CHESSWOOD
JUNIOR SCHOOL
Dream - Aspire
Achieve

Pupil Premium Strategy 2020-2023

Full Strategy and Review

Chesswood Junior School

Pupil Premium Strategy

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Pupil Premium Strategy

1. Introduction

1.1. Pupil Premium

Evidence shows that children from disadvantaged backgrounds

- generally face extra challenges in reaching their potential at school
- often do not perform as well as their peers

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.

1.1.1. Free school meals

Schools get £1,345 for every primary age pupil, or £955 for every secondary age pupil, who claims free school meals, or who has claimed free school meals in the last 6 years.

1.1.2. Looked-after and previously looked-after children

Schools get £2,345 for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order.

1.2. Purpose of the Pupil Premium Strategy

The purpose of the strategy is accountability:

- For parents to understand our pupil premium strategy
- So governing bodies can see evidence-based practice so they can consider the rationale behind all pupil premium-related decisions

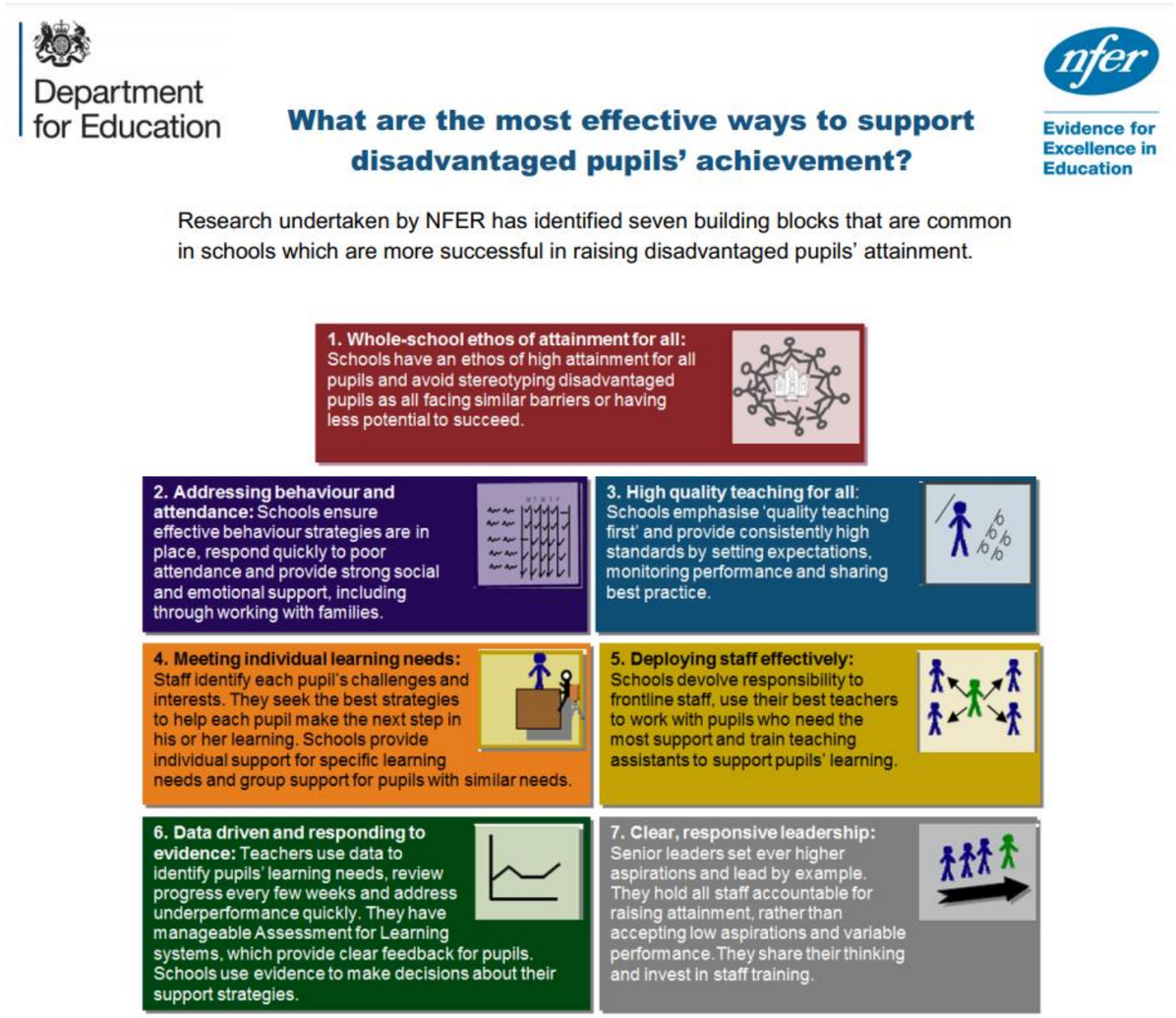
It is

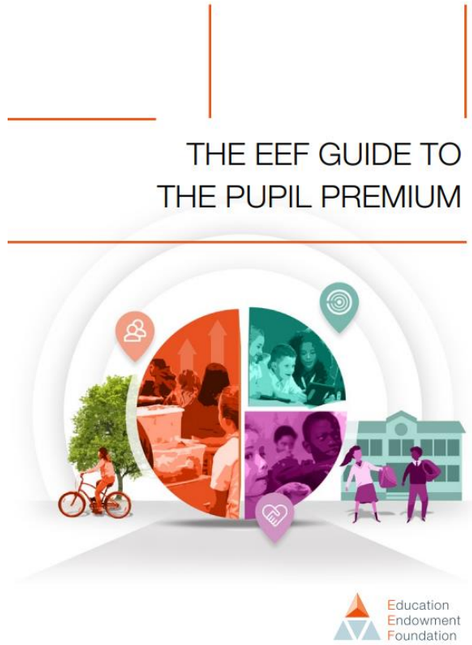
- Not intended to be an accounting tool
- Not intended to monitor within-class or within-school attainment gaps
- Not used by DfE to monitor how effectively we are using the pupil premium
- Not used by DfE to allocate future funding
- Only used by Ofsted to help them prepare for their visit and not for any other purpose

1.3. An Evidence Based Approach

The school uses a variety of evidence based research to support decision making in identifying strategies to support closing the disadvantaged gap. In particular

- NFER – National Foundation for Educational Research
- EEF – Education Endowment Foundation





1.4. A Tiered Approach

To support our approach to the pupil premium strategy, we use a tiered approach. As a large school, we have capacity to address a wide range of strategies outlined in this strategy. However, current priority strategies for improvement are highlighted in green to make these clear.

A tiered approach to Pupil Premium spending

Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.

1 Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

2 Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

3 Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Chesswood Junior School

Pupil Premium Strategy

2. Pupil premium strategy statement

School Overview					
Academic Years	2020-21	Total Pupil Premium budget	£197,393	Date of most recent PP review	
Number of pupils	611	Number of pupils eligible for PP	134 (inc. 10 pp+) (22%)	Date of next review date	October 2021
Senior Leader Authorisation	Jez Himsworth	Governor Lead	Carl Walker	Publish date	April 2021

Current Performance (current data not available due to COVID)									
	All pupils nationally	Chesswood ARE	Chesswood GDS	Chesswood ARE non-PP pupils	Chesswood ARE PP pupils	Chesswood GDS non-PP pupils	Chesswood GDS PP pupils	Progress Score	Progress Score PP
RWM	65%								
Reading	73%								
Writing	78%								
Maths	79%								
GPS	78%								

