



Pupil Premium Strategy Statement – Chandlers Field Primary School 2019-20

1. Summary information					
School	Chandlers Field Primary School				
Academic Year	2019/20	Total PP budget	£159,720	Date of most recent PP Review	Sep 2019
Total number of pupils	373	Number of pupils eligible for PP	125 (33.5%)	Date for next internal review of this strategy	Jul 2020

2. Current attainment – based on pupils achieving age related expectations in KS2 in July 2019.		
	<i>Pupils eligible for PP – 33.5%</i>	<i>Pupils not eligible for PP – 66.5%</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 access to vocabulary, reading skills, literacy levels, 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 external experiences
F.	Low income families finding rising costs of uniform and providing the basics an increasing challenge.
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. A 'Morning Story' is open to all PP children to develop their literacy.	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 equal access to extra-curricular activities and outdoor learning.	All PP children take up funded places on both residential and external trips and visits.
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	2019-2020				
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?
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 2019 March 2020 July 2020
To ensure teaching for disadvantaged pupils is of an excellent standard through a targeted programme of CPD for all staff.	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 Writing.	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 performance, tailoring teaching and support to suit their pupils, and sharing best practice.	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 2019 March 2020 July 2020
Total budgeted cost					£ 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?
PP children will have their basic needs met, and the opportunity to be exposed to a higher level of literacy.	Children in receipt of the Pupil Premium will be offered a free breakfast and exposure to reading through an early morning story time before school ('Morning Story').	Research by the Literacy Trust has identified that by the age of 3 years, there is already a significant gap in vocabulary of almost one and a half years between the wealthiest and poorest children. A good breakfast enables the children to focus and engage in their learning throughout the morning.	Attendance at Morning Story monitored. Follow up in-class reading assessments to identify impact on literacy levels.	AHT Inclusion	December 2019 March 2020 July 2020
For targeted pupils to have their basic needs met. For targeted children to be on time and attending school regularly.	Sunshine 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. Research has demonstrated that persistent lateness/poor attendance has a significant and negative impact on academic levels. 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	December 2019 March 2020 July 2020
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-termy	Year group teachers AHT Inclusion SLT	Half termly
Children with multiple areas of need (e.g., Pupil Premium and SEN/EAL) will make increased levels of progress.	Progress will be monitored and gaps closely targeted through gap analysis of individual children. Interventions tailored to the individual needs of the child.	The DfE Guidance 'Supporting the attainment of Disadvantaged Pupils (2015)' identifies that treating children as individuals and providing targeted support for those pupils who are underperforming is more successful than applying generic intervention strategies.	Use of assessment data to identify pupils' needs; effective deployment of staff to ensure that high quality, targeted interventions are available to underperforming pupils.	AHT (Assessment), AHT (Inclusion)	December 2019 March 2020 July 2020
Total budgeted cost					£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?
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 2020
Pupils will have access to high quality school uniform	Parents of PP children will be invited to a 'uniform exchange' where they can select school uniform for their children.	Disadvantaged pupils have the same access to school uniform as other pupils.	Invite targeted families to the uniform exchange. Monitor impact of take up of school uniform.	HSLW Welfare and Attendance Officer	December 2019 March 2020 July 2020
Pupils will have access to specific equipment in order that they can take part in all areas of the curriculum	PP children will have access to outdoor clothing and footwear in order to participate in Forest School.	Access to Forest School promotes children's self-belief, resilience, social skills, development of language skills, motivation and concentration (O'Brien and Murray: 2006)	Purchase of outdoor clothing and footwear enabling all children to be equipped for participation in Forest School.	Welfare and Attendance Officer Forest School Leader	December 2019 March 2020 July 2020
Pupils who are struggling to come into school will have arrangements made for them to attend	Arrangements in place for children who are struggling to attend due to parental difficulties to be transported to and from school.	Disadvantaged pupils have the same access to their learning as other children.	Monitor attendance and punctuality of identified children and support families where attendance is a difficulty.	Attendance and Welfare Officer HSLW	July 2020
Total budgeted cost					£22,000