

Pupil premium strategy statement

Chase View Primary

School overview

Metric	Data
School name	Chase View Primary
Pupils in school	233
Proportion of disadvantaged pupils	35%
Pupil premium allocation this academic year	86 x £1320 = £113,520
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review date	August 2021
Statement authorised by	Governing Board
Pupil premium lead	Mr A Minott (Headteacher)
Governor lead	Mrs C Yeomans (Chair of Govs)

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-2.35
Writing	-3.17
Maths	-0.99

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	6%
Measure	Activity
Priority 1	To increase the percentage of disadvantaged learners achieving the expected standards in reading, writing and maths (and to narrow the gap between learners and others nationally)
Priority 2	To improve the rate of attainment in all year groups for Pupil Premium learners to ensure that they are on track to achieve the national expected standards

Barriers to learning these priorities address	Ensure that all classes have access to adequately trained TA staff who use evidence-based teaching methods and teaching interventions
Projected spending	Teaching staff (TAs) £176,814

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	July 2021
Phonics	To continue to achieve national average progress scores in Phonics 82%	June 2021

Targeted academic support for current academic year

Measure	Activity
Reading	<ul style="list-style-type: none"> ▪ Ensure all staff receive regular CPD training (at least fortnightly), to deliver reading effectively in school ▪ During pandemic closures: ensure adequate scripts and books are available to children to continue with 'home reading' ▪ To continue to encourage reading for pleasure
Writing	<ul style="list-style-type: none"> ▪ Ensure all staff receive regular CPD training (at least fortnightly), to deliver Writing effectively in school ▪ During pandemic closures: ensure adequate exercise books and teaching are available to children to continue with 'home writing' ▪ To continue to encourage writing for pleasure
Maths	<ul style="list-style-type: none"> ▪ Ensure all staff receive regular CPD training (at least fortnightly), to deliver Maths effectively in school ▪ During pandemic closures: ensure adequate exercise books and teaching are available to children to continue with 'home maths'

Barriers to learning these priorities address	Vocabulary development: <ul style="list-style-type: none"> ▪ Ensure a broad and rich curriculum exists that actively develops cultural capital and contributes positively to broaden children's knowledge base and skills ▪ To continue to encourage a thirst and curiosity for learning
Projected spending	£3000

Wider strategies for current academic year

Measure	Activity
Cultural capital	DEVELOPING PUPILS' CULTURAL CAPITAL: Lack of experiences and aspiration, impacts on pupil outcomes. Staff will be developed in ensuring that there are opportunities for wider personal development, as an integral part of school life.
SEND development	Utilise the expertise of the educational psychologist(s) to ensure that children with SEN are appropriately supported
Barriers to learning these priorities address	Children coming into school under nourished hungry, or thirsty
Projected spending	Breakfast costs for the year : £3,000 Extra Ed Psych cost: £8,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Time for staff to rapidly develop and refine targeted skills and knowledge in delivering enhanced RWM	Staff Meetings (virtually) INSET training days
Targeted support	Ensuring that subject leaders have time to lead & manage their subjects sufficiently to impact upon quality learning and standards	Staff Meetings (virtually) INSET training days
Wider strategies	Engaging hard to reach families	<ul style="list-style-type: none"> ▪ Working closely with: Educational Welfare office ▪ Social Services ▪ Enriched school communication with school community

		(newsletters, website + Class Dojo)
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Review: last year's (2018) aims and outcomes

Aim	Outcome
Progress in Reading and Writing	There has been steady improvement but this requires acceleration
Progress In Maths	Has accelerated faster than Reading and Writing but still needs to improve further
Phonics	Continues to improve. New Phonics program to be embedded to realise improved performance