3. Barriers to future attainment

Barriers to future attainment		
	Barrier	**Detail**
A	Attendance	Persistent absence for Pupil Premium is twice as likely (a reduction from 6-7 times more likely) **Consistent Trend**
B	Homework Submission	2x as likely to submit homework less than 'Mostly' a reduction from twice as likely last year, although this is probably a result of reductions of non PP children. 3 times more likely to submit homework never or rarely. **Consistent Trend**
C	Behaviour	Pupil premium children present more than 4X the risk with 'extremely high risk' being almost entirely pupil premium. **Consistent Trend**
D	Friendships	More than twice as likely to have minor+ friendship issues. @ five times more likely to have significant+ issues. **Consistent Trend**
E	SEN	Twice the proportion of PP children are also SEN compared to non PP children. Securing progress given the secondary issues is then exceptionally challenging. It is therefore the secondary challenges that need to be aligned and addressed to secure a good foundation for progress. **Consistent Trend**
F	Contextual Risk	In excess of 80% of pupil premium children have a high+ contextual risk. This compares with 15% for non PP (there are some underlying data factors that exacerbate this).
G	Safeguarding	Safeguarding - @6 times more likely to require some form of external safeguarding. **Reducing trend**
H	Academic Risk	(High+) for pupil premium children is more than double that of non PP **Increasing trend**
I	Embedding Quality First Teaching	Teaching strategies identified to support all children (but particularly disadvantaged) are not yet fully embedded in practice. Although some CPD has taken place, the impact of COVID on CPD and quality assurance has delayed full implementation. **COVID impact on CPD**
J	Cognitive Load Theory – working memory overload	Typically, disadvantaged pupils have less access to quality resources (books, technology), enriching conversation, life experiences (trips, visits to museums, cultural experiences etc.). This results in schema in the long term memory not being developed, thus increasing load on the working memory which impacts ability to access new learning and engagement. **Research evidenced**
K	COVID 19	The impact of COVID 19 is significant. National research has stated a range of impact on the COVID Gap (progress for all children due to disruption to learning) at at least – 2 months, with many estimates higher. All studies agree that the impact for disadvantaged has seen a widening of the gap (EEF stating that the work done to close the gap over the previous decade has been reversed.
L	Belonging	The relationships in a child or young person's life are very important to their wellbeing and development. In a school setting, this means that their relationships with school staff, and with each other, should be nurtured and supported. For a significant minority of pupils, a sense of belonging is not developed leading to lack of engagement and motivation. For some, this increases their vulnerability to grooming, criminalisation and radicalisation.

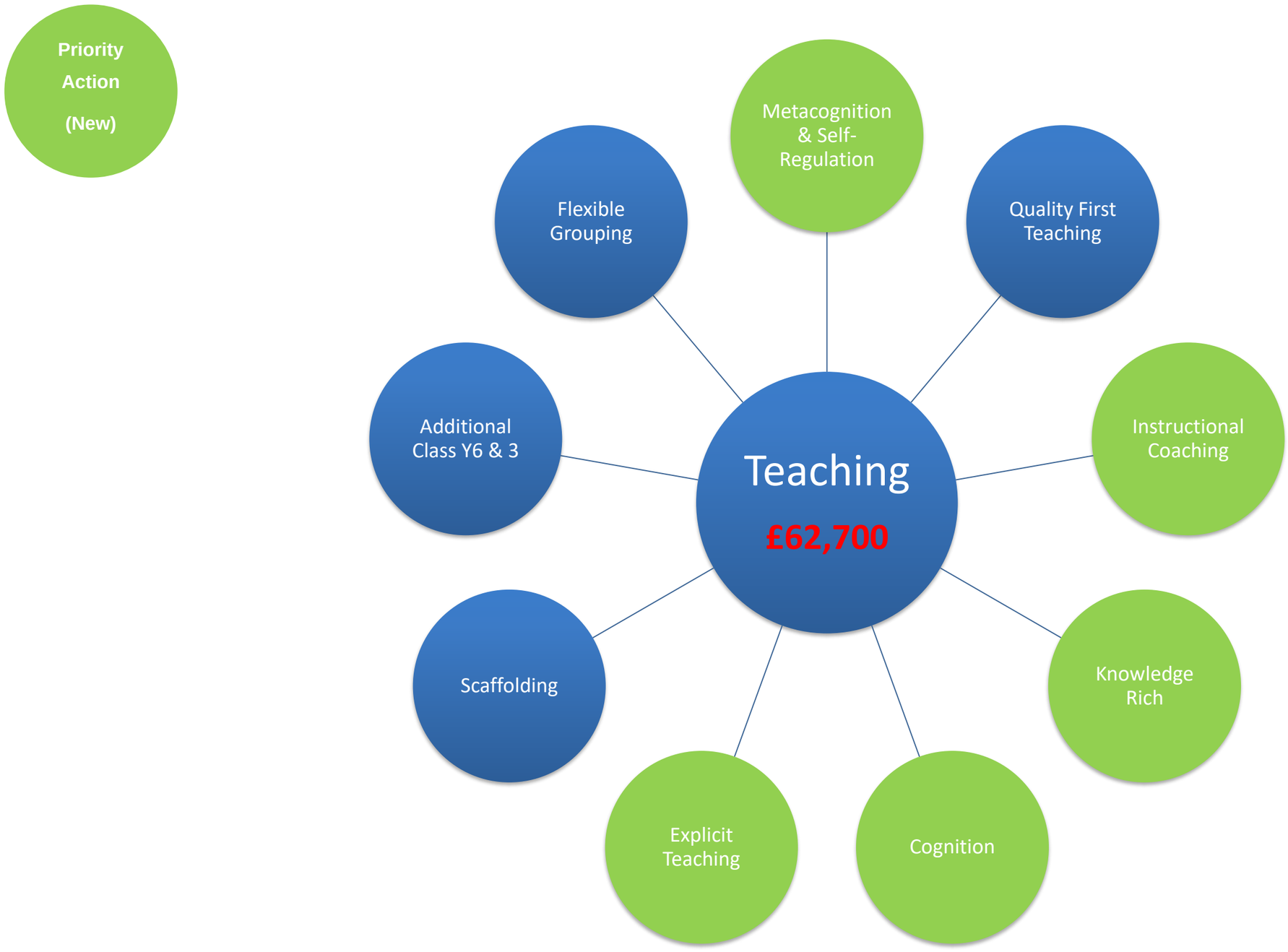
4. Desired Outcomes

Desired Outcomes		
Barrier	**Desired outcomes**	**How outcomes will be measured**
A	Reduce persistent absence for PP pupils. Increase attendance overall for PP pupils.	Attendance data.
B	Engagement of PP pupils with homework improves, closing the gap on non-pupil premium pupils as a result of the strategies implemented.	Homework judgements on the termly reports (using consistent judgement guidance). Qualitative evidence case studies the impact of strategies identified.
C	Behaviour of PP pupils improves leading to greater engagement in learning. Reduce the 'extremely high risk' behaviour for PP children (currently 4x more likely than non PP).	Behaviour judgements on termly reports (using consistent judgement guidance).
D	The incidence of minor friendship issues for PP children is reduced	Friendship judgements on termly reports (using consistent judgement guidance).
E	The secondary challenges for SEN pupils are mitigated against to ensure they do not exacerbate the challenges already faced through SEN.	SEN and pupil premium quality assurance.
F	Reduce impact of contextual risk for PP children	Case studies – pastoral and safeguarding.
G	Reduce safeguarding risk for PP children. Where safeguarding risks are identified, robust action is taken to mitigate against these.	Case studies – pastoral and safeguarding.
H	Increased attainment for pupil premium children – reaching age-related expectations. Closing the gap on non-pupil premium.	Pupil outcomes.
I	Embedding of quality first teaching, supported by comprehensive quality assurance and coaching programme. Key Areas of Development – whole school & individual, focus particularly on strategies evidenced to support pupil premium children	Quality assurance outcomes.
J	Teaching and learning strategies focus on developing long term memory of core knowledge – especially for pupil premium children, seeking to develop webs of knowledge (schema) on which future learning can be built. Identified strategies are embedded in practice across the school.	Quality assurance outcomes.
K	During lockdown, the overwhelming majority of disadvantaged pupils are in school, receiving face-to-face teaching. Catch-up programmes focus on need, prioritising PP children thus seeking to reduce the widening gap between PP and non-PP children as a result of COVID / lockdown. Targeted catch-up intervention accelerates progress. The overwhelming majority of identified pupils attend interventions designed for catch-up. Accelerated progress is made against clear targets set.	Attendance of disadvantaged pupils during lockdown. Attendance of catch-up programmes. Attainment outcomes.
L	The overwhelming majority of PP children feel that they belong at Chesswood and take an active role in engaging with school, including wider school opportunities – eg clubs. The overwhelming majority of PP pupils • attend at least one club (registers) • feel they belong at Chesswood and are provided with exciting and positive experiences (pupil voice) • attend trips – especially residentials • wear uniform	Pupil voice. Club attendance register.

