

Pupil Premium Strategy and Report 2016/17



Chesswood Middle School
Pupil Premium Report 2016 - 17

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Introduction

The Pupil Premium was introduced in April 2011 to tackle 'educational inequality' by raising achievement and improving outcomes for children from low-income families who are eligible for free school meals; also pupils in care and those from families with parents in the Armed Forces. The additional funding is made available to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds.

From September 2012, schools have been required to publish online information to parents about how they have used the Pupil Premium funding and what the impact has been on learning, attainment and pupil wellbeing and/or pastoral care.

1. Aims

At Chesswood Junior School, we believe that all children have an equal entitlement, and should have an equal chance to:

- be creative and have a chance to shine (Be a Bright Spark)
- develop a love for learning
- engage with the full range of educational and social experiences in school
- achieve – especially in reading, writing and maths
- feel safe, valued and grow in confidence

To ensure that our Pupil Premium funding is spent in the most effective way to meet these aims, we -

- Target the funding well from the outset, being responsive and flexible to the needs of groups and individuals – this is reviewed each year using evidence from the Education Endowment Foundation
- Use progress tracking procedures effectively to identify the strengths and weaknesses of individual pupils and groups, in particular those children underachieving and eligible for Pupil Premium, and target intervention and support to accelerate their progress.
- Use effective intervention classes and individual tuition to improve achievements in English and maths.

- Ensure that well-trained Teaching Assistants help to raise standards.
- Minimise the barriers to learning and achievement.
- Actively involve the governors in our decision making processes.
- Effectively monitor and evaluate the impact of spending.

2. Principles

The government provides additional funding to schools in the form of a pupil premium grant in order to address any disadvantage brought about by economic or social circumstance and provide equal opportunity for all. Pupil Premium money is specifically provided for pupils who have been eligible for free school meals at any point over the past 6 years (Ever 6), children who have been looked after continuously for at least 6 months (CLA) and children who have been adopted from care in England or Wales¹. Schools are free to determine how best to use this money to achieve the intended outcomes. We are clearly focussed on promoting strategies that narrow the attainment gap between children who have been and are disadvantaged and those who haven't. In addition, for children that have been in care at anytime – in the United Kingdom or beyond, provide effective support to address the likely negative impact of their early experiences, in close partnership with adoptive parents.

The school receives funding streams additional to the Pupil Premium that may be used in conjunction, as pupil need may determine that they are accounted for in more than one funding sub-group e.g. a pupil may qualify for pupil premium and be registered on the SEN code of practice. Senior leaders and governors manage school funding holistically to account for individual children identified through multiple funding streams ensuring as far as possible the support and provision for the individual is comprehensive and coherent. This report goes beyond simply reporting the Pupil Premium Grant seeking to ensure a coherent picture is detailed for the reader. The School is accountable for how the funding has been used and the success of the intended outcomes.

As a School we:

- Ensure that teaching and learning opportunities meet the needs of all of the pupils, with a clear focus on quality first teaching.

¹ Refer to DFE conditions of grant

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- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Recognise that not all pupils who receive free school meals will be disadvantaged, likewise we also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals.
- Ensure that Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Recognise that limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Seek to provide appropriate support for pupil premium eligible children regardless of current attainment i.e. we do not restrict support to the lower or lowest attaining pupil premium children. Instead we take the view that a high attaining Ever 6 child may have secured accelerated progress from key stage 1 starting points and even higher attainment had disadvantaged not been a factor. Therefore, using pupil premium funding we seek to sustain and extend their position as a high performer within school, local authority and the country in the belief they may one day have increased opportunities within university or career choice.
- Are mindful that the development of the whole child is critical to their achievement - providing opportunity for experiences that would not readily be accessible and extend beyond the school based curriculum is actively promoted and supported by the school.
- Prioritise the needs of children who have been in care or are in care above all others, individual plans are developed with parents to ensure bespoke support is tailored to the needs of individual children.

3. Finance

3.1. National Funding Overview

Year	Qualifying indicator	Planned funding† (per pupil)
Deprived children		
2011–12	Currently in receipt of free school meals	£430
2012–13	Extended to children who had been in receipt of free schools meals at any point in the past six years	£600
2013–14	As in 2012–13	£900*
2014–15	As in 2012–13	
	Primary	£1,300
	Secondary	£935
2015-16	Primary	£1,320
	Secondary	£935
2016-17	Primary	£1,320
	Secondary	£935
Looked After Children		
2011–12	Currently looked after by a local authority and has been for more than six months	£430
2012–13	As in 2011–12	£600
2013–14	As in 2011–12	£900
2014–15	Looked after for one day or more, and including children who have been adopted from care or leave care under a special guardianship or residence order – now referred to as “Pupil Premium Plus”. This is up to £1900 based on the school intervention plan.	£1,900
2015-16	As in 2014-15	£1,900
2016-17	As in 2015-16	£1,900

3.2. Pupil Numbers and funding

Year	2013-14	2014-15	2015-16	2016-17
Pupil Premium Funding	£116,100	164700	£158624	£151740
Pupil Premium Numbers	107 (Autumn 14)	116 (Autumn 14)	117 (Summer 16)	119 (Aut 16) 125 (sum 17)
FSM			66 (0 FSM & PP+)	66 (aut 16) 67 (sum 17)
Ever 6			51	46 (aut 16) 58 (sum 17)
Pupil Premium Plus			3 children in care 7 children adopted	2 children in care 10 children adopted

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3.3. School Income

	September 16 - March 17	April 2017 - August 2017		
	7 twelfths	5 twelfths	Total	Funding Source
Pupil Premium Grant	£78,540	£36,850	£115,390	Pupil Premium
Pupil Premium + Grant	£9,975	£6,333	£16,308	Pupil Premium
Free School Meals - Food	£22,347	£13,563	£35,910	Deprivation (Ring Fenced)
Additional Educational Needs - 7%	£57,525	£44,261	£101,786	SEN & Deprivation
Additional Educational Needs - 5%	£4,375	£3,125	£7,500	SEN & Deprivation
Deprivation	£28,690	£20,267	£48,957	Deprivation
SEN	£54,475	£38,867	£93,342	SEN
SEN - Individual Assigned Resources	£16,968	£10,340	£27,308	SEN
			£131,698	
			£35,910	
			£48,957	
			£120,650	
			£109,286	
			£446,501	

* Reduction from estimated budget of £21,318

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3.4. School Expenditure

	Financial Year 16-17	Financial Year 17-18			
	September 2016 - March 2017	April 2017 - August 2017			
Expenditure Area	7 twelfths	5 twelfths	Total	Funding Source	Expenditure Area
Head teacher 1 day p/w	£10,774	£7,727	£18,501	SEN, PPG and Dep	Leadership
Deputy Head academic – Leadership 1 day p/w	£7,994		£7,994	PPG and Dep	Leadership
Year Leadership	£6,313	£4,642	£10,955	PPG and Dep	Leadership
SENCO	£24,156	£17,915	£42,071	SEN Only	Leadership
Teaching Assistants	£127,787	£94,387	£222,174	SEN, PPG and Dep	Academic Provision
Pupil Premium Tutorial	£25,085	£30,840	£55,925	PPG Only	Academic Provision
TA Intervention 1st Class Number	£948	£677	£1,625	SEN, PPG and Dep	Academic Provision
Academic HLTA	£11,382	£8,915	£20,297	SEN, PPG and Dep	Academic Provision
Deputy Head – IXL club	£1,025	£1,464	£2,489	PPG Only	Academic Provision
Librarian	£1,247	£891	£2,138	PPG Only	Academic Provision
Year 6 intervention class	£10,867	£12,855	£23,722	SEN, PPG and Dep	Academic Provision
Year 5 intervention class		£9,955	£9,955	SEN, PPG and Dep	Academic Provision
Pastoral HLTA	£15,848	£12,275	£28,123	PPG and Dep	Pastoral Provision
Learning Mentor	£11,011	£8,520	£19,531	SEN, PPG and Dep	Pastoral Provision
Therapeutic Services	£3,690	£3,720	£7,410	PPG Only	Pastoral Provision
Breakfast Club	£1,222	£873	£2,095	PPG Only	Pastoral Provision
Individual Music Tuition	£560	£400	£960	PPG Only	Specialist Provision
PE & Sport Extra Curricular Access	£462	£330	£792	PPG Only	Specialist Provision
Computing extra-curricular opportunities	£1,266	£905	£2,171	PPG and Dep	Specialist Provision
Extend & Enrich	£10,000	£10,000	£20,000	PPG Only	Community Inclusion

