

# Pupil premium strategy statement Chase View Community Primary

1. Summary information					
School	Chase View Primary				
Academic Year	2020-21	Total PP budget	£105,000	Date of most recent PP Review	Jul 2020
Total number of pupils	233	Number of pupils eligible for PP	80	Date for next internal review of this strategy	Jan 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% 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)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Literacy and numeracy skills – COVID 19 impact on PP children – ensuring children continue to make age related expectation (ARE)
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 – Impact of COVID 19
<b>External barriers</b> ( <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 low. This reduces their school hours and causes them to fall behind on average.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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

<b>B.</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.
<b>C.</b>	Improved attendance rates for PP students across all year groups	Attendance targets as outlined in school development plan are met.

5. Planned expenditure					
Academic year	2020-21				
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?
<b>A. Improved Year 6 literacy and numeracy progress</b>	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>B. Achievement of FSM students within the PP cohort across all key stages are below their peers</b>	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
<b>C. Attainment at the end of key stage 1 is below others particularly for middle ability on entry PP students and FSM students</b>	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	Quality first teaching (QFT) leads to higher attainment for all	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 PP 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

<p><b>D. Attainment at the end of key stage 1 is below others particularly for middle ability on entry PP students and FSM students</b></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><b>A. Improved Year 6 literacy and numeracy progress</b></p>	<p>1:1 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>B Achievement of FSM students within the PP cohort across all key stages are below their peers</b></p> <p><b>D Attainment at the end of key stage 1 is below others particularly for middle ability on entry PP students and FSM students</b></p>	<p>Purchasing of revision materials from a range of subjects in order to support PP 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 2021</p>

<p><b>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.</b></p>	<p>Significantly reduced the number of persistently absent students within the school with a particular focus on PP 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>
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