5. Planned Strategies and Expenditure

5.1. Strategy Overview

5.1.1. Teaching Overview



5.1.2. Targeted Support Overview

5.1.3. Wider Strategies Overview

5.2. Strategies Detail

5.2.1. Teaching

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations
Quality first teaching	H, I, J	Quality first teaching is the number one priority in ensuring pupil premium children progress well and close the gap. The school is committed to an evidence-based research informed approach to teaching and learning. We seek to keep up-to-date with the latest evidence on how best children learn – using organisations such as The Chartered College, EEF, NFER and findings in cognitive science. The teaching and learning policy and quality assurance focus on embedding identified strategies that are shown to have impact.	An effective teacher is in front of every class. There is a positive, whole school approach and drive to improving teaching – acknowledging that all teachers can keep improving. All teachers have an active interest in evidence based research to support their development. Teaching is at least in line with expectations set in 85% of classes. Where support is required, coaching programmes including 'securing expected outcomes' resulting in improving practice.	'We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching and learning' Becky Francis. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching. EEF. Chartered College. NFER We want to ensure the gap in attainment for PP children is closing, targeting them ambitiously to achieve expected standards and exceed wherever that is a possibility.	• Clear teaching and learning policy • CPD • Building a culture of research reading in staff - eg article of the week / staff website section sharing research / articles / videos / blogs • Ensuring NQTs build in research reading into their NQT time • Quality assurance including coaching support • Evidence gathering and sharing of exemplary practice • An ethos of attainment for all pupils – high aspirations and expectations for all. An unerring focus on high-quality teaching	LLT	Quality Assurance Reports KAD (key areas of development) implementation	AHT – curriculum, teaching and learning lead Middle leader quality assurance and coaching. Staff library.

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Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations

Knowledge Rich approach / Knowledge organisers & gamification	H, I, J, K	Subject leaders plan for sequenced, progressive knowledge in their subjects. This is explicit and detailed. Knowledge organisers and gamification support a focus on acquiring knowledge in the long term through cognitive strategies.	Teachers have a full understanding of the clear knowledge expected to be learnt. They understand what prior knowledge is required and what knowledge will follow. Children build knowledge upon knowledge, developing schema in the long-term memory thus freeing up working memory to support greater engagement in new learning.
			90% of Medium term overviews are in line with expectations. Where they are not, subject leaders are clear on the next steps to ensure quality is assured.
				Teachers need to be very clear on what knowledge is to be taught to support acquisition of knowledge for pupils. Development of schema frees up working memory so that children can access new learning more readily (cognitive load). For disadvantaged pupils, schema are typically less developed due to lack of rich conversation, sharing of books, experiences – eg trips.	• Curriculum Policy: Knowledge -
					  ○ provides a driving, underpinning philosophy
					  ○ content is specified in detail
					  ○ is taught to be remembered, not merely encountered
					  ○ is sequenced and mapped deliberately and coherently
					• Sequence Overviews
					• Medium Term Overviews
						AHT LLT	Curriculum plans
							• Medium term overview
							• Knowledge organisers
							
							Implementation –
							Quality Assurance KAD
							Subject leader review meetings
								AHT – curriculum, teaching and learning lead
								
								Middle leader quality assurance and coaching.
								
								Staff library
								
								Gamification programmes

Cognition	H, I, J, K	Implement an evidence-based approach to teaching and learning focusing on cognition - Cognition is the mental process involved in knowing, understanding, and learning. Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Cognitive strategies are fundamental to learning and are the 'bread and butter' of effective teaching	Cognition (memory) is embedded in practice. All children, particularly PP improve knowledge acquisition and the development of schema, thus freeing working memory to progress in learning more quickly. Teaching is at least in line with expectations set in 85% of classes. Where support is required, coaching programmes including 'securing expected outcomes' resulting in improving practice.	Cognitive science research-based strategies identified: dual-coding, interleaving, spaced practice, retrieval practice. EEF There is evidence-based research that disadvantaged pupils have less working memory capacity resulting in cognitive overload. Closing the Attainment Gap	• Teaching and learning policy development. • CPD • Coaching • Quality assurance including coaching support • Evidence gathering and sharing of exemplary practice • An ethos of attainment for all pupils – high aspirations and expectations for all. An unerring focus on high-quality teaching	AHT LLT	Curriculum planning Implementation – Quality Assurance KAD	AHT – curriculum, teaching and learning lead Middle leader quality assurance and coaching. Staff library

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations
Metacognition & Self-Regulation	H, I, J, K	Implement an evidence-based approach to teaching and learning focusing on metacognition and self-regulation. Metacognition refers to the ways in which pupils monitor and purposefully direct their thinking and learning. Metacognitive strategies are strategies we use to monitor or control our cognition, such as checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task. The metacognitive cycle of 'planning, monitoring, review' drawing on knowledge of self, task and strategies is core to this approach.	Metacognition & self-regulation are embedded in practice PP children's metacognitive and self-regulation skills develop, leading to greater independence, engagement and management of their own learning. Teaching is at least in line with expectations set for metacognition and self-regulation in 85% of classes. Where support is required, coaching programmes including 'securing expected outcomes' resulting in improving practice.	Evidence suggests the use of 'metacognitive strategies' – can be worth the equivalent of an additional +7 months' progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils (EEF)	• Teaching and learning policy development. • CPD • Quality assurance including coaching support • Evidence gathering and sharing of exemplary practice • An ethos of attainment for all pupils – high aspirations and expectations for all. An unerring focus on high-quality teaching	AHT LLT	Curriculum planning Implementation – Quality Assurance KAD	AHT – curriculum, teaching and learning lead Middle leader quality assurance and coaching. Staff library
Explicit Teaching	H, I, J, K	Implement an evidence-based approach to teaching and learning focusing on explicit teaching / instruction. Explicit instruction refers to a range of teacher-led approaches focused on teacher demonstration followed by guided practice and independent practice. One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction' - ten key principles, which he argued underpin any effective approach to instruction in lessons.	Explicit teaching (Rosenshine Principles) and 'I do, We do, You do' is embedded in practice. Teachers are seen as the expert learner in the classroom. They impart good subject knowledge, giving children 'more to think with' (Dylan Wiliam). Children become more 'expert' as a result of explicit teaching – moving from instruction, through guided practice, to independence. Embedding knowledge in the long-term memory frees up working memory. Teaching is at least in line with expectations set for explicit teaching in 85% of classes.	Several reviews of the research on effective support for pupils in mathematics and reading have provided support for explicit instruction. Identified by EEF in their tiered approach model. Why Minimal Guidance During Instruction Does Not Work – Sweller & Kirschner Rosenshine's Principles of Instruction	• Teaching and learning policy development. • CPD • Quality assurance including coaching support • Evidence gathering and sharing of exemplary practice • An ethos of attainment for all pupils – high aspirations and expectations for all. An unerring focus on high-quality teaching	AHT LLT	Curriculum planning Implementation – Quality Assurance KAD	AHT – curriculum, teaching and learning lead Middle leader quality assurance and coaching. Staff library

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations
			Where support is required, coaching programmes including 'securing expected outcomes' resulting in improving practice.					
Scaffolding	H, I, J, K	Implement an evidence-based approach to teaching and learning focusing on scaffolding. 'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities. Support could be visual, verbal, or written. The teacher will gradually remove the support (the scaffold) as the pupil becomes able to complete the task independently.	Children, especially disadvantaged, are able to access high level work, through scaffolding, without the need for overly differentiating down. Children are supported to take an active role in their learning. Children develop increasing independence. The overwhelming majority of the class are able to access the core learning. Children's metacognitive and self-regulation skills develop.	Identified by EEF in their tiered approach model. EEF evidence based strategies In the past, differentiation could create a ceiling on children's learning. For disadvantaged children, where reduced knowledge acquisition and resulting cognitive overload hampered children's access to the learning, scaffolding has been identified as a strategy to support them in accessing higher levels of learning.	• Teaching and learning policy development. • CPD • Quality assurance including coaching support • Evidence gathering and sharing of exemplary practice • An ethos of attainment for all pupils – high aspirations and expectations for all. An unerring focus on high-quality teaching	AHT LLT	Curriculum planning Implementation – Quality Assurance KAD	AHT – curriculum, teaching and learning lead Middle leader quality assurance and coaching. Staff library
Additional Class Y6 & Y3	C,D,E, H, I, K, L	An additional class in Y3 & Y6 are planned for the academic year 2021-22. This will reduce class sizes	Accelerated progress is made due to reduced class size – especially for PP children. With reduced numbers – teachers have more time for individuals / groups to maximise clear focus on academic progress and pastoral aspects children's development.	Following the impact of COVID-19 lockdown – particularly on disadvantaged children, an additional class in Y3 & Y6 (both key transition years – from KS1 and new to Chesswood & preparing Y6 for secondary) have been planned. EEF Reducing class size - For significant impact, class sizes need to be reduced to fewer than 20 or even 15 pupils. '*Overall, the evidence does not show particularly large or clear effects, until class size is reduced substantially*.' There is	• Teaching and learning policy development. • CPD • Quality assurance including coaching support • Evidence gathering and sharing of exemplary practice • An ethos of attainment for all pupils – high aspirations and expectations for all. An unerring focus on high-quality teaching	AHT Y3 lead Y6 lead	Termly achievement report and data. Quality assurance outcomes. Pupil progress meetings.	

