Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Chesswood Junior School
Number of pupils in school	560
Proportion (%) of pupil premium eligible pupils	139 (25%) This includes 7% EHCP & 48% SEN Support
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Jez Himsworth Deputy Headteacher
Governor / Trustee lead	Phillipa Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Budget allocation £155120 plus Ever 6PP adjustment £27,200	£182,320 +DSG Supplementary Grant £73,525
Recovery premium funding allocation this academic year	£4,894
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£260,739

Part A: Pupil premium strategy plan

Statement of intent

Chesswood Junior School is an inclusive school. We believe that all children, regardless of background, needs, ability and behaviours are of equal value and should flourish in our school community. Our motto 'Dream, Aspire, Achieve' alongside our well-embedded curriculum drivers 'Life Opportunities' and 'Creativity, Confidence & Competence' underpin all that we do; seeking to be ambitious for all children – especially the most disadvantaged. We have high expectations of all children, focusing on children knowing more, remembering more and being able to experience more through the wide range of enriching experiences our curriculum provides. Our goal is to prepare all pupils for the next stage in their education – next lesson, next unit, next year, next key stage (and their future employment) through high levels of achievement, seeking to maximise their potential through the strategies laid out here. Alongside academic achievement, we seek to create a sense of belonging within our school and wider community, ensuring they are able to access the rich opportunities available to them.

The focus of our pupil premium strategy is to support disadvantaged children to achieve these goals. As a school, and in line with EEF research, we believe high quality teaching is the foremost strategy to accomplish this. The curriculum is designed to support evidence-based teaching strategies identified through cognitive science research – founded on an understanding of how children best learn. Highly effective assessment systems allow teachers and leaders to identify the key barriers to learning and to closely track progress of individuals and arising gaps in their learning. School improvement foci, targeted interventions and wider strategies are used to mitigate against the barriers identified. With the support of evidence-based research, we seek to identify the most effective strategies and interventions to maximise progress for all. Integral to our intended outcomes for disadvantaged pupils, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We take an equitable approach focused on individual pupils first. We understand that advantage and disadvantage accumulate over time. Pupils are impacted by everything they have interacted with; their (positive / negative) interactions, (supported / unsupported) opportunities and (rich / lack of) experiences over time. The result is that only an equitable approach has a chance of offering individual children what they (actually) need. Therefore, we seek to target individuals, privileging the disadvantaged to provide the equity they need and deserve.

The school staffing 2upport2ee is designed to support this strategy, ensuring all staff focus on being ambitious for all, especially disadvantaged pupils. Senior and middle leaders work to support academic staff in developing high-quality teaching through CPD, quality assurance and coaching programmes, whilst the school inclusion team support staff in meeting the social, emotional and psychological needs of pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

	Challenge	Detail of challenge
1	Attendance	Persistent absence for Pupil Premium is twice as likely (a reduction from 6-7 times more likely) **Consistent Trend**
2	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**
3	Behaviour	Pupil premium children present more than 4X the risk with 'extremely high risk' being almost entirely pupil premium. **Consistent Trend**
4	Friendships	More than twice as likely to have minor+ friendship issues. @ five times more likely to have significant+ issues. **Consistent Trend**
5	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**
6	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).
7	Safeguarding	Safeguarding - @6 times more likely to require some form of external safeguarding. **Reducing trend**
8	Academic Risk	(High+) for pupil premium children is more than double that of non PP **Increasing trend**
9	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**
10	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**
11	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.
12	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.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success Criteria
Attainment is key – all aspects in this strategy seek to ultimately impact on attainment of disadvantaged pupils maximising target acquisition for PP children in RWM. Disadvantaged children are not homogeneous – although many have common challenges. Therefore, at an academic level, we seek to meet the needs of the individuals (academic and pastoral) to maximise acquisition of reading, writing and maths. We hunt (target children according to need) not fish (blanket approaches).	We expect to demonstrate with each disadvantaged child that we have successfully mitigated their risks with effective action that underpins their achievement – particularly target acquisition. Where targets are not secured, leaders can demonstrate with valid and reliable evidence why outcomes were lower than estimated.
Reduce persistent absence for PP pupils. Increase attendance overall for PP pupils.	Sustained high attendance from 2024 / 25 demonstrated by - The overall attendance rate for all pupils being @96%+ - The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to under 2% (but at least in line with disadvantaged nationally) - Case studies to show the impact of strategies on persistent absenteeism
Engagement of PP pupils with homework improves, closing the gap on non-pupil premium pupils as a result of the strategies	Homework completion in school will be 95%+ 'mostly'.

implemented.	PP children will be @90% + for 'mostly' as a result of interventions in place. Homework judgements on the termly reports (using consistent judgement guidance). Qualitative evidence case studies the impact of strategies identified.
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). Where risk is medium or higher, intervention has a positive affect on reducing behaviour incidents.
The incidence of minor friendship issues for PP children is reduced	Where friendship issues are evident, leaders can demonstrably account for improvements for individuals and groups through the interventions undertaken/.
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.
Reduce impact of contextual risk for PP children	Case studies – pastoral and safeguarding intervention have a demonstrable impact on individual children – attendance, engagement and impact.
Reduce safeguarding risk for PP children. Where safeguarding risks are identified, robust action is taken to mitigate against these.	Case studies – Systems are robust and make a demonstrable difference in ensuring children are safe. All children on the safeguarding radar are spoken to and demonstrate they understand how to keep safe – at home, in school, online. (use of form).
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 demonstrate identified teaching strategies are overwhelmingly embedded across the school.
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. There is evidence that knowledge acquisition in disadvantaged pupils is good – with targeted intervention supporting children in its development.
Catch-up programmes focus on need, prioritising PP children thus seeking to reduce the widening gap between PP and	The overwhelming majority of targeted interventions have at least good impact (metric defined).

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 catch-up programmes. By 2024 outcomes the attainment gap is narrower than national gap.
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 • Represent school – competition and performance • Pupil leadership roles	Pupil voice data show that PP children are over-represented Club attendance register. Representing school – sport / music Pupil leadership roles
To maximise target acquisition for PP pupils in reading, writing and maths.	Good or better academic progress from individual starting points.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *62,