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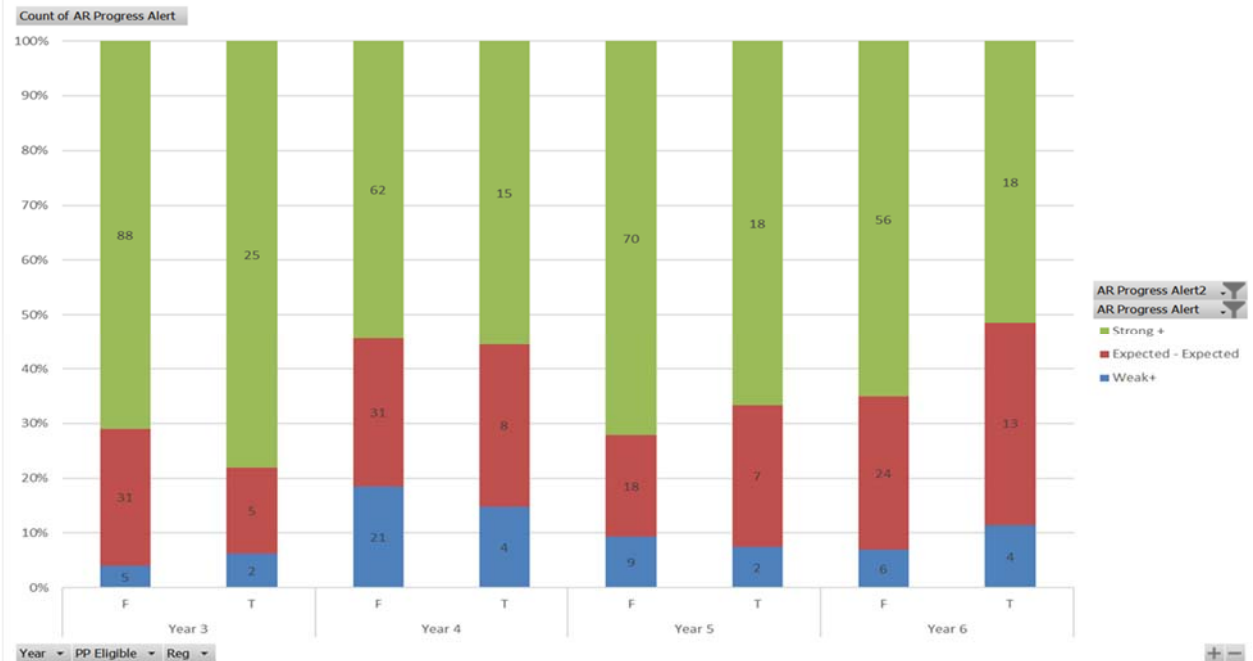
School Uniform Subsidy	£500	£0	£500	PPG Only	Community Inclusion
Free School Meal provision	£20,226	£13,562	£33,788	Deprivation Only	Community Inclusion
Area Expenditure	Expenditure	Funding Stream	Expenditure	Original Funding	
Leadership	£84,407	SEN Only	£42,071		
Academic Provision	£310,655	SEN, PPG and Dep	£315,805		
Pastoral Provision	£55,549	PPG and Dep	£49,243		
Specialist Provision	£3,923	PPG Only	£92,309		
Community Inclusion	£59,092	Deprivation Only	£33,788		
Grand Total	£513,625	Grand Total	£533,216	£446,501	
Total Check	£0	Income/Expenditure Difference		-£86,715	

£86,715 extra is expended on disadvantaged and Special Educational Needs children at Chesswood compared to the revenue specifically available.

4. Outcomes

Reading

Year	Non KS1 Target/ PP KS1/2017 71% (2016 Nat 66%)	AR Test/ diff to PP target /to nat	TA	KS1 Gap/Non Gap/ Strong+ Progress N/PP
3 34 3% (31 3.2)	85%/77%	65% (61%) (59%) ↑ -4/13% (-5/15%) 2017 -2/6% (2016 -1/5%)	53% ± 1/-2% (55%) ↓-1/4% (59%)	-3/8% (-1/-4%) -5/16% (-4/-14%) 71%/78%
4 27 3.7%	73%/65%	67% (56%) (44%) ↑↑ 0/1% (-3/10%) 2017 -1/4% (2016 -3/-10%)	70 % ↓ 2/-7% (78%) = 0/0% (78%)	-2/8% (-3/-12%) -4/15% (-5/-20%) 54%/56%
5 28 3.6%	83%/66%	(57%) (54%) (52%) ↑ -2/-9% (-3/11%) 2017 -4/14% (2016 -3/-12%)	61% ± -1/-3% (64%) ± 1/1% (63%)	-3/9% (-3/-10%) -7/27% (-8/-28%) 72%/67%
6 36 2.7% (35 2.9)	79%/69%	(56%) (51%) (46%) ↑ -5/14% (-6/17%) 2017 -6/15% (2016 -5/-15%)	56% ± 1/1% (57%) ± 1/3% (54%)	-3/10% (-2/-4%) -7/19% (-5/-16%) 65%/51%