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations
				however, expected to be some impact for all classes in years 3 & 6 t – not only an impact on results, but the ability to focus even more closely on PP children due to reduction in workload and competing need within a class (particularly where need has increased as a result of COVID lockdown).				
Flexible Grouping	H, I, J, K	Implement an evidence-based approach to teaching and learning focusing on flexible grouping. Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met. It may be that a small group of pupils share the need for more explicit instruction to independently carry out a skill, remember a fact, or understand a concept. Allocating pupils to temporary groups can also allow teachers to set up opportunities for collaborative learning.	Teachers respond to needs arising in lessons (responsive teaching) to maximising progress for children, ensuring • Support is provided where required • Children progress rapidly where appropriate without being constrained to set group / task	Identified by EEF in their tiered approach model. Disadvantaged children are typically behind their non-disadvantaged peers. This gap has widened as a result of COVID19. Flexible grouping removes the stigma of being assigned to a 'lower ability' group and allows a fluid approach to learning; supporting children where required and promoting independence as appropriate.	• Teaching and learning policy development. • CPD • Quality assurance including coaching support • Evidence gathering and sharing of exemplary practice • An ethos of attainment for all pupils – high aspirations and expectations for all. An unerring focus on high-quality teaching	AHT LLT	Curriculum planning Implementation – Quality Assurance KAD	AHT – curriculum, teaching and learning lead Middle leader quality assurance and coaching. Staff library

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations
Instructional Coaching		Instructional coaching involves an expert teacher working with a novice in an individualised, classroom-based, observation-feedback-practice cycle. Crucially, instructional coaching involves revisiting the same specific skills several times, with focused, bite-sized bits of feedback specifying not just what but how the novice needs to improve during each cycle. What is instructional coaching?	• All staff engage positively with instructional coaching, developing a positive culture of individual improvement. • All staff are clear on specific areas of improvement and work closely with leaders to develop in these areas. • All children in school receive high quality teaching for an overwhelming majority of lessons.	In terms of impact on pupil outcomes, instructional coaching has a better evidence base than any other form of CPD. Four reasons instructional coaching is currently the best-evidenced form of CPD.	• Clear guidance on instructional coaching for leaders • Quality assurance of instructional coaching support	AHT LLT	Instructional coaching feedback	Training for leaders Middle leader time to deliver instructional coaching.

2020-2021 Improving the quality of teaching expenditure – Pupil Premium Focus	7/12	5/12
Assistant Headteacher – Curriculum Teaching and Learning lead – approx. 1 day focus	£7,700	£5,600
Learning Leadership Team – 4 x Year Leaders – approx. 1 day focus	£28,500	£20,700
Staff Library	£0	£200
Total	£36,200	£26,500
Total	£62,700	

5.2.2. Targeted Support

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations
School Improvement Model	A-K	The school improvement model is central to optimising progress for individuals, uniting academic and pastoral staff in focusing on progress for individuals – with PP children a central priority. The core model focuses initially on individual children and the leadership focus will set out to identify aspects that could be responsible for lower than expected performance that, if tackled successfully, would secure accelerated achievement. As part of that individual review, patterns and trends will come to the notice of leaders that impact on multiple children. The patterns and trends will be based on a combination of data analysis, book scrutiny, lesson observation, pupil discussion. Once the patterns and trends have been established, beyond reasonable doubt, consideration must be given to the footprint of the pattern and trend. Further quality assurance may be required to determine the drivers, although these may be, multi-faceted and complex.	• Maintain an active and relentless focus on outcomes for children – each child, each group, each term, each year • Accept that it is our collective responsibility to improve outcomes for children despite a wide range of factors that will undermine our efforts and test our patience to the limit e.g.time, resource, previous learning outcomes. • Ensure pupil premium children remain a core focus for ensuring good progress. • Individual leaders accept their individual responsibility to secure good outcomes for children – as such they will lead with autonomy, consistently hold others to account for outcomes secured and compliance with subject and area policy guidance, making and owning their own decisions aligned to the developing practice and priorities at Chesswood. As a result, they will fully commit to securing successful change and consistent practice across the whole school.	When the school's main focus was on groups / sub-group achievement A team approach to identifying the needs of individual pupils supports a diagnostic approach to assessment. The review identifies areas of concern, beyond academic, to support staff in mitigating against barriers to learning. Starting from where the child is at is the best way to ensure progress.	• Data Analysis & School Improvement Models & Executive Summary Guidance. • LLT Meetings • Pupil Progress Meetings • Quality Assurance Policy • Performance management	SLT LLT	• Achievement reports • Pupil Reports • Priority children • Pupil Progress meeting minutes • Quality Assurance	N/A

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Pupil Premium Strategy

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations
Termly individual pupil led review	A-L	Termly data review supports the identification of priority pupils with lower-than-expected performance. Pupil premium children are always prioritised within the identified group. Leaders use the summative data to explore and refine in a diagnostic approach – book scrutiny, observation, professional discussion, pupil voice & family voice to gain a full understanding of the child and the barriers to learning. Bespoke support is then provided, where appropriate, with patterns and trends identified for groups of pupils. The data, not only provides academic achievement information through standardised scores, but multiple contextual factors – attendance, engagement, behaviour, homework, complexity etc	• Leaders and teachers maintain an active and relentless focus on outcomes for children – each child, each group, each term, each year. • Priority children (with PP children prioritised within this group) make accelerated progress. • Teachers have a very detailed understanding of the barriers to learning and gaps in learning for priority pupils. They can account for the actions taken to mitigate and close the gaps.	A team approach to identifying the needs of individual pupils supports a diagnostic approach to assessment. The review identifies areas of concern, beyond academic, to support staff in mitigating against barriers to learning. Starting from where the child is at is the best way to ensure progress.	• Ensuring consistent teacher judgements document provides clear statements on which teachers assess pupils • Individual pupil reports and overview class data sheets • CPD / staff meetings looking at individual pupil reports • Pupil progress meetings	SLT LLT	• Achievement reports • Pupil Reports • Priority children • Pupil Progress meeting minutes • Quality Assurance	HT time Year leader pupil progress meetings Pastoral support at pupil progress meetings

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Pupil Premium Strategy

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations
Pupil progress meetings	A-L	Year team meetings take place every Wednesday for 1¼ hrs. The core focus of these meetings is pupil progress, with a priority emphasis for pupil premium children (priority children). Teachers share evidence of progress and barriers to progress in their teams to support a collective approach to supporting individual children and sharing expertise. This also supports year leaders in identifying common trends. Pastoral and SEN teams are available to support in these meetings.	• A deep understanding of academic and contextual risks drives targeted support for individual pupils – maximising capacity of the staff at Chesswood in driving progress • A shared approach to addressing progress for individual pupils is promoted. • Year leaders lead sharing of expertise and co-ordinate planning to support progress. • Teams are acutely aware of priority pupils and work together to support progress.	A team approach to identifying the needs of individual pupils supports a diagnostic approach to assessment. The review identifies areas of concern, beyond academic, to support staff in mitigating against barriers to learning. Starting from where the child is at is the best way to ensure progress. Pupil progress meetings support teachers in developing strategies to support progress whilst identifying trends to be addressed as a group / year group / whole school.	• AHT overview & support • Year leaders lead meeting and provide expertise to support teachers	Year leaders	• Pupil progress meeting minutes • Focus child quality assurance	Year leader time – Pupil progress meetings

