clubs.	Apart from Reading, our disadvantaged pupils matched or exceeded the progress and attainment of other groups	Target groups do work, keeping more in class rather than withdrawing Expanding nurture hours helps pupils concentrate on learning in class.  See second page.	£27 143 - L2  £39 926 – Nurture  Increase hours - £5005 for Maths asc and extra nurture

#### 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
Engaging parents of disadvantaged pupils	Purchasing vouchers dictionaries, residentials, uniform etc	Increased progress amongst participating children compared to peers  B/C & ASC & Milk  Trips / enrichment	Continue as it does increase attendance and participation and remove barriers/ stigmas.	£10 556  £2 988  £5821

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Close gaps for Reading	Employ trained Beanstalk Readers Reading Explorers scheme. Accelerated Reading Project with Fairfields.	So 1:1 reading gaps are filled in.  Provide a wider range of genres to appeal to a wider audience.  To strengthen links at home, valuing Reading (along with parent reading every Friday for KS 1 and EYFS.	Next year we will try to provide more intensive after-school support instead, with parental engagement to encourage attendance.  This was only done with EYFS but KS1 parents had asked for it to be extended.	£1 100  £1850  £6 900 (secured external funding)
			Total spend	£94 389 (O/S £669)

### 7. Additional detail

To continue to maintain the closed (or positive gap) with National expectations, based on prior attainment. This is the regular gap tasks being implemented – enabled by the 16% investment in L2 TAs.

## 8. Pupil Voice

**Academic year 2019** | **We have £85 840 PP children, this is lower than the £93 720 the year before as many of our PP left in the previous Y6.**

Our PP pupils were asked the following questions to gain their views:

<b>Question?</b>	<b>Number Asked?</b>	<b>Positive Response:</b>	<b>Negative Response:</b>	<b>Actions:</b>	<b>When will you review implementation?</b>
What lessons do you enjoy most?  Which subject are you making the most progress in – how do you know?  What do the adults do to help you learn?  Do you regularly complete your homework?  Who do you read to at home?  If you miss school, how do you catch up what you've missed?  Do you take part in any school clubs?  Do you take part in any clubs out of school?  What do you want to be when you are older?					March '20-MT

## 9. Actions for 2019 for our PP Strategy Group.

**Academic year 2019** We have £85 840 for our 53 PP children, this is lower than the £93 720 the year before as many of our PP left in the previous Y6.

After meeting with leaders, we have identified the following areas for our focus group to target this year:

Focus:	What is the evidence and rationale for this choice?	How will you ensure it is implemented well (monitoring schedule)?	Staff lead	When will you review implementation?
<ol style="list-style-type: none"> <li>1. Creating a Strategy Team</li> <li>2. Gathering Pupil Voice</li> <li>3. Evidence provision on timetables for PP for individuals</li> <li>4. Decide on the language we use across school for PP children</li> <li>5. Share the DFE doc on supporting disadvantaged pupils</li> <li>6. Foster the shared view of high expectation for PP children</li> <li>7. Act upon recommendations from the LA PP Project</li> </ol>	Seminar by NLE for PP in June '18	Middle leader monitoring Governor learning Walk Book scrutiny School to school support – Castle Academy Track progress termly <b>Subject leads to monitor</b>	Govs <b>MT</b>	March '20