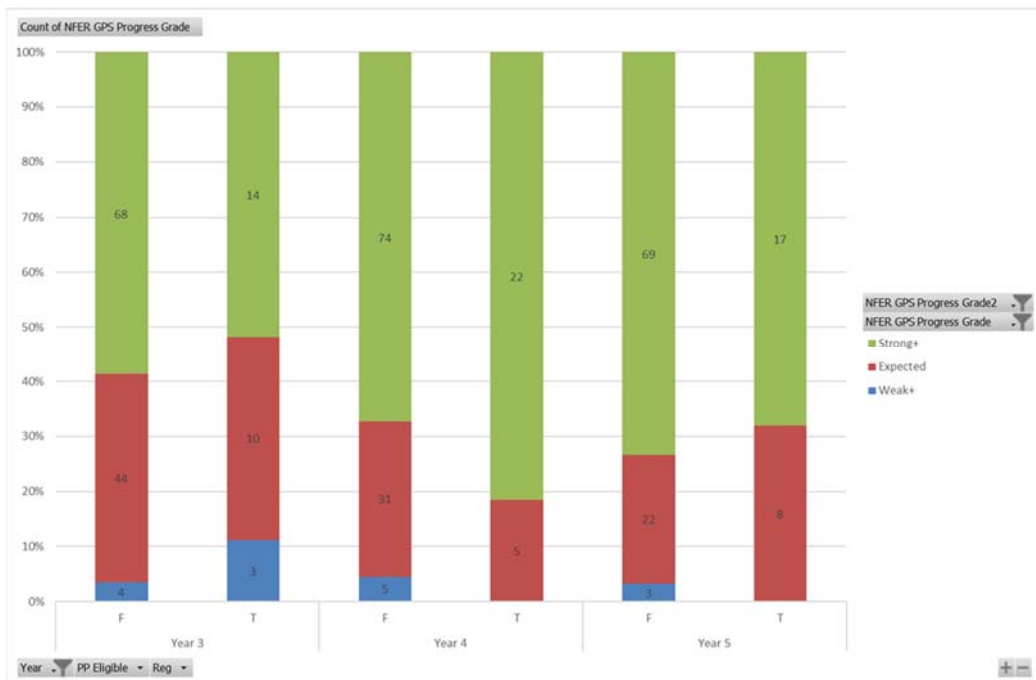


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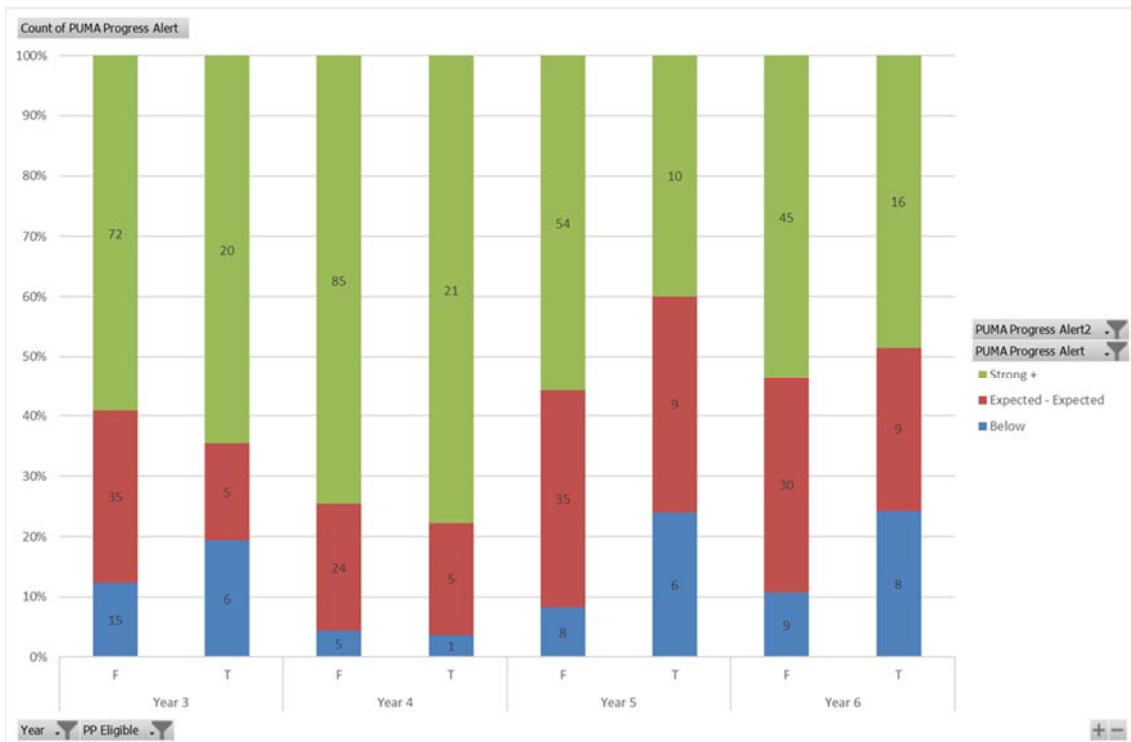
Writing

Year	KS1 Target/ 2017 77% 2016 74%	Spelling Test (newest top)	Grammar Test (newest top)	GPS Combined Actual/ Diff to KS1 target/	TA	KS1 Gap/ progress nonvPP
3 34 3% (31 3.2)	66% (65%)	53% ↑ (46%) ↑ (39%)	68% ↑ 67% ↑ ↑ (52%)	56% (55%) -4/-11% (-3 /-10%) 2017 -7/-21% (2016-6/-19%)	38% -10/28% ↓ 42% = 45%	-1/-4% = (-3%/-1) 59%/52%
4 27 3.7%	58%	52% ↑ 44% ↑ 37%	78% ↑ ↑ 59% ↑ ↑ 22%	56% (52%) -1/2% (-2 / 6%) -6/-21% (-22%/-6)	44% -4/-13% ↓ 48% ↓ 59%	-3/10% = (-3/-13%) 67%/81%
5 28 3.6%	55%	61% ↑ ↑ 50% ↑ ↑ (36%)	57% ↑ 54% ↑ ↑ (33%)	64% (50%) 2/18% (-1/-5%) -4/13% (-7/-24%)	43% -4/14% ↓ 46% ↑ ↑ 37%	-1/4% = (-1/-3%) 73%/68%
6 36 2.7% (35 2.9)	59%	-	-	SATS egps 49%	50% -4/10% ↑ 43%/15 ↑ (37%/13)	N/A



Maths

Year	Non KS1 Target/ PP KS1/ Nat 2017 75% 2016 70%	PUMA Test diff to PP target/to nat	TA	KS1 Gap/Non Gap/ Strong+ Progress N/PP
3 34 3% (31 3.2)	85%/62% Changed!	68% ↑↑(42%) ↓(45%) 2/6% (-6/18%) 2017 -3/-7% (2016 - 9/28%)	53% ↑ 2/5% (48%) ↑ 4/10% (38%)	2/6% (-2/6%) -6/17% 59%/65%
4 27 3.7%	77%/76%	81% ↑↑ 37%↑ (26%) 1/5% (-11/-39%) 2/6% (-9/33%)	63% 3/11%↑↑ (52%) ↑↑ 3/11% (41%)	-2/7%(-7/27%) -2/7% 75%/78%
5 28 3.6%	84%/69% Changed!	39%=(39%) (22%) -8/30% (-8/28%) 2017 -10/36% (2016 - 9/31%)	36% ↓-2/7% (43%) ± 0/- 2% (44%)	-6/-21% (-3/-11%) -10/36% 56%/40%
6 36 2.7% (35 2.9)	80%/70% Changed!	42%↑ (34%) =(34%) -10-28% (-12/-35%) 2017 -12/33% (2016 - 13/-36%)	39%↓-1/-4% (43%) ↑ 2/6% (37%)	-6/-18% (-6/16%) -10/-28% 54%/48%





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4.1. *Intervention and provision expenditure 2016 – 17*

4.1.1. *Pupil Premium Provision*

The following outlines all strategies and their desired impact. This information is shared with all parents of pupil premium children at the beginning of the academic year.

Strategy	Detail	Desired Impact
Fund school trips and residential	School funds all trips and residential fully for pupil premium children without request. Parents must fill in the permission slip for the trip. However, no payment is required	Children fully engaged with school and all aspects of school life.
Subsidise school uniform.	The school will refund £10 on receipt of a receipt showing purchase of the full uniform. £15 refunded if 2 sets of uniform are bought.	All children adhere fully to the school uniform policy and feel a full part of the Chesswood community.
Tutorial booster programme	PP funding pays for specialist teachers in music and P.E. During this time, class teachers lead tutorial groups for PP children in class (booster groups in reading, writing or maths). These focus primarily on children who are not yet meeting age-related expectations, however, across the year, all PP children will have access to some tutorials. Children will bring their targets home when they are accessing tutorials.	Accelerated progress to support children meeting their targets and expectations in reading, writing and maths.
Early bird groups.	Early bird groups – engaging sessions in reading, writing and maths will be provided in response to need throughout the year. From 8.15am	Accelerated progress to support children meeting their targets and expectations in reading, writing and maths
Improving attendance and punctuality.	Learning mentor supports children and families to ensure high levels of attendance.	Attendance of pupil premium children is in excess of 95%



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Strategy	Detail	Desired Impact
Breakfast club	Free breakfast club places are available for pupil premium children by invite. This must relate to a specific target – e.g. improving attendance; attendance at ‘early birds’ learning groups.	Attendance, engagement and achievement are raised.
Pastoral support and learning mentor.	We have an excellent pastoral team who support children and families on a needs basis.	Children and families feel supported at Chesswood.
Club attendance	A wide range of quality clubs are provided by specialist teachers in music and P.E. Pupil Premium children are given priority access to sports and music clubs.	Children fully engaged with school and all aspects of school life. Identified gifts and talents given opportunities to shine – increasing confidence and widening life opportunities.
Promoting gifts and talents	Specialist teachers (P.E. and music) seek out talented pupils (with a key focus on pupil premium) – supporting them in developing their talents through clubs, tuition and performances. (Although some music and PE will be missed during the course of the year, specialist teachers have a key focus on promoting their subjects for pupil premium children, resulting in a wide range of opportunities.)	Children fully engaged with school and all aspects of school life. Identified gifts and talents given opportunities to shine – increasing confidence and widening life opportunities.
Rock-steady music	Due to children missing some blocks of music, due to tutorial sessions, we fund ‘Rock-Steady Music’ – high quality music provision giving children an opportunity to be part of a rock band, culminating in a performance at the school’s ‘Stars of the Future’ concert.	Children fully engaged with school life. PP children have a highly enriched music experience.

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Strategy	Detail	Desired Impact
P.E enrichment days	Due to children missing some blocks of PE (they will always receive at least one session of PE each week), Mr Quick will be arranging sport enrichment days – e.g. Bouldering for those who have engaged with tutorials.	Children fully engaged with school life. PP children have a highly enriched sports experience.
Access to technology.	Children have priority access to iPads during lessons to support learning. 4 x pupil premium iPads in each classroom – for priority use of PP children.	Increased engagement / access to high quality apps to support learning, leading to accelerated progress.