Year leadership – targeted children intervention groups	A, E, H, J, K	Year leaders identify up to 15 pupils to undertake 'early birds' (1.5 hours total per week) or 'after school' sessions (2 hours per week) – Subjects to be decided by year leaders in response to diagnostic quality assurance and priority pupil list. Disadvantaged pupils prioritised for support.	• Children are prioritised for high quality targeted support according to
			  ○ PP then non PP
			  ▪ Meet expected
			  ▪ Meet challenge
			  ▪ Greater depth expected
			  ▪ Greater depth challenge
			• Prioritised children make accelerated progress, increasing target acquisition across the target group
				EEF research shows that reducing class size has best impact when reduced to fewer than 20 and better still 15.
				The benefit of these groups is in
				• Reduced class size up to 15
				• Priority children targeted through a diagnostic approach
				• Highest quality teaching through middle leaders
				• Leaders through quality assurance and pupil progress know the children well
					• AHT overview & support
					• Robust identification of target children (multiple professionals involved) with clear criteria set
						AHT
						Year Leaders
							• Year leader led
							• Tracking progress
								Year leader targeted intervention groups
								- 1 day per week equivalent x 4

Chesswood Junior School

Pupil Premium Strategy

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations

Teaching Assistant Allocation	C, D,E, F, G, H, I, J, K	Teaching assistants are used to support learning and teaching in all classrooms throughout the school principally supporting children with special educational needs.
		The funding for TAs comes from multiple streams and is needs led in each classroom.
		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.
		TAs are allocated on a needs basis per class –
		• EHCP – statutory hours
		• SEN Support – 2 hours per pupil
		  ○ Twice the proportion of PP children are also SEN compared to non PP children.
		• EAL – 1 hr per pupil
		• Pupil Premium – 1 hr per pupil
		• Complexity – additional discretionary hours
			• TAs add value to what teachers do, not replace them
			• TAs help pupils develop independent learning skills and manage their own learning (key focus for PP children)
			• Targeted TA support scaffolds learning for pupils, enabling them to access work at a higher level than they can independently
			• Increasing proportions of PP pupils meet there target estimates – at least in line with non-pp children
				In terms of pupil premium children, 45% are on the SEN register. Therefore, targeted TA hours for SEN provide significant support for pupil premium children in class.
				
				EEF Making Best use of Teaching Assistants provides evidence based effective use of TAs.
				
				Scaffolding Framework outlines evidence based strategies to support TAs in scaffolding work for pupils – developing independence.
					• Teachers ensure TAs are prepared for their day to day role in the classroom
					  ○ Planning
					  ○ Knowledge of children
					• CPD for TAs
					  ○ attendance at relevant INSET days
					  ○ staff meetings held during school day
					• Induction programme for TAs
					  ○ Policy
					  ○ Shadowing colleague
					• Quality Assurance & coaching
						SENCO LLT	• Quality Assurance reports
							• Appraisal
								Time allocation targeted for pupil premium.

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations
Tutorial Programme	F, H, I, J, K	Class teachers select small groups of mainly 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. 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 recorded by teachers each half term.	Pupils in tutorial sessions make accelerated progress, supporting them in meeting their target estimates. The impact of tutorials are judged as significant or very significant for the overwhelming majority of children (consistent teacher judgements document).	The class teacher is best placed to deliver targeted support intervention in their class due to relationship, knowledge of the pupil, the ability to link the learning to in class learning and accountability. This model allows for teachers to lead the intervention whilst ensuring provision can be given to mitigate the loss of PE and music curriculum through specialist teachers leading clubs in these areas for those who have missed the curriculum time. EEF small group tuition states that small group tuition is effective and that 'Once group size increases above six or seven there is a noticeable reduction in effectiveness.'	• Tutorial guidance document • Termly data review supports identification of target children • Pupil progress meetings support teachers in developing strategies to support individuals • Year leader support in tutorial design • Quality Assurance	AHT LLT Teachers	• Quality assurance • Termly reports – tutorial impact	Specialist teaching Music 1.0 P.E 0.6

Homework	B, H, I, J, K, L	Homework is set weekly and focuses mainly on core skills – reading, spelling, grammar and maths tables and written methods. Homework is largely completed through online apps – eg IXL & TT Rockstars.
		Due to declining submission rates, homework is being reviewed to seek greater engagement and impact.
			Completion of homework is a priority to the overwhelming majority of children and families.
			Homework supports knowledge and skill development, leading to accelerated progress.
			Homework meets the needs of individual pupils, focusing on their learning needs and gaps.
			Homework extends and supports the high-quality learning experiences from school.
			Homework activities are directly related to the school curriculum and are seen by
				Submission of homework has declined for all. For pupil premium children, they are 3 x more likely to rarely or never submit homework. The EEF toolkit reports low impact of homework in primary schools. However, it also reports that schools whose pupils do homework tend to be more successful. There is some evidence that when homework is used as focused intervention, it can be effective in improving student's attainment for primary pupils. Therefore, the review of homework will look	• Homework review outcomes
					• Homework policy
					• Teacher tracking and reporting on submission
					• Supporting interventions
					  ○ Homework club – PP target
					Home iPad use for PP children
						AHT
						LLT
							• Termly report
							  ○ Homework submission
								Potential additional programmes for more bespoke support – eg MyMaths

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations
			children to be achievable and worthwhile. Homework promotes and secures progression towards independent learning and self-regulation.	at ways to make homework tasks more targeted / bespoke – eg directing individual pupils to priority tasks.				
Homework Club	B, E, F, H, I, J, K, L	Targeted pupil premium children who rarely or never submit homework are invited to homework club. These are supported by a TA and cover 4 nights a week. There is an upper school and lower school club. Children can be targeted for 1 or more sessions per week.	Children targeted (especially those submitting rarely or never) improve their submission to at least mostly. Completion of homework supports the acquisition of targets.	Submission of homework has declined for all. For pupil premium children, they are 3 x more likely to rarely or never submit homework. Encouraging engagement from some families (particularly disadvantaged) has not had the required impact historically (due to engagement and ability). Therefore, offering targeted children a quiet space; access to technology / resource; adult support is designed to 'level-up' for PP children.	• Use of high quality resources – ipads • Provision of quiet area • Adult support provided • High quality tasks set – overseen by year leaders	AHT LLT	• Termly report ○ Homework submission • Club registers	8 hours of TA time 4 x lower 4 x upper

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations
Home-learning – technology support	B, F, H, J, K, L	To support disadvantaged pupils learning from home, iPads will be provided for individual use. To maintain an iPad, targets will be set around homework completion. Parents will be required to sign a contract for the use – agreeing to the terms set out. Children will also sign a contract regarding its use, agreeing to meet the home-learning targets set by the teacher.	The overwhelming majority of disadvantaged pupils identified for a home iPad will increase their homework completion. At least 75% of children targeted will increase homework submission to at least 'Mostly' – consistent teacher judgements 21	PP children are 2x as likely to submit homework less than 'Mostly'. They are 3 times more likely to submit homework never or rarely. Ensuring homework is more targeted (intervention) than being set in a blanket fashion will support the impact.	• Homework policy • Termly teacher judgements • Pupil progress meetings • Pupil contracts & target setting	DHT LLT IT Manager	• Termly report ○ Homework submission	iPad insurance / repair and maintenance
Year 6 high support class	E, I, J	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 five Y6 classes. Children are targeted on academic need and not behaviour. As PP children are disproportionately within SEN, there is typically a higher representation of PP in the class than across the school – current proportion is 38% PP	• To develop independence and confidence in preparation for secondary school • To accelerate progress • To develop close friendships / social skills in a nurturing environment	EEF Reducing class size . For significant impact, class sizes need to be reduced to fewer than 20 or even 15 pupils. '*Overall, the evidence does not show particularly large or clear effects, until class size is reduced substantially*.' There is expected to be impact for other classes in year 6 too – not only through a slight reduction in size (minimal impact) but also through the reduction in high need which takes significant teacher / TA time.	• High quality teaching – ensuring a teacher capable of adapting planning and learning to support individuals • SENCO support • High levels of TA support • Quality Assurance	SENCO Y6 Lead	• Termly achievement reports ○ Target acquisition • Quality Assurance • SEN review meetings – including parent voice • Playground observation – scaling record	Teacher x 1.0 SEN allowance

Reading for All	B, F, H	Targeting the lowest 20% of readers based on standardised score – disproportionately representing PP children. We also help to support PP children with reading by giving them targeted support in choosing books that are within their zpd, assisting them with selecting books, coaching	Pupils selected for reading for all make accelerated progress. They will have an increased engagement with reading, and an increased awareness of choosing appropriate books, both in terms of subject matter and challenge of the text.	EEF guidance recommends that KS2 children are supported to develop fluent reading capabilities and are taught reading comprehension strategies through modelling and supported practice, which this approach achieves.	• Clear guidance
					• Teacher oversight
					  ○ Clear targets
					  ○ Appropriate levels
					  ○ High quality texts
						English Leads
						LLT
							• AR Word count
							• Quiz success
							• Target Acquisition
								Targeted book purchase

