



# Pupil Premium Strategy Summary Overview 2020-2023

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## 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.

- Teaching
- Targeted Academic Support
- Wider Strategies

## 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

## 3. Disadvantaged pupil progress scores for last academic year

Current Performance	
	Progress Score
Reading	Current data not available due to COVID
Writing	Current data not available due to COVID
Maths	Current data not available due to COVID

#### 4. 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) <b>Consistent Trend</b>
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. <b>Consistent Trend</b>
C	Behaviour	Pupil premium children present more than 4X the risk with 'extremely high risk' being almost entirely pupil premium. <b>Consistent Trend</b>
D	Friendships	More than twice as likely to have minor+ friendship issues. @ five times more likely to have significant+ issues. <b>Consistent Trend</b>
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. <b>Consistent Trend</b>
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. <b>Reducing trend</b>
H	Academic Risk	(High+) for pupil premium children is more than double that of non PP <b>Increasing trend</b>
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. <b>COVID impact on CPD</b>
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. <b>Research evidenced</b>
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.

## 5. 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 <ul style="list-style-type: none"> <li>attend at least one club (registers)</li> <li>feel they belong at Chesswood and are provided with exciting and positive experiences (pupil voice)</li> <li>attend trips – especially residentials</li> <li>wear uniform</li> </ul>	Pupil voice. Club attendance register.

## 6. Overview of Strategies and Expenditure

### 6.1. Strategy Overview

#### 6.1.1. Teaching Overview



Key Expenditure		
Strategy	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
<b>Total</b>	£36,200	£26,500
<b>Total</b>	£62,700	

6.1.2. Targeted Support Overview



Key Expenditure		
Strategy	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
<b>Total</b>	<b>£123,900</b>	<b>£99,240</b>
<b>Total</b>	<b>£223,140</b>	



6.1.3. Wider Strategies Overview



Key Expenditure		
Strategy	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 (30% of wider role)	£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
<b>Total</b>	£24,400	£49,600
<b>Total</b>	£74,000	