4.1.2. Leadership

Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure <i>Evidence, measurement and benchmark information</i>	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
Headteacher – academic leadership 1 day per week	£10,774	£7,696	£18,470	PPG and Deprivation Only	Head teacher leadership, systems, processes, policies, consistent provision and pupil achievement. <i>Achievement outcomes – teacher assessment, summative tests – accelerated reader, progress test English and maths.</i>	Significant developments in academic and pastoral support programmes for children.



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Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure Evidence, measurement and benchmark information	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
Deputy Head academic - Leadership	£7,994	£5,710	£13,705	PPG & Dep	<p>The deputy head teacher undertakes termly pupil progress meetings, following the achievement reports. Each class has a meeting during PPA to focus on pupil premium children or disadvantaged (attendance, safeguarding) but not SEN. – especially those where progress is not good or they are not meeting age related expectations.</p> <p>Achievement outcomes – teacher assessment, summative tests – accelerated reader, progress test English and maths.</p>	<p>Pupil Progress meetings enable high quality discussion around individual pupil progress alongside highlighting class / year team issues. The SENCO has also been part of meetings to support. Sessions have supported individual interventions and strategies to support progress. A focus on identifying children who are realistic, future conversion in R,W,M has enabled focused support.</p> <p>Autumn term PP meetings formed part of INSET handover to enable smooth transition of information / strategies / intervention. A focused discussion on data outcomes and class performance shows teachers know their children well and use data effectively – in class and across classes to provide support.</p>



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Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure <i>Evidence, measurement and benchmark information</i>	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.												
Year Leadership	£6,313	£4,509	£10,822	PPG & Dep	<p>Year leaders are provided with an additional leadership payment and one day per week to undertake their duties, principally, securing improved achievement for all children particularly pupil premium children (25% of middle leadership day). They undertake quality assurance work that sustains a core focus on impact for pupil premium children. Providing guidance and feedback on how to improve alongside sharing good practice are key element of this role. This year there are four active year leaders provided with one day per week to undertake duties - a proportion of this time is funded by pupil premium funding.</p> <p><i>Achievement outcomes – teacher assessment, summative tests – accelerated reader, progress test English and maths.</i></p>	<p>The impact of year leader quality assurance has been good. Focus of book scrutiny and drop-in observations has been heavily weighted towards PP. Clear systems and processes ensure feedback to teachers is timely and provides clear next steps. Where practice falls below expectations, a 'Securing Good Outcomes' programme has been used to give further support to individuals. There have been clear improvements in quality of teaching "Teaching is improving. I saw clear evidence that teachers are more adept at using their assessments of pupils' capabilities to meet pupils' needs and plan the right next steps." HMI Jan 17.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Aut 16</th> <th style="text-align: center;">Su 17</th> </tr> </thead> <tbody> <tr> <td>Exc</td> <td style="text-align: center;">8%</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>In line</td> <td style="text-align: center;">72%</td> <td style="text-align: center;">64%</td> </tr> <tr> <td>Below</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">12%</td> </tr> </tbody> </table>		Aut 16	Su 17	Exc	8%	25%	In line	72%	64%	Below	20%	12%
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Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure Evidence, measurement and benchmark information	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
SENCO	£24,156	£17,254	£41,410	SEN, PPG & Dep	<p>The SENCO prioritises support for pupils who receive PP whenever appropriate to do so. In the termly SEN Review Meetings, discussion broadens to discuss not only academic needs but also broader life experiences. When possible the SENCO will make direct contact with club leaders in order to help prioritise SEN pupils who are also PP. Within the SENCO's Performance Management a clear priority has been set for SEN pupils who receive PP, especially those who are also summer born boys as they were identified as being high risk of academic failure. Achievement outcomes – teacher assessment, summative tests – accelerated reader, progress test English and maths. Additional SEN assessments – first class at number, rapid phonics programmes</p>	<p>32% of pupils with SEN are also Pupil premium. Those who are both SEN and pupil premium have continued to be prioritised for intervention where there has been need to select numbers across of range of pupils with similar need. Phone calls are made to follow up letters to encourage attendance at SEN review meetings. On average Of the 'At Risk' pupils identified in the SENCO's PM, they made strong progress in 56% of the test outcome areas. This increased for Pupil Premium boys to 64%. We have a supervised homework club which prioritises PP and SEN children. 61% are pupil premium. SEN and PP children are prioritised and celebrated in clubs and performances.</p>



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4.1.3. Academic Provision

Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure Evidence, measurement and benchmark information	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
Teaching Assistants	£127,787	£91,276	£219,063	SEN, PPG & Dep	<p>Teaching assistants are used to support learning and teaching in all classrooms throughout the school principally supporting children with special educational needs.</p> <p>The funding for TAs comes from multiple streams and is needs led in each classroom. In terms of pupil premium children, almost 54% of the SEN register (41 of 76 children) are children registered as pupil premium – without additional PP funding directed at TAs quality first teaching would be undermined and frustrated.</p> <p>Teaching assistants are always targeted for individual and group support for children. TAs provide substantial additional supervision during unstructured times of the day; at playtime.</p> <p>Achievement of individual children – teacher assessment and summative testing. Outcomes of SENCO quality assurance</p>	<p>TA drop in observation show that the vast majority of observations are at least in line with expectations. Those that have not been have had a follow up visit that has showed that issues have been resolved.</p> <p>LLT KLE observations note and address issues related to school development and these are addressed e.g. TA toolkits.</p> <p>Of the recent TA Appraisal outcomes 79% at least met pupil outcome targets in full. Of those 43% exceeded targets. Of those that didn't (21%) all met sufficiently in that they could account for the support offered and issues relating to individual progress.</p>



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Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure <i>Evidence, measurement and benchmark information</i>	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
Pupil Premium Tutorial	£25,085	£17,918	£43,002	PPG Only	<p>Class teachers select small groups of pupil premium children from their class (where the number of PP children is very small in the class – 1-6; a teacher may include other children within the support). Each intervention programme will last for half a term – usually 5-6 sessions of 40 minutes.</p> <p>The group size is typically 4-6 children. The class teacher will record children’s progress against specific individual objectives over the course of the intervention leading to an impact judgement of the intervention for each child. The impact judgement is reported to parents each half term within the teacher assessment report. The definition of impact was changed in summer 16 to better reflect impact of the sessions.</p> <p><i>Progress against objectives set within tutorial programme, pupil view, Achievement of individual children – teacher assessment and summative testing.</i></p>	<p>Summer 17 Reading TA Impact 61% Significant + progress 26 children supported</p> <p>Writing TA Impact 91% Significant + progress 34 children supported</p> <p>Maths TA Impact 80% Significant + progress 91 children supported</p> <p>Refer to securing consistent teacher judgement for definition of Significant +</p> <p>Evidence from tutorials books support a good impact judgement in this area</p>



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Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure Evidence, measurement and benchmark information	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
Y6 high need high support class	£10,867	£13,584	£24,451	SEN, PPG and Dep	<p>16 children from Y6 have been selected based on need to join a class with very high levels of support – one teacher and two teaching assistants. This has reduced the number of children within the remaining four Y6 classes.</p> <p>Achievement of individual children – teacher assessment and summative testing.</p>	<p>There were some individual significant successes e.g one SEN/PP+ child who struggled to move out of the 70s for reading SS before joining the class, attained 91 in final AR reading assessment and scored 93 in SATs.</p> <p>63% (5/8) of those in the class who were SEN and PP who sat the reading SATs, made strong progress between the mock and May SATs.</p> <p>Only 1 of these showed similar progress in GPS (though all others did show expected progress) and 2 in Maths made strong progress (all others making expected progress).</p> <p>The proportion of children making expected progress within interventions as judged by the adults leading them increased significantly in all areas for the Summer Term which could be viewed as showing improved accuracy of targeted support for the children in the high support class.</p> <p>See case studies and parental feedback – SEN review meeting</p>
Y5 high need high support class		£9,955	£9,955	SEN, PPG and Dep	<p>14 children were selected for a high need high support class – in the summer of 2017. The children remain within the class in Y6</p>	<p>There is evidence of accelerated progress both academically – test outcomes and books. Pastoral outcomes are notably improved.</p>
Deputy	£1025	£1464	£2489	PPG	Deputy Head Teacher	For those PP children