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations
		them on reading through 1 to 1 reading with an adult and coaching them on comprehension when taking AR quizzes. To support this, we purchased 33 books with a zpd between 0.8 and 2.0 to help provide rich, engaging texts for the children. After the huge success of this, a further 49 books ranging between 0.5 and 2.4 were purchased to further support these children with their engagement in reading.						
Accelerated Reader – Pupil Premium Wordcount	B, F, H	To support engagement, monthly review of AR data is sent out to staff. This focuses on word count for individuals, classes and pupil premium as a group. This makes teachers acutely aware of the progress of children and supports them in targeting encouragement and support. The work count of pupil premium (average) against the rest of a year group (average) supports teachers and leaders in monitoring the gap.	• The reading gap is closed (word count) between PP and non-PP children ○ The higher proportion of SEN represented will affect this, but the trend needs to be one of closing the gap • PP children read for pleasure, selecting books at appropriate levels • PP children have high success rates of quiz completion (75%+)	Typically, pupil premium children read significantly less than non-pupil premium. This has been recorded as low as 40%. Ensuring teachers are aware of this, with regular reminders encourages are clear focus on closing the gap and targeting children for intervention. The element of competition between classes also supports an increase in reading volume.	• Monthly AR word count report circulated • Pupil progress meetings • Target setting • Quiz check • Quality book purchase • Book packs	Eng Team	• Pupil Premium word count tracking • Termly achievement report	English leader oversight

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Pupil Premium Strategy

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations
Reading Buddies	B, D, F, H	Reading buddies scheme targets pupil premium children in year 3 and 4, pairing them with more able keen readers in Year 6 to act as mentors / buddies, reading together and helping with book selection and completion of reading records. The focus is particularly on relctant readers as seen through word count (AR) and classroom engagement.	• Reluctant readers (PP) begin to read for pleasure • They have positive role models who encourage reading and support in selection of books • Word count accelerates for targeted children	Supporting reluctant readers (PP) to read for pleasure is essential: • There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development • Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment • Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status • Reading for pleasure has a significant positive impact on a child's future life chances in terms of educational success	• English leader supervision • Purchase of high-quality texts • Pupil progress meeting focus	English Lead LLT	• Engagement • Pupil voice interviews • AR Word Count	Targeted book purchase
Year 6 Revision	F, H, I, J	The Year 6 revision programme focuses on targeted support according to need – eg children may attend maths sessions but not reading. The programme is supported by CGP revision books (study books and question books) which are provided free to PP children. These are used in school and for homework.	• The revision programme supports accelerated progress for PP children • PP children engage with the programme and the resources provided • Engagement with the revision programme supports target acquisition for PP children	• Termly data review / tracking / pupil progress meetings provide a very good understanding of individual pupil needs. This supports a targeted revision approach – eg a greater proportion of maths revision. Targeted sessions and materials support this.	• Year 6 leader oversight and monitoring • Bespoke approach – targeted children • Monitoring progress • Pupil progress meetings	Y6 Lead	• Termly review • Pupil Progress meetings • Y6 Outcomes	Purchase of revision resources

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Pupil Premium Strategy

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations
Numbots	E, H, J	Within Maths, we support children with PP by using Numbots to help accelerate their progress and close the gap with meeting ARE. This program targets number fluency and basic mental addition and subtraction – skills which often undermine children's confidence and progress. We also use TT Rock Stars to initially help children to learn their times tables, and then become more fluent with quick recall. Both of these are celebrated through weekly Top 10s, certificates and the awarding of badges for achievement.	Pupils selected will make accelerated progress in Maths. They will improve performance on questions categorised as Number and Operations on the termly PUMA assessments.	Pupils with gaps in their place value knowledge are less confident within Maths lessons and perform less well on these categories in termly tests. An engaging, little and often approach is required to help plug these gaps without impacting negatively on current coverage within Maths lessons. It is important that interventions motivate pupils, as identified in the EEF guidance into improving Mathematics in Key Stage 2 and 3. There is an increased focus on this within Y3 and a lower benchmark for children to engage with this compared to further up the school as early starts for interventions are recommended by the EEF within the aforementioned guidance. As stated in the EEF guidance into effective use of Digital Technology, this technology can play a role improving assessment and feedback – it does this by providing children with instant feedback on their questions and allowing teachers to track pupil performance including identifying tricky areas for children, which may require further support.		Maths Lead LLT		Maths lead oversight

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Pupil Premium Strategy

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations	
Financial Year 2021-2022 Targeted Strategies Expenditure – Pupil Premium Focus								7/12	5/12
				Termly pupil led review – HT 6 days, ML 8 days (per term)				£6,400	£3,200
				Pupil Progress Meetings – Year Leader (1hr per week x 4)				£4,000	£1,720
				Year Leader targeted intervention groups (1 day per week x 4) – April 2021 start				N/A	£20,350
				Teaching Assistant support targeted specifically at Pupil Premium				£49,500	£26,500
				Tutorial Programme – PE x 0.6 / Music x 1.0				£52,200	£36,000
				Homework Club – TA – April 2021 start				N/A	£1,470
				Home-learning – technology support – April 2021 start				N/A	£200
				Y6 High Support Class – calculated for PP only (38% of class)				£10,800	£7,700
				Reading for All – targeted book purchase				£1,000	£2,000
				Year 6 revision resources				N/A	£100
							Total	£123,900	£99,240
							Total	£223,140	

5.2.3. Wider Strategies

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations
Fund school trips and residentials	F, H, J, L	School funds trips and residentials for pupil premium/+ children on request.	The overwhelming majority of PP children attend all trips and residentials. In no circumstances should PP pupils miss out on trips due to financial constraints. As a result of the trips and residentials, gaps in children's knowledge, skills and experiences are not widened.	If finances become a barrier to children attending school trips and residentials, this further exacerbates widening the gap of positive educational experiences for disadvantaged pupils. Part of the EEF tiered support – wider strategies	• Class teacher / Year Leader ensuring attendance is not affected by financial difficulties • School trip leader ensure provision where requested	Trip lead Year leaders Class teachers	• Trip take-up / engagement • Pupil voice	Trip take-up from PP children
Subsidise school uniform	C, F, G, L	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. In exceptional circumstances school will fund full cost of Chesswood Uniform. A high quality used uniform stock is available. In exceptional circumstances, school will provide uniform. The school's pre-loved uniform scheme also supports through providing 'nearly new' uniform at very low prices.	All PP children have the full uniform. Wearing of the full school uniform contributes to a feeling of belonging for PP children – having wider impact on behaviour and wellbeing.	'*Generally, for a child to flourish and achieve in school they need to feel that they belong and are a valued part of the school community*.' mentallyhealthyschools This is particularly true for disadvantaged pupils '*On average…, disadvantaged students were 7.7 percentage points less likely than advantaged students to report that they feel that they belong at school*.' PISA Uniform is a key part of belonging at school – typically, where pupils are disengaged or present negative behaviours, their wearing of uniform is not in line with school policy.	• Class teacher concern – CPLO • Year Leader – target pupils • Pastoral Team	Pastoral LLT	• Pupil take-up • Pupil voice	Uniform purchase

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Pupil Premium Strategy

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations
Playground – positive play	A, D, L	To support friendship development and reduce negative behaviours, zoned areas on the playground will be used to provide stepping stones from high support play to fully independent positive play. Guidance on playtime engagement from staff to be developed – • Supervision guidance • Engaging with pupils • Positive playground games • Routines and expectations The playground to be well-resourced with equipment and positive play ideas displayed to support children. All staff on duty to engage with pupils and promote positive play, encouraging positive games. Time taken within PSHE – particularly following lockdown, to teach children positive games. Staff to 'catch children playing positively' and celebrate as a community.	• To provide a wide range of activities to engage all children at lunch time play • To provide highly focused support for the most vulnerable children in school • To provide a wide range of supported activities as 'stepping stones' from high support to free play • To provide activities to promote talent in children – especially disadvantaged • To provide flexible support for arising issues in children's lives – eg emotional / friendship etc • To promote positive play and friendships – providing coaching where appropriate • To increase opportunities to direct play for individuals / groups when deemed necessary by adults • Children being explicitly taught positive play, impacts on their behaviour and ability to form positive friendships – especially affecting disadvantaged pupils.	Play is an important teaching tool. Through play, children learn how to interact with others and develop critical lifelong skills. These 6 benefits all play an important role in raising well-rounded children. • Physical • Emotional • Social • Cognitive • Creative • Communication In school, we know PP children are more likely to have friendship issues. Providing opportunity and support for positive play experiences will seek to mitigate against this.	• Policy and guidance • Quality Assurance • LLT leading by example • CPD on leading positive play – especially MDS	DHT Pastoral LLT	• Behaviour logs • Pupil voice • Friendship – termly reports	TA and MDS staffing of playground. Pond area development. Playground markings. Playground equipment – Giant chess etc

