

Pupil premium strategy statement Chase View Community Primary

| 1. Summary information | | | | | |
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| School | Chase View Primary | | | | |
| Academic Year | 2019-20 | Total PP budget | £67,000 | Date of most recent PP Review | Jul 2019 |
| Total number of pupils | 200 | Number of pupils eligible for PP | 66 | Date for next internal review of this strategy | Jan 2020 |

| 2. Current attainment | | |
|---|--------------------------------------|---|
| KS 2 | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| % achieving in reading, writing and maths | 50% | 71% |
| % making progress in reading | 50%, | 73%, |
| % making progress in writing | 64% | 78% |
| % making progress in maths | 64% | 79% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Literacy and numeracy skills entering Year 3 are lower for pupils eligible for PP than for other pupils, which prevent them from making good progress in Year 6 |
| B. | Achievement of FSM students within the PP cohort across the key stage is below their peers |
| C. | Emotional wellbeing and resilience of a percentage of the PP cohort leads to barriers in attainment, behaviour and attendance at school |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Attendance rates for pupils eligible for PP (particularly FSM students) are 90.6% This reduces their school hours and causes them to fall behind on average. |

| 4. Desired outcomes | | |
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| | Desired outcomes and how they will be measured | Success criteria |
| A. | High levels of progress in literacy and numeracy for Year 6 pupils eligible for PP. | Pupils eligible for PP in all years from Y1 - 6 make more progress by the end of the year than 'other' pupils so that at least 50% exceed minimum progress targets and 100% meet expected targets. This will be evidenced using catch up data and forecast data within English and maths |

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| B. | Improved attainment for FSM & PP students at the end of KS2 | FSM students within the year 6 cohort meet the school development targets for attainment indicating progress from previous academic years. At least 10% of cohort achieve 20% Greater depth. Where they are not, the SLT will monitor wave 1 interventions through quality first teaching. |
| C. | Improved attendance rates for PP students across all year groups | Attendance targets as outlined in school development plan are met. |

| 5. Planned expenditure | | | | | |
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| Academic year | 2019-20 | | | | |
| 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? |
| A. Improved Year 6 literacy and numeracy progress | High quality literacy and numeracy support for students not at standard at the end of KS1. | Quality First Teaching (QFT) of basic number skills at the start of year 3 to close learning gaps Reading programme led by TAs (Guided Reading) CPD for staff on literacy and numeracy across the curriculum | Review of last academic years initiatives and implementation of strategies this academic year | Literacy and numeracy leads in school | termly |
| B. Achievement of FSM students within the PP cohort across all key stages are below their peers | Identification of FSM students by all teachers. QFT and diagnostic feedback to ensure learning gaps are closed. | Quality first teaching leads to higher attainment for all | Subject reviews and data analysis after each data point holding subject leaders to account for attainment of key students | DHT curriculum Subject leaders | termly |
| C. Attainment at the end of key stage 1 is below others particularly for middle ability on entry PP students and FSM students | QFT teaching for all with a focus of closing learning gaps within curriculum time Progress line management meetings identify necessary interventions with a positive discrimination towards disadvantaged students so the gap with national other closes Growth of metacognition across the curriculum | Quality first teaching (QFT) leads to higher attainment for all Metacognition leads to increased attainment and resilience during exam periods | Headline targets for PPG students to be reviewed termly holding subject leaders to account for the performance of PPG students Half termly joint English and maths meetings to track and act upon performance of PPG students Timely and accurate data supported through addition of staff to the data team within Chase View | DHT – line manager of English and maths All SLT Subject leaders | termly |

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| <p>D. Attainment at the end of key stage 1 is below others particularly for middle ability on entry PP students and FSM students</p> | <p>Appraisal target focused specifically on quality of planning, teaching and learning to raise attainment for all including PP students</p> | <p>High quality teaching results in rapid progress towards pupil outcomes</p> | <p>Rigorous appraisal processes holding staff to account. Interim appraisal reviews gauge progress towards this appraisal targets Subject reviews and learning drop-ins to monitor teaching and learning completed by subject leaders and senior leadership team</p> | <p>Headteacher All line managers</p> | <p>Interim points as identified on school calendar</p> |
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ii. Targeted support

| 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>A. Improved Year 6 literacy and numeracy progress</p> | <p>121 and small group provision of numeracy and literacy intervention</p> | <p>Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.</p> | <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of the programme. Teaching Assistant CPD to support</p> | <p>Literacy and numeracy lead teachers</p> | <p>At each term</p> |
| <p>B Achievement of FSM students within the PP cohort across all key stages are below their peers</p> <p>D Attainment at the end of key stage 1 is below others particularly for middle ability on entry PP students and FSM students</p> | <p>Purchasing of revision materials from a range of subjects in order to support PPG students</p> | <p>Booster sessions provides facilities for supported study to remove the barriers in preparation and assessment Pupils who are guided in and held to account for their own progress and attitude make greater progress than students without this support Rigorous data analysis provides the backbone for student progress discussions and intervention</p> | <p>Purchasing of key revision materials for targeted students</p> | <p>DHT Progress and SLT</p> | <p>January 2020</p> |

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| <p>E. Attendance rates for pupils eligible for PP (particularly FSM students) are lower than peers. This reduces their school hours and causes them to fall behind on average.</p> | <p>Significantly reduced the number of persistently absent students within the school with a particular focus on PPG students</p> | <p>Students make the most progress when in the classroom. Absenteeism has a significant and detrimental impact on progress and outcomes</p> | <p>Disadvantaged students to meet school developmental targets for attendance SLT responsible for attendance to provide year groups with weekly attendance information to ensure all teachers are talking about the importance of attendance Attendance to be including in data reports as well as attendance report to ensure attendance remains high profile</p> | <p>HT</p> | <p>Weekly</p> |
| <p>iii. Other approaches</p> | | | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>What is the evidence and rationale for this choice?</p> | <p>How will you ensure it is implemented well?</p> | <p>Staff lead</p> | <p>When will you review implementation?</p> |
| <p>F Raise aspirations of PP cohort through enrichment activities and academic mentoring</p> | <p>Raising aspirations through engagement of high quality enrichment activities</p> | <p>If aspirations of pupils and families are stretched then attendance and academic achievement become increasingly pertinent</p> | <p>Parent Drop ins Parent Forums – Half termly</p> | <p>HT and SLT</p> | <p>Half - Termly</p> |

Evaluation of 2018 – 19 (KS2 PP)

RWM: school are 21% below the national of 71%. Whilst 50% does represent a significant increase on last years result, the school needs to focus its teaching precise language acquisition, specifically in Reading and Maths.

Reading: school are 23% below the national of 73%. A teaching focus will be needed on the precise understanding of: Retrieval, deduction and inference

Maths: school are 15% behind the national of 79%. Teaching will need to continue upon the acquisition of precise mathematical language (& vocabulary), to deliver the high grades as required.

Writing: The school is currently 14% behind the national of 78%. Higher expectation are required in order to reach the standards required.