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Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure <i>Evidence, measurement and benchmark information</i>	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
Head – IXL club				Only	<p>runs IXL club for 30 mins every morning before school (2.5 hours per week throughout the year). This is open to all PP children and is offered with free breakfast club place for those who wish. IXL is an online learning tool focusing on objectives within the maths and English National Curriculum.</p> <p><i>Club attendance, pupil engagement / pupil view, mastered objectives</i></p>	<p>attending IXL club – in year progress was</p> <p>Reading – 56% strong progress 40% expected progress 4% below expected</p> <p>GPS – 58% strong progress 42% expected progress</p> <p>Maths – 67% strong progress 19% expected progress 4% below expected</p>
TA Intervention 1st Class Number	£9489	£677	Calculated in TA cost	PPG and Dep	<p>An evidence based intervention supported by Edge Hill College. Designed to be undertaken with small groups – 4 children over a 10 week period. 16 children are supported within this intervention (9 of which were Ever 6). Pre and post-test undertaken using Sandwell assessment. Two further TAs have been trained by Edgehill University and their 1stclass@Number intervention is overseen by the HLTA who also adapts the programme to support high level needs pupils who are below the level of the programme.</p> <p><i>Sandwell test outcomes, pupil view.</i></p>	<p>Pupil Premium children were prioritised for this support if their needs identified them as it being an appropriate intervention for them. 47% of the pupils receiving 1stclass@number2 were pupil premium, half of these also have SEN, half received this as a booster intervention.</p> <p>Of the booster PP group, 100% made strong or better progress. In the SEN and PP group, 25% made strong progress which highlights the complexity of some of the SEN/PP children's needs.</p>



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Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure Evidence, measurement and benchmark information	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
Academic HLTA	£11,382	£8,130	£19,512	SEN, PPG & Dep	<p>The HLTA Academic Support runs a high level needs group in Yr6.</p> <p>Achievement outcomes – teacher assessment, summative tests – accelerated reader, progress test English and maths. Additional SEN assessments – first class at number, rapid phonics programmes.</p> <p>Consistency and provision by teaching assistants</p>	There was a significant proportion of the academic year missed due to long term absence



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Rapid Phonics Intervention			30 children approx. 1:4 TA led 2 x weekly on average. Included within TA funding	<p>An evidence based phonic intervention programme delivered through a multi-sensory, highly structured group session, generally led by TAs.</p> <p>Progress is measured through an entry and exit Rapid Phonics Placement which identify specific achievements and future targets.</p> <p>This intervention targets pupils who are struggling to access the year group's spelling curriculum.</p>	<p>Rapid Phonics plays a part of the support package for children with spelling difficulties.</p> <p>Where Rapid Phonics was delivered most widely, in Yr 3, 73% of SEN pupils (56% of those who were both SEN and PP) secured strong progress.</p> <p>Within Yr4, though progress on the NFER spelling assessment was inadequate for pupils with SEN who receive PP, staff delivering the Rapid Phonics programme judged that 78% of the pupils were making expected + progress within the sessions.</p> <p>Ways to evidence progress in spelling (e.g. SPAR spelling) are being explored which will help progress to be measured for those who are not yet able to access the year's NFER spelling assessment effectively.</p> <p>New spelling interventions are being explored to support the older children further as for many of them phonics is not the support they require. Spelling support within class learning however has been seen to be making good improvements through training and KLE focus.</p> <p>Overall however, progress in spelling in 2016-17 for pupils with SEN who receive PP requires improvement in Years 3 and 5 and inadequate in Yr4.</p>
Librarian support	£1,247	£891	£2,138	Using Accelerated Reader data, the school librarian to focus on	The librarian had weekly time to conference with PP



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Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure <i>Evidence, measurement and benchmark information</i>	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
for PP children					<p>reluctant readers to engage and encourage a love of reading through – supporting book choice, hearing read etc as part of daily practice.</p> <p><i>AR Word Count, AR target acquisition, Star Reader</i></p>	<p>children whose word count was not at the expected level. She got to know the children well, identifying their interests and supporting selection of books. By Summer 2017 –</p> <p>Word Count – the overwhelming majority made a significant increase in their reading turnover – 65% reading at least in line with expectations and 41% significantly exceeding word count – demonstrating children becoming readers for pleasure. Progress for these children was – 66% exceptional 10% strong 10% expected 10% below expected 4% well below</p>



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4.1.4.Pastoral

Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure Evidence, measurement and benchmark information	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
Pastoral HLTA	£15,848	£11,320	£27,168	PPG and Deprivation Only	<p>The pastoral HLTA post is part of the inclusion team</p> <p>This post was created as part of the 'Vulnerable Child Intervention Team' (now referred to as 'The Inclusion Team'). The focus includes leadership for:</p> <ul style="list-style-type: none"> - Child protection - Behaviour Administration & Support - Emotional and social welfare - Family Liaison - Line management of learning mentor <p>Impact against individual objectives</p>	The impact on the most disadvantaged children and families is outstanding. As recognition the school was asked to be a 'think family champion'



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Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure Evidence, measurement and benchmark information	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
Learning Mentor	£11,011	£7865	£18,876	SEN, PPG and Dep	<p>We have one learning mentor working 37 hours per week during term time.</p> <p>This post was created as part of the inclusion team. The focus includes:</p> <ul style="list-style-type: none"> • Behaviour Support and Response • Attendance Intervention Work • Personal Organisation Support • Emotional & Social Welfare and intervention • Academic Group and Individual Intervention • Transition Support • Outside Agency Liaison & Signposting • Parental liaison and support • Reporting and Record Keeping <p>Impact against individual objectives, attendance rates</p>	See case studies available
Alternative Provision	-	-	-	SEN, PPG and Dep	<p>In rare circumstances children are provided with alternative learning provision, away from the school site. This may be as a result of severe and complex SEN; behaviour and/or medical needs.</p> <p>At the present time there is no requirement for expenditure in this area</p>	



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Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure Evidence, measurement and benchmark information	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
Therapeutic Services	£3690	£3720	£7410	PPG	Specialist Counselling and play therapy services commissioned through Your Space. capacity for 10 children 1 hour per week for 12 weeks. Additional inclusion team supervision 1 hour per month. Prioritised for pupil premium and pupil premium + children.	The importance of the counselling service to the most vulnerable children cannot be underestimated.
Breakfast Club	£1,222	£873	£2,095	PPG	June 16 an additional breakfast club supervisor has been appointed. Approximately 15-20 children will be invited to attend the breakfast club who are pupil premium eligible. Invitation to the club will target attendance, punctuality, support with social integration and enjoyment of school. Pupil view, Attendance rates	19 children attended – these were targeted for either attendance or academic support (link to IXL club) See above Significant impact on attendance – see case studies

4.1.5. Specialist Teaching

Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure Evidence, measurement and benchmark information	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
Specialist Music Provision	-	-	No additional cost – see tutorials	PPG Only	<p>Specialist Music Provision. Specialist music teacher releases class teachers for one hour per week throughout the academic year. Typically the overwhelming majority of children within the groups are Pupil Premium. Guidance has been developed to judge impact of tutorials each half term. Music room is open at lunchtimes for all children and typically, children who have missed music through tutorial are coming to and using the equipment in the room in their own time.</p> <p>Achievement – attainment and progress in music. Quality of music teaching within school compared to typical expectations. The proportion of leadership provision undertaken by PP children. Pupil View</p>	
Individual Music Tuition	£560	£400	£960	PPG Only	<p>There are currently 6 children receiving funded music tuition that otherwise would not be affordable for the family (3 further pending)</p> <p>Individual skill development, music assessment</p>	
Extra Curricular Music Provision	-	-	No cost – see tutorials		<p>Encouraging children to participate in clubs – seeking out opportunities to perform. Worthing Big Sing (G and T), St Andrew's rapper (selected pupils from challenging backgrounds), Musical Theatre has a real sense of inclusion. 3 different choirs for children to join and the room is open at lunch times. Children are spotted for talent.</p> <p>The breadth and frequency</p>	



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Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure Evidence, measurement and benchmark information	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
					of music activities, the proportion of PP children attending music, the proportion of 'Red' and 'Amber' PP attending clubs. The proportion included in performances within and beyond the school.	
Specialist PE and Sport Provision	-	-	No cost – see tutorials		As with music release, the specialist PE teacher releases teachers for one hour per week to undertake tutorials. The focus of tutorials each half term is maths AND reading or writing. Achievement – attainment and progress in PE. Quality of PE teaching within school compared to typical expectations. The proportion included in school teams. The proportion of leadership provision undertaken by PP children.	See Tutorials