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Pupil Premium Strategy

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations
Learning mentor - Behaviour	C, D, L	We have one learning mentor working 37 hours per week during term time. This post was created as part of the inclusion team. The focus includes: • Behaviour Support and Response • Personal Organisation Support • Emotional & Social Welfare and intervention • Group and Individual Intervention • Transition Support • Outside Agency Liaison & Signposting • Parental liaison and support • Reporting and Record Keeping	• Pupil premium behaviour improves, reducing the proportion whose behaviour is less than good • Improved behaviour supports engagement in lessons and learning • Improvement in engagement supports increase in target acquisition for PP children	Pupil Premium children are more than twice as likely to have difficulties in their friendships. However, it is the cohort proportions that demonstrate some inconsistencies despite the pattern at all times that pupil premium friendships present greater challenges. This is particularly the case for the current Year 4 2019 cohort. It is clear that pupil premium children experience greater friendship challenges. Children presenting significant behaviour risks are typically SEN; pupil premium; are targeted for RWM at Below ARE, have sustained and significant friendship issues, family has experienced need for external safeguarding support at some point – the remainder have had support internally through the pastoral team, parents are hard to reach. Pupil premium children present double the risk with 'extremely high risk' being almost entirely pupil premium. EEF Improving Behaviour in Schools Paul Dix	• Behaviour policy implementation • Quality Assurance • CPD • Relentless routines - consistency	DHT Pastoral	• Behaviour – termly reporting • Behaviour logs • Running records • Pastoral journeys • Pupil voice	Learning Mentor – at least 50% of time spent with PP

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Pupil Premium Strategy

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations
Learning Mentor - LAC	D, F, G, L	Learning mentor supports children and families of LAC children to ensure high levels of attendance. Focusing on persistent absence. • Attendance Intervention Work • Emotional & Social Welfare and intervention • Group and Individual Intervention • Transition Support • Outside Agency Liaison & Signposting • Parental liaison and support • Personal Education Plan development • Reporting and Record Keeping	Looked after children • Are given a voice through regular engagement with learning mentor • Receive a personalised approach to learning through their PEP – meeting educational needs, raising aspirations, building life chances • The overwhelming majority of LAC children meet their target estimates	Children in care have poorer educational outcomes than their peers (Nuffield Foundation). Schools must use pupil premium funding to mitigate against this, increasing their life chances. All looked-after children and young people and their families need to feel confident that the interventions and services they receive (or are encouraged to use) are based on a robust understanding of the multiple factors that affect healthy development. Promoting the education of looked after children 10 things children looked after want you to know	• Learning mentor – LAC – job profile • Research based approach • Ensuring family and pupil voice is heard – regular engagement with families • Close liaison with external agencies – including Virtual School, PAC-UK (The Agency for Adoption and Permanency Support) • PAC UK – review of strategies • Quality Assurance	DHT Pastoral LAC learning mentor	• Personal Education Plans • PEP meetings • Context report • Termly achievement reports and personal reports • Pastoral journeys	Learning Mentor – LAC salary.

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations
Learning Mentor – Attendance	A, H, L	Learning mentor supports children and families to ensure high levels of attendance. Focusing on persistent absence. • Attendance Intervention Work • Emotional & Social Welfare and intervention • Group and Individual Intervention • Transition Support • Outside Agency Liaison & Signposting • Parental liaison and support • Reporting and Record Keeping	• Targeted children – especially PP children have good attendance • Persistent absence is reducing – actions taken are robust and have impact • PP children attendance gap closes	Persistent absence for Pupil Premium is twice as likely (Chesswood Context Report). Research into both school absenteeism and truancy has consistently shown that a much higher and disproportionate number of pupils who come from deprived social backgrounds are more likely to miss school, play truant and underachieve than their peers who come from more favourable social and economic home backgrounds.	• Attendance Policy • Learning mentor – attendance – job profile • Quality assurance – line manager	DHT Pastoral Learning Mentor - Attendance	• Attendance data and tracking • Action plans – pastoral journeys	Learning mentor – attendance – disproportionate time for PP children
Safeguarding Manager	F, G, L	The Safeguarding Manager supports the DSL in managing safeguarding in school. This adds significant capacity to the safeguarding team to work with children, families and external agencies. The work of the safeguarding manager is disproportionately focused on pupil premium families • Responding to safeguarding concerns • Liaising with external agencies • Attending strategy meetings • Recording and monitoring • TA induction • Transition	• Focused role enables in-depth understanding of families and community • Children's welfare is paramount amongst all staff • Swift and decisive action supports keeping children safe • Intervention mitigates against the impact of child protection and safeguarding issues • Support improves	95 children (15%+) on roll currently have been subject to the highest form of child protection and concern and/or intervention (level 4). This proportion is @double the proportion in historic data, indicating a very significant increase in child protection work undertaken by the pastoral team. Almost 50% of pupil premium children have been referred, placed or received intervention at Level 4, the highest safeguarding threshold. 12+ times greater than non pupil premium children.	• Child protection and safeguarding policy • CPLO email with multiple recipients • DSL monitoring	DHT Pastoral Safeguarding Manager	• Safeguarding files • CPOMS	Safeguarding Manager – disproportionate time for PP children

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations
		• Supporting families • Signposting staff and families • Line management of learning mentors		There is a direct correlation between academic risk/ RWM target estimates and safeguarding thresholds. The higher the academic ability the higher the safeguarding risk i.e. Above ARE target estimate group have @1:20 chance of safeguarding registration internally/ externally against 1:2 chance for below ARE.				
Breakfast club	A, D, L	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.	• Improved engagement in school for PP children • Focused impact for targeted children eg ○ Attendance ○ Intervention engagement (attainment) ○ Emotional wellbeing / friendships ○ Healthy breakfast – fuel for learning	The EEF advises that schools considering implementing breakfast clubs should consider the multiple positive impacts of the approach, including improved pupil behaviour and improved attendance. This is a key driver of the implementation of free places for PP children. Where children receive free places, they also attend targeted intervention – eg IXL club.	• Children targeted by pastoral and LLT • Pupil progress meetings • Year leader early bird interventions • Tracking of impact – eg homework engagement	Pastoral LLT	• Breakfast club attendance • Termly reports – engagement & attendance	Breakfast club running costs – free places offered to PP children

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Pupil Premium Strategy

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations
Club attendance – PP targeting and priority places	A, D, H, L	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. Provision of high quality clubs in PE and music mitigate for children missing these subjects through tutorial support. Teachers (including specialist) target pupils for club attendance. Where external providers deliver clubs, free places for PP children are sought as part of the agreement. School provided clubs will be charged for from Autumn Term 2021.	The overwhelming majority of disadvantaged pupils attend at least one club. Children fully engaged with school and all aspects of school life developing a sense of belonging – especially for disadvantaged. Identified gifts and talents given opportunities to shine – increasing confidence and widening life opportunities.	After-school clubs can improve the academic performance and social skills of children from disadvantaged backgrounds, research shows. The study of 6,400 children in England found that those who took part in organised sports and physical activities at the ages of five, seven and 11 were almost one and a half times more likely to reach a higher than expected level in their Key Stage 2 (KS2) maths test at the age of 11. Disadvantaged children who attended after-school clubs also fared better than their peers who did not take part.	• Use of specialist teachers supports high quality provision • Targeting of PP children attending tutorial given priority access • Pastoral lead oversight	Pastoral LLT Specialist teachers	• Club attendance • PP engagement in clubs	Specialist teacher salaries – already calculated. Free spaces for PP children at clubs.

