



Pupil Premium Strategy Statement – Chandlers Field Primary School 2018-19

1. Summary information					
School	Chandlers Field Primary School				
Academic Year	2018/19	Total PP budget	£141,240	Date of most recent PP Review	July 2019
Total number of pupils	328	Number of pupils eligible for PP	107 (32.5%)	Date for next internal review of strategy	September 2019

2. Current attainment – based on pupils achieving age related expectations in KS2 in July 2018.		
	<i>Pupils eligible for PP – 32.5%</i>	<i>Pupils not eligible for PP – 67.5%</i>
% making in reading	67%	92%
% making in writing	50%	68%
% making in maths	54%	92%
Progress measure in reading	tbc	tbc
Progress measure in writing	tbc	tbc
Progress measure in maths	tbc	tbc

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils being ready to learn and in the right physical and emotional frame of mind to access learning
B.	Limited speech and language meaning that children are at a disadvantage in terms of self-expression, access to vocabulary, reading skills, etc.
C.	Poor organisational skills and resilience
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Consistent attendance and punctuality.
E.	Access to high quality resources such as books, internet (for mathematics/homework research etc.), outside experiences
F.	Parental engagement with school and perceptions of education including low aspirations
G.	A lack of regular routines including home reading, homework, spellings

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged pupils' attendance and punctuality to improve.	Targeted families' attendance will improve from an average of 90% attendance across the year to at least 96% across the year.
B.	A love of reading is promoted and individual school diaries give pupils ownership over their own reading. Opportunities for access to a rich vocabulary through speaking and listening are provided.	Pupils achieve or exceed age-related expectations in reading and writing, and make good or better progress. Development of vocabulary in writing is monitored through formative assessment.
C.	Resilience is developed through school ethos of #yeswecan and children are prepared to make mistakes; Children are equipped and ready to learn.	Children demonstrate an attitude of determination and perseverance – this is evident in written work where errors are crossed through rather than erased Children are on time and equipped for their learning.
D.	Targeted children are in school on time and are physiologically and emotionally ready to learn.	Targeted children attend the morning Breakfast Club on a daily basis, ensuring they are in school in plenty of time for school and having eaten a nourishing breakfast.
E.	Targeted pupils have access to their own reading book. School uses its best endeavours to enable children to have access to high quality resources where these are not available at home.	A love of reading is fostered through the purchase of high quality reading books for the children. Children are able to complete homework and other tasks to a high standard.
F.	Parental engagement is evident and parents are nurtured and supported alongside the children	Increased attendance at parents' evening; celebration evening; curriculum meetings; drop-ins.
G.	Parents and carers work effectively in partnership with the school to support learning at home.	Parents and carers feel supported to help their child at home, and pupils achieve (or exceed) age-related-expectations in their focus area.

5. Planned expenditure						
Academic year	2018-19					
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?	Rag Rating/ Evaluation
For PP pupils to make (or exceed) expected progress.	<p>Each class teacher is clear on who their Pupil Premium children are and the nature of the gaps in their learning. Steps are taken to reduce gaps in learning with targeted children.</p> <p>HLTAs are addressing the needs of Pupil Premium children in intervention sessions</p>	<p>Sutton Trust found: “The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers.</p> <p>A clear and targeted focus on addressing gaps in learning allows children to rapidly catch up with their peers.</p>	The school monitoring cycle will continuously evaluate provision and SLT members will ensure learning gaps are being addressed by tracking pupil progress.	Head Teacher, SLT & Teachers	December 2018 March 2019 June 2019	<p>Teacher awareness of identified groups has resulted in school PP data for children without additional needs shows that there is no attainment gap between those children on and their non-pupil premium counterparts. Pupils with additional barriers made slower progress and a gap still remains.</p>
To identify CPD needs to ensure teaching is of an excellent standard.	New staff training on specific areas of the curriculum to ensure high quality delivery and consistency in areas such as Maths No Problem, Reading, and Talk 4	The DfE Guidance ‘Supporting the attainment of Disadvantaged Pupils (2015)’, identifies that a focus on ‘quality teaching first’ provides a consistently high standard, through setting expectations, monitoring	CPD for staff related to the focus of the School Improvement Plan, identified areas for individual staff development and self-evaluation.	Head Teacher, SLT, Phase and Subject Leaders	December 2018 March 2019 June 2019	<p>Staff training identified and delivered leading to high quality lessons which has had a</p>

	Writing.	performance, tailoring teaching and support to suit their pupils, and sharing best practice.				positive impact on pupil progress for PP children
Total budgeted cost (September 2018 to March 2019)						£ 50, 000

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?	Rag Rating/ Evaluation
For targeted pupils to have their basic needs met to ensure they are ready physically, mentally, and emotionally ready to learn.	Daily Breakfast Club Parental Support	The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing & maths results by the equivalent of two months progress per year. To build relationships with pupils and families, liaise with relevant services.	Attendance & general progress monitored. HSLW will build relationships with families and support them in accessing services where needed	AHT Inclusion HSLW SLT	March 2018 and July 2018 Oct/Dec 2018 Feb/Apr 2019 May/July 2019	 Significant improvement in attendance/punctuality for those who took up the free breakfast club places (average 89.3% attendance increased to average 98.6%). HSLW support in accessing services where needed has enabled early intervention for vulnerable families. Food banks etc
For identified gaps in learning to be addressed.	Varied interventions (according to need) to be provided including 1:1, small group and class support.	Gaps identified in formative assessment allow for targeted support for each pupil. Meta-Analysis of research by John Hattie breaks down quality teaching into: <ul style="list-style-type: none"> • Pupils having clear goals and objectives • Teachers providing pupils with modelling, scaffolding, steps to achieve them. 	The school monitoring cycle will continuously evaluate provision and phase leaders will monitor progress half-terminly	Year group teachers AHT Inclusion SLT	Half termly	 Evaluation of impact has identified that interventions have been timely and supported children to make progress, thus outcomes for

						children in receipt of the pupil premium with no additional needs are broadly in line with non-pupil premium in terms of attainment.
Total budgeted cost (September 2018 to March 2019)						£ 70,000

iii. Other approaches						
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?	Rag Rating/ Evaluation
For pupils to access a range of external opportunities including one free extra-curricular club per year, as well as subsidised school trips and visits	Pupils participate in a range of extra curricular activities Pupils receive a subsidised trip each year. Pupils are provided with opportunities to experience off site activities and events they would not normally have access to.	Pupils benefit from working with others and being introduced to a variety of experiences. Pupils take part in all school trips and do not miss significant trips due to cost. Pupils benefit from taking part in a variety of experiences they would not normally access.	Reviewing attendance of clubs and trips. Feedback from pupils and parents. Impact of activities on self- confidence and academic progress.	Head Teacher Teachers	July 2019	<div style="background-color: #008000; height: 15px; width: 100%;"></div> <p>100% of children in receipt of the Pupil Premium took up funded places for residential trips in Years 4 and 6.</p> <p>100% of children in receipt of the Pupil Premium benefited from subsidised trips in Years 1-6. In Year R, 98.6% of children benefited from subsidised trips.</p>
Total budgeted cost (September 2018 to March 2019)						£ 22,000