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Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure Evidence, measurement and benchmark information	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
PE & Sport Extra Curricular Access	£462	£330	£792	PPG Only	<p>Specialist PE lead has key role in encouraging club attendance for PP children.</p> <p>The school has been funding clubs for pupil premium children, where talent is shown, for external club providers. We are currently negotiating a number of free places with providers to support PP children.</p> <p>PP pupils have been surveyed and sporting areas identified where they would like to try different sports which will be planned into the 2016-17 extra-curricular calendar.</p> <p><i>The breadth and frequency of PE and Sport activities, the proportion of PP children attending PE and sport, the proportion of 'Red' and 'Amber' PP attending clubs.</i></p>	<p>2016-17</p> <p>Of the 122 PP children 30% regularly engage in active extra-curricular clubs – because of this a few of the children asked for advice about of local sports clubs to join.</p> <p>34% of all PP children represented the school in a sporting competition or festival.</p> <p>1 PP (out of a team of 3) pupil was chosen to take part in G&T competition – he was identified because of specialist teaching and club attendance.</p> <p>Pupils have been identified to take part in competitions from specialist teaching.</p> <p>80% of adopted pupils have represented the school during this year – all have during their time at Chesswood.</p> <p>A number of clubs including basketball, Chelsea Foundation and Cheerleading provide free spaces for PP children – identifying PP children with talent.</p>
Computing extra-curricular opportunities	£1,266	£905	£2,171		<p>The target is to ensure at least 50% of pupil premium children take part in extra curricular computing activities – undertaking constructive activities under supervision.</p> <p><i>The breadth and frequency of computing activities, the proportion of PP children attending computing opportunities, the proportion of 'Red' and 'Amber' PP attending clubs.</i></p>	



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Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure Evidence, measurement and benchmark information	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
Specialist teachers promoting gifts and talents	-	-	-		Recognising that a significant number of pupil premium children need additional help and support to 'Get Involved' and therefore to excel both specialist teachers seek to identify and include pupil premium children with unnurtured talent and include within key roles in productions and concerts (e.g. Stars of the future, Rock Steady, main characters in the annual production) and within sports teams.	
Specialist enrichment days	-	-	-		Termly enrichment days will be used to reward children engaged in the tutorial process. Enriched activities in music, PE and computing will be provided – Beginning Spring 2017 The quality of enriched provision for PP children	Spring 2017 Worthing Symphony Orchestra concert – 100 PP children selected and taken to the concert. The impact in terms of new experience, motivation towards music, broadening perspectives was significant.

4.1.6. Community Inclusion

Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure Evidence, measurement and benchmark information	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
Extend & Enrich	£10,000	£10,000	£20,000	PPG Only	Full and free access for all registered pupil premium children to participate without any voluntary contribution to any visit – on site, off site or residential. This has ensured that all pupil premium children can attend all residential visits during their time at Chesswood. Pupil and parent view	
School Uniform Subsidy	£500	£0	£500	PPG Only	All pupil premium eligible parents are able to claim £10 subsidy after purchasing a full school uniform. Pupil and parent view	

4.2. Pupil Premium Plus Provision

The information below outlines provision at Chesswood for children eligible for Pupil Premium Plus funding – children in care and adopted from care

	PAC-UK Suggestions	What we already do	Future action
Provide nurture and relationships through:	A nurture breakfast club which allows children to settle into the school day	A member of staff is on duty to specifically support PP children during breakfast club. Free breakfast club places are available for PP children.	IXL club with free breakfast places.
	Providing meet and greets for children at the start of the day	Learning mentor undertakes this role on a needs basis.	Continue
	A nurture room and group. More information about the Nurture Group Network can be found here.	Currently the Bluebell Room is used as a basic, safe, inclusive space in school. Base of the pastoral team.	Research nurture rooms and the potential development at Chesswood – e.g. convert PE changing rooms.
	Training and supporting staff to provide key attachment relationships with regular 1:1 'attachment time' built into children's timetables	We believe training in attachment theory is critical in school. Attempts to undertake training have not yet been successful. We	Seek whole staff training in attachment theory. In the meantime, circulate 'Adoption UK – Factsheet A9 – What every teacher needs



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		believe this would support a significant number of pupils – not just PP/+.	to know’ and ‘Attachment behaviour overview’ to all staff and ensure understanding. Staff meeting planned for Autumn 2
Scaffold children's social skills and peer relationships for example through:	Social skills groups or Circle of Friends interventions	Learning mentor leads social skills groups and friendship interventions – including lunchtime.	Develop capacity within the SEN / pastoral team to release the learning mentor to increase intervention – Autumn 2.
	Lunchtime clubs with opportunities to practice social skills	Learning mentor leads social skills groups and friendship interventions – including lunchtime.	Continue
	Training midday supervisors to provide structured play at break times	Sports coach has begun to lead structured play.	Training of midday supervisors in structured play – INSET 23rd November
	Friendship groups	Learning mentor leads social skills groups and friendship interventions – including lunchtime.	Continue
	Facilitating friendships e.g. through a buddy scheme or peer mentoring initiative	Learning mentor leads social skills groups and friendship interventions – including lunchtime.	Develop the role of the school ‘Friendship Buddies’ – tabards and training – by January 17



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	PAC-UK Suggestions	What we already do	Future action
Support emotional literacy and emotion regulation through:	Emotional literacy and emotion regulation groups, including anger management	On a needs basis, pastoral team lead anger and anxiety management support.	Continue Build wider understanding in staff – including literature.
	Appointing and training an Emotional Literacy Support Assistant (ELSA)	Current learning mentor and pastoral lead provide support in this area.	Continue
	Providing calm boxes and staff to spend 1:1 time helping children to regulate themselves	Children provided with 'calm down kits' and supported in their use	Further resources to support – eg lego, stress balls, calm-down kits, sensory toys
	Providing calm zones in classrooms and centrally within the school	Calm zones / safe places provided in classrooms on a needs basis.	Create a safe-zone classroom for break times
	Providing alternatives to detention and isolation which focus on understanding and repairing what went wrong	All TAs trained in comic strip conversations and social stories.	Embed in practice. Clear understanding and consistent implementation of the behaviour policy.
	Therapeutic services (e.g. play, art, music, drama therapy) for individuals or groups of children; please note that therapists and counsellors who provide 'adoption support' must be registered with Ofsted as Adoption Support Agencies or commissioned by the local authority or a registered Adoption Support Agency	Pastoral team interventions include drawing and talking and lego therapy. On a needs basis, external therapy sessions have been delivered – e.g. art therapy, play therapy and counselling services. The pastoral team are experienced in delivering anxiety, self-esteem, social and anger-management sessions.	Develop expertise in specific support for permanently placed children – eg attachment issues. Develop links with Adoption Support Agencies to enable expert support as required.



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	PAC-UK Suggestions	What we already do	Future action
Support children to cope with transitions and change by:	Providing additional structure during break and lunchtimes	1:1 and group support provided on a needs basis	Create a safe-zone classroom for break times. Further implementation of structured play activities.
	Providing safe spaces for children to come to throughout the school day	The Bluebell Room is a central safe space for children to go to throughout the school day – base of the pastoral team.	Further develop the Bluebell Room as a calm, sensory focused environment.
	Appointing a transition worker to support children through the Year 6 to Year 7 transition	Comprehensive transition programmes are in place for vulnerable children within school and with feeder schools.	Continue current transition work. Raise profile of attachment needs with staff as these are not always apparent.
	Identifying a group of staff who can provide cover for absence, reducing the need for external supply staff	Regular staff used for cover where possible.	Continue to use current staff to cover wherever possible. If not possible, use supply staff well-known to the school.
	Spending time preparing children for change in advance e.g. using social stories or visual timetables	All TAs have been trained in the use of social stories. Each classroom has a visual timetable for children to access. If necessary an individual visual timetable can be provided.	Continue to develop
	Liaising closely with parents and guardians who can help their children prepare for and cope with change	On a needs basis – however, we recognise this is not currently proactive enough	Better communication with parents of PP+ children – including termly review meetings for all PP+ children, not just those on the SEN register. Share PAC-UK ‘Making decisions about sharing information with schools’ with parents. Coffee morning for parents of children in care / adopted.