Promoting gift and talent – music and sport	A, C, D, H, L	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 – eg music and sports clubs / performances / including external opportunities.)	• Overwhelming majority of disadvantaged 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.
			• Specialist music and PE leaders are especially ambitious for disadvantaged pupils.
				The impact of physical education and sport on education outcomes includes: achievement, cognitive function, behaviour, social, attendance. While music touches the lives of all young people, the disadvantaged can benefit most. Music helps bind pupils into the wider life of the school. The importance of music. Risk factors identified by the Research to understand successful approaches to supporting the most academically able disadvantaged pupils include	• Core focus of specialist teachers
					  ○ Music
					  ○ Sport
					• Termly reports supports knowledge of pupils.
					• Emphasis on strong relationships – academic and pastoral staff supports identification
					• Pupil progress meetings support identifying talent and interests
						Specialist Teachers DHT AHT	Specialist teachers accounting for PP children
							• Pupil leaders
							• Performances
							• Representing school
								Specialist teacher – extra-curricular time (already accounted for)

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations
				• no or limited experience of cultural activities (theatre, art galleries, music, dance) • no or limited experience of belonging to out of school clubs or community associations, activities • Affected by deprivation in community environment (rural/urban/city), e.g. • limited amenities (e.g. theatres, art galleries, sports facilities, libraries, youth organisations)				
School Dog	A, C, L	A school dog has been introduced into school following lockdown 2021. He is available to support children with social and emotional needs – based with the pastoral team as resource to engage children in school life. This includes addressing a wide range of the barriers to learning above.	• A greater enjoyment of being in the school environment, improved attendance and a greater willingness to learn and participate. • Improved behaviour, social interaction and sense of responsibility in the classroom. • Increased knowledge of dogs and how to behave safely and appropriately around them. • Pupils increase in confidence. • They gain a better understanding of how to take responsibility for another living being. This, potentially, gives them better recognition of their own responsibilities.	According to research, full-time school-based dogs can contribute significantly to a positive environment as well as have a positive impact on children and young people's social and emotional development, behaviour and enthusiasm towards academia. The school context report identifies these areas of barriers to learning. Dogs for good also highlight the positive impact of a community dog in schools – including attendance, behaviour, responsibility, engagement.	• Guidance and risk assessment • Whole school community engagement – through communication	AHT Pastoral Team	• Pastoral journey • Qualitative evidence • Case studies	Insurance

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Pupil Premium Strategy

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations
Specialist PE and Music Provision	I, L	All children benefit from high quality provision in music and PE. This also supports the tutorial provision and delivery of high quality after school clubs – allowing the class teacher to deliver intervention whilst not missing core subject time. The quality of provision and extra-curricular provision mitigates against the loss of curriculum time. With specialist teaching, we are able to provide significant opportunities for performance and competition. Eg musical theatre, choir performances, multiple sports events and competitions.	• High quality PE and music provision is outstanding – supporting a broad and balanced curriculum • PP children have a wide range of opportunities gaining confidence through performance and competition • Achievement in specialist subjects is outstanding – higher proportions at ARE and GDS than other foundation subjects	The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress).	• Appointing specialist subject leads • Job description – adjusting role to provide time for extra-curricular role • Quality Assurance	AHT DHT	• Quality assurance • Achievement in PE & Music	Specialist teaching – already costed
Computing extra-curricular opportunities - Virtual Reality	A, J, L	PP children will be prioritised for extra-curricular enrichment. School has invested in significant IT and will use this to provide enriched experiences for children. Virtual Reality headsets will be used to enable children to virtually travel to areas of interest around the world – thus developing children's knowledge and 'experience' of the world. Virtual visits to museums and galleries will increase cultural experiences.	• Extra-curricular experiences mitigate against risk factors identified for disadvantaged pupils. • Engagement in school increases due to the enriched experiences provided	Typically, disadvantaged children will have less developed knowledge and schema due to access to books, rich conversation, trips and experiences of the wider world. Risk factors identified by the Research to understand successful approaches to supporting the most academically able disadvantaged pupils include • lack of parental support for educational success at home (may be a lack of understanding of how to do this)	• High quality equipment purchased – VRclassroom • IT Manager supervision	DHT Pastoral IT Manager	• Termly reports – engagement and behaviour. • Targeted club attendance	VR Classroom set

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations
				• limited experience of the world beyond the immediate locality • no or limited experience of cultural activities (theatre, art galleries, music, dance) • no or limited experience of belonging to out of school clubs or community associations, activities • material poverty – lack of resources				
Behaviour – Relentless Routines and Visible Consistencies	C, G, L	Consistency and routines are essential in school to develop a calm environment that promotes learning and well-being. As part of the school's behaviour policy, we will be seeking to identify whole school relentless routines and visible consistencies that all staff relentlessly seek to embed. Eg routines for entering school, meeting and greeting at the classroom door	• Visible consistencies and relentless routines contribute to a calm school environment which supports learning and well-being • Transition times in school are overwhelmingly calm • All staff are empowered to embed behaviour management strategies consistently	EEF Guidance Report on Improving Behaviour highlights consistency as one of its key recommendations. Paul Dix, in his book 'When Adults Change, Everything Changes' recommends the use of visible consistencies and relentless routines, identified as a whole school to embed and promote positive behaviour. Routines and consistency create a sense of belonging – 'this is the Chesswood way' and are crucial to support PP children to develop self-regulation and identity / belonging with school. Having established routines, insisted on at all times, supports all staff in establishing positive authority in school.	• Behaviour policy identifying visible consistencies and relentless routines • Clear communication to all staff - KAD • Quality assurance including coaching	DHT Pastoral LLT	• Quality assurance • Termly reports – behaviour	• CPD including INSET – whole staff attendance

Chesswood Junior School

Pupil Premium Strategy

Strategy	Barrier	Detail	Desired Outcome	Evidence base and rationale	Ensuring quality implementation	Lead	Evidence	Expenditure Considerations	
Financial Year 2021-2022 Wider Strategies Expenditure – Pupil Premium Focus								7/12	5/12
							Pupil Premium trip funding		£3,000
							Pupil Premium school uniform subsidy	£300	
							Playground development – positive play	N/A	£20,000
							Learning Mentor – Behaviour (50%)	£3,800	£2,700
							Learning Mentor - LAC	£3,800	£2,700
							Learning Mentor – Attendance (50%)	£6,500	£4,600
							Safeguarding Manager (50%)	£10,000	£7,100
							Breakfast Club – free places for Pupil Premium	Provided free – no additional cost to school (reduced income)	
							Pupil Premium – Club Attendance – free places	Provided free – no additional cost to school (reduced income)	
							Virtual Reality headsets	N/A	£9,500
							Total	£24,400	£49,600
							Total	£74,000	

6. Strategy Review

6.1. Teaching

Strategy	2021	2022	2023
Quality first teaching			
Knowledge Rich approach / Knowledge organisers & gamification			
Cognition			
Metacognition & Self-Regulation			

Chesswood Junior School

Pupil Premium Strategy

Strategy	2021	2022	2023
Explicit Teaching			
Scaffolding			
Flexible Grouping			

6.2. Targeted Support

Strategy	2021	2022	2023
School Improvement Model			
Termly individual pupil led review			
Pupil progress meetings			
Year leadership – targeted children intervention groups			

Chesswood Junior School

Pupil Premium Strategy

Strategy	2021	2022	2023
Teaching Assistant Allocation			
Tutorial Programme			
Homework			
Homework Club			

Chesswood Junior School

Pupil Premium Strategy

Strategy	2021	2022	2023
Home-learning – technology support			
Year 6 high support class			
Reading for All			
Accelerated Reader – Pupil Premium Wordcount			

Chesswood Junior School

Pupil Premium Strategy

Strategy	2021	2022	2023
Reading Buddies			
Year 6 Revision			
Numbots			

6.3. Wider Strategies

Strategy	2021	2022	2023
Fund school trips and residentials			
Subsidise school uniform			
Playground – positive play			
Learning mentor - Behaviour			

Chesswood Junior School

Pupil Premium Strategy

Strategy	2021	2022	2023
Learning Mentor - LAC			
Learning Mentor – Attendance			
Safeguarding Manager			
Breakfast club			

Chesswood Junior School

Pupil Premium Strategy

Strategy	2021	2022	2023
Club attendance – PP targeting and priority places			
Promoting gift and talent – music and sport			
Rock-Steady music			
School Dog			

Chesswood Junior School

Pupil Premium Strategy

Strategy	2021	2022	2023
SEN Support and Review			
Individual music tuition			
Extra Curricular Music provision			
Specialist PE and Sport Provision			

Chesswood Junior School

Pupil Premium Strategy

Strategy	2021	2022	2023
Computing extra-curricular opportunities			
Specialist teachers promoting gifts			