	PAC-UK Suggestions	What we already do	Future action
Develop children's executive functioning skills through-	Training staff in understanding and supporting executive functioning skill development in the classroom and on the playground	The school's ACRO skills and BRIGHT SPARKS code promote the development of executive functioning skills.	Continue – further focus on ACRO and BRIGHT SPARKS as part of daily school practice.
	Providing individual and group sessions which focus on scaffolding the skills needed	Regular classroom practice focuses on these skills. 1:1 and group support is available on a needs basis via the pastoral team.	Continue
	Providing coaching for children who struggle to plan and organise e.g. check-ins to ensure they have books and equipment, have recorded the homework etc.	SEN department and TAs, support children with organisation – eg using visual timetables, prompt sheets, checklists, task boards, home-school logs / checklists etc	Continue
Address barriers to information sharing and joint working by-	Developing policies and procedures which ensure that key information about children's needs is shared with all key staff coming into contact with them	This happens on a needs basis but we acknowledge the need to be more proactive.	Joint working is not developed enough – as a school we want to use the expertise and understanding of parents to know how best to support their children. Share PAC-UK 'Making decisions about sharing information with schools' with parents. Develop PP+ 'passport' for all PP+ children.
	Identifying a named member of staff who liaises with the parents or guardians and facilitates regular meetings to discuss the child's need and progress	Currently nothing in place apart from where meetings have developed in response to need or where PEP is in place (Personal Education Plan)	Termly update meetings with parents. Potential to facilitate group meetings – eg coffee mornings to enable discussion which leads to improved practice.



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5. Context

5.1. Context Overview

5.2. Key Factors – Autumn 2016

Key factors arising from this contextual report are:

- The impact of the school continuing to hold unfilled pupil places. Acknowledging this is likely to peak from September 2018 with current forecast. Currently there are more children leaving than being admitted to Chesswood, however, overwhelmingly there is little or no action the school could take to adjust this natural flow i.e. family relocations. A very small minority arise from private school transfer.
- Disruption at St Mary's Catholic school has led to an unexpected increase in children enrolling in a range of years groups – it is unlikely that this will continue as the school resolves its present issues.
- Managing increasing numbers with uncertainty regarding funding as the school increases in size.
- Determining structure of current Y3 in advance of September 17 i.e. number of classes current estimate 5 form entry – 145 children (accounting the number available and likely to transfer elsewhere).
- Variations in Gender proportions in current Y3&4 and their potential impact on achievement, SEN provision (2/3 SEN register boys) and curriculum provision – boys English and girls maths outcomes.
- Managing needs of SEN children within current budget restraints impacting significantly on the number of TAs available – overwhelmingly insufficient hours and distribution. Currently 3 hours/PW available for each child at SEN school support level – the expectations when applying for an EHCP is to demonstrate a child has benefitted from 15-20 hours/pw (this may be in groups). The school currently spend more on SEN than the revenue it receives and staff are paid the agreed scale – there is insufficient funding available to meet needs, especially, as in 2015-16, there is a significant intake of children with additional needs for whom funding will not be forthcoming until the next financial year. Additional TA time is not available for EAL, PP, CLA children unless they are also on the SEN register. Even with the 3 hour paucity – the level of staffing in many classes still does not meet the planned allocation in reality, ranging from - +8:30 to **-19:30**.
- Meeting the needs of children adopted or subject to a special guardianship order. Using the pupil premium + money in partnership with individual families, in particular securing therapeutic service availability within Chesswood core offer.



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- Maintaining consciousness and understanding of all staff on the factors affecting pupil premium children ensuring the multi-faceted provision and support available is organised to secure the best outcomes possible for individuals.
 - Factors include:
 - Increased absence
 - Reduced homework submission
 - Poorer behaviour, engagement and motivation
 - Significantly lower attainment and variable progress
 - 50% of SEN register is populated by PP children whilst there are only 20% on roll – this is overwhelmingly disproportionate.
 - The majority (2/3) of PP children are not on the code of practice and therefore provision for their achievement must be levelled at children achieving in line or above expectations.
- Managing additional provision for children whom are eligible through SEN and PP interventions whilst maintaining coherent learning experiences with the whole class.
- Accounting for impact on pupil premium children of provision – Ofsted 2015 key focus.
- Although current proportions remain lower than national averages with 13 different ethnic groups (23% of school roll) and 35 languages accounted for the importance of an international perspective and community cohesion remains high.
- The proportion of children registered with some form of Christianity is at its lowest ever at Chesswood (39%). A narrow majority have recorded no religious persuasion. Although this has not overtly affected school activities it does directly impact on the concept of an act of daily worship that is broadly Christian.
- Sustain comprehensive partnership work with infant feeder schools, particularly around admission and transition.

5.3. Ofsted Basic Characteristics

Each year, in mid to late autumn term, Ofsted produces the 'Raise-Online' report. The report provides an overview of contextual and performance information for all schools in England. The table below is copied from the most recent report – autumn 2016. It is this information, alongside information contained within the remainder of this report, which provides governors with the best available contextual overview and a foundation for strategic decisions. Governors should consider any changing patterns (or missed opportunities) which may lead discussion around changing context and therefore the potential need for changed provision. Ultimately, this information should allow each



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governor to determine and raise questions for the school leadership to answer or to quality assure.

	2014	2015	2016	20th percentile	40th percentile	60th percentile	80th percentile
Number on roll							
School	464	468	517				
National	263	269	275	4	140	212	278
							413
							1,387
% girls							
School	49.1	48.9	49.1				
National	49.0	49.0	49.0	0.0	46.2	48.2	49.9
							51.9
							100.0
% of pupils known to be eligible for free school meals (FSM)*							
School	25.4	26.5	20.1				
National	26.6	26.0	25.2	0.0	9.0	15.2	23.9
							38.3
							85.9
% of pupils from minority ethnic groups							
School	24.5	25.2	24.1				
National	29.7	30.7	31.6	0.0	5.3	9.8	18.0
							43.0
							100.0
% of pupils first language not / believed not to be English							
School	16.9	18.5	17.9				
National	18.8	19.5	20.1	0.0	1.2	3.6	8.6
							25.3
							100.0
% of pupils with SEN support							
School	-	13.9	11.4				
National	-	13.0	12.1	0.0	6.8	9.7	12.6
							17.0
							100.0
% of pupils with an SEN statement or EHC plan							
School	-	1.5	2.3				
National	-	1.4	1.3	0.0	0.3	0.8	1.2
							2.0
							23.8
% stability							
School	94.4	94.0	94.8				
National	85.9	85.9	85.7	27.6	79.0	84.4	88.3
							92.2
							100.0
School deprivation indicator							
School	0.20	0.21	0.18				
National	0.24	0.24	0.21	0.02	0.09	0.14	0.20
							0.29
							0.69



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5.3.1. Raise Online and school information– Key Facts

Category	Raise Online 2013-14	School Data 2016
School Size	Chesswood is significantly bigger (at least twice the size) than most primary schools in the country. Residing within the first quintile.	<p>The school is increasing in size and due to continue for the forthcoming 2-3 years. This year 38 additional children enrolled. There are currently 555 pupils – in the lower phase school admission is significantly below capacity (Y3 -17 children; Y4 -36 (-6) Children). In the upper phase we have increased from 120 to 128 and have no space available in Y5 and eight in Y6.</p> <p>There are 19 classes (Y3 – 6, Y4 – 5, Y5&6 – 4). Maximum Class size in school is 32 (Y5); Lowest 26 (Y3). A satellite class of 16 children has been created reducing numbers in Y6 classes.</p>
Gender	The gender balance has been the same as the national figure over three years masking year group variations.	There is significant fluctuation in the gender balance particularly in current Y4 (Boy dominant 87/57); Y3 (Girl dominant 91/72); Other year groups contain expected balance.
FSM & Ever 6	<p>The proportion of children eligible for free school meals was in line with the national average. However, in 2015 with age of transfer and adjusted catchment areas this has fallen to below national average -5%. The proportion reside within the 3rd (middle quintile)</p> <p>The school deprivation factor is consistently lower than the national average and has fallen further in 2015. This is in line with the FSM measurement.</p> <p>The school is within the middle quintile for deprivation.</p>	<p>The proportion of current FSM is 12% (66 below 2012-14 numbers but increased on 2015. Ever 6 FSM is currently 20% - with notably higher number in Y6 25%. There are currently 106 pupil premium children and a further 7 children in receipt of pupil premium plus – 113 overall this is one of the highest numbers in recent years.</p> <p>Of the pupil premium children 35% are SEN compared to 9% non-pupil premium.</p>



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Ethnic Minority	<p>The proportion of pupils from ethnic minority groups is consistently lower than the national average. The national averages are increasing over time whilst those at Chesswood are fluctuating – they are currently lower.</p> <p>The ethnic minority proportion lies within the second quintile.</p>	<p>There are 13 ethnic minority groups recorded. The largest among these are ‘any other Asian background’- Filipino Community; Any other white background – typically European, Black African (a change from previous years) and White and asian.</p> <p>There are 130 children registered within an ethnic minority group. This represents 23% of the school population currently. There has been a small reduction each year for the past three years using school data, although the actual number is increasing.</p>
First Language	<p>In keeping with the above information, there have been notable increases in pupils whose first language is not English – this is now falling slightly.</p> <p>The proportion of children with English as an additional language is within the second quintile.</p>	<p>Other than English, there are 35 languages spoken by children at Chesswood – Tagalog/Filipino is the most prevalent, followed by Polish (7 – doubled since last year) and Bengali (6).</p> <p>18% of children (98) do not speak English as their first language – the proportion is consistent with previous years whilst the number is increasing (Note: this should not be confused with needing additional support as the overwhelming majority of this group speak and understand English confidently and competently).</p>
Religion	No National Information	<p>The proportion of children with no declared religion is 55% of the population. 39% are Christian based, 5% other major world religions. For the first time no religion is the largest proportion.</p>
SEN	<p>The proportion of children registered with SEN has fallen, for the first time below the national average and is within the third quintile. However, children subject to an EHCP (Education Health Care Plan) is notably higher than the national average and is in the first quintile.</p>	<p>14% of the school population is currently registered on the SEN register. The SEN register has reduced significantly within past few years but is now increasing again.</p> <p>There are now 76 children registered with SEN. 1% of the population are subject to EHCPs – 7 children – lower proportion/higher number.</p>
Care	No information	<p>There are currently 2 children in care. This number has been consistent in recent years. The number of adopted children is 7 children adopted (or SGO) from the UK and 1 child beyond UK borders.</p>



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Stability	Chesswood middle school remains a very stable school and this stability has increased notably since 2013/14. Stability resides within the first quintile.	Internal data suggests stability is less secure – by Y6 typically 25% or more children have left or joined after Y3 (Y4 as middle school) – 20-40 children. This is based on a different method of calculation though. On the basis of counting each admission and each child leaving outside of normal admission arrangements a significantly greater number is evident
Previous Schools	No information	There is a significant difference between the structure of the lower school cohorts and those of the upper school as a result of the new feeder school system. The number of children from Springfield has more than doubled. Correspondingly the number of children transferring from Heene has reduce by two thirds and those transferring from other local schools have reduced by half. Children transferring from outside Worthing remains stable <10 in each year group. No previous UK school <4.



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6. Education Endowment Foundation

- When considering the Education Endowment Foundation research outcomes, many aspects of Chesswood's strategy align with their positive outcomes.

	Cost	Evidence	Impact	Chesswood
Arts participation	££	☑☑☑	+2	<ul style="list-style-type: none"> Specialist Music (60 mins per week) Music extra-curricular activities – multiple choirs, samba band, musical theatre (Toy Story and Star Wars), Wembley Arena – On Stage, Performance in the community Rock Steady bands PP funded access to peripatetic music
Attendance	-	-	-	<ul style="list-style-type: none"> Learning mentor focus Recording and reporting to parents (half termly) Rewards and awards Individual child and family support and intervention
Behaviour Interventions	£££	☑☑☑☑	+4	<ul style="list-style-type: none"> Inclusion team – specialist individual and group support Bright Sparks Behaviour Procedures and policies – Awards and rewards - Spark of the week, CCK, Be the best you can be, House points and gold awards
Digital Technology	£££	☑☑☑☑	+4	<ul style="list-style-type: none"> IPAD Project 2013-14 onwards IT Specialist teaching (CPD for teacher and additional support for PP children) 2015-16 Extra curricular - PP IT club, Minecraft, Computing (Lego Robotics).
Extending School Time	£££	☑☑☑	+2	<ul style="list-style-type: none"> Y6 Lunchtime intervention groups Y6 Homework club Senior Leader Reading Early Bird Reading Buddies Breakfast Club Planned action – develop



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				homework club for each year group.
Feedback	£	☑☑☑	+8	<ul style="list-style-type: none"> • Marking and feedback policy and procedures. • Use of success criteria • Tutorial process highly focussed feedback • Recording and reporting system – half termly • Accelerated Reader & stickers
Homework	£	☑☑	+2	<ul style="list-style-type: none"> • Homework policy and procedures – basic skills focus, able pupil extension, flexibility – take away tasks
Meta-cognition and self-regulation	£	☑☑☑☑	+8	<ul style="list-style-type: none"> • ACRO Project • Blooms Taxonomy Growth Mindset (currently initiating) • Recording and reporting system – half termly • Use of success criteria • Accelerated Reader • Pupil leadership programme
Peer tutoring	£	☑☑☑☑	+5	<ul style="list-style-type: none"> • Early Bird Reading Buddies • Reading for pleasure buddies • Marking and feedback – peer marking
Phonics	£	☑☑☑☑☑	+4	<ul style="list-style-type: none"> • Rapid phonics programme • Chesswood spelling programme
Reading Comprehension strategies	£	☑☑☑☑	+5	<ul style="list-style-type: none"> • Resources – book purchase programme; specific reading comprehension – cracking comprehension, first news, rising stars. • Accelerated Reader - quizzes • Guided reading policy and procedure
School Uniform	£	☑	0	<ul style="list-style-type: none"> • New school uniform – in response to AOT. • Subsidised uniform
School Visits	-	-	-	<ul style="list-style-type: none"> • Subsidised visits and residential – full and free inclusion without financial fear
Small group tuition	£££	☑☑	+4	<ul style="list-style-type: none"> • Tutorial system • Teaching Assistants • HLTA – 1st class at number, Y6 support severe and complex



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				<ul style="list-style-type: none"> • Early Birds • SLT early birds
Sports participation	£££	☑☑	+2	<ul style="list-style-type: none"> • Specialist PE • Extra curricular – wide range of clubs (untenable without specialist teachers); competition entry; Performances – dance time
Teaching Assistants	££££	☑☑	+1	<ul style="list-style-type: none"> • SEN focus – increased quality assurance

7. Ofsted 2015

Key findings

Too many pupils from disadvantaged backgrounds are not making sufficiently good progress to help them catch up with other pupils.

Next Steps

Improve teaching to ensure that all pupils, including the most-able and disadvantaged pupils, make good progress from their different starting points by ensuring that:

- all teachers make effective use of information about pupils' learning to set work at the right level and move pupils on as soon as they are ready
- teachers' feedback to pupils about their work helps them make faster progress
- information about pupils' performance is used to plan the next steps for their learning.

7.1. Pupil Premium Review

In line with the Ofsted requirement to hold an external review of the school's use of pupil premium funding a pupil premium review was commissioned. The report was published in June 2016 with recommendations including:

- Working in partnership with feeder infant schools to moderate Y2 outcomes building confidence with Junior colleagues of the validity and reliability of these.
- Review impact of money spent, particularly, review impact of tutorial



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provision.

- Review capacity of senior leadership team to manage competing demands following reduction from three FTE to two.
- Publishing pupil premium reports on school website

Current good practice was noted:

- Head and DH of school know staff and children well. They have worked hard by running reading workshops for the older children most mornings, seeing real progress.
- On learning walks, calm behaviour seen and children who spoke to reviewer, felt well supported and enjoyed their time at school.
- Behaviour throughout the school was good. The children I spoke to said there was a good learning environment with little disruption in class time.
- There is a good balance of pp teacher support and enrichment opportunities. Eg. residentials are paid for PP children.
- Teachers plan well and this was seen in the learning walk, children were engaged from year 3 to year 6 and topic work was clearly displayed.
- The school became a junior school last year and there is a real sense of pride, in its surroundings and new uniform.
- The special teachers for Arts, PE and Music had had a big impact, which was relieving class teachers to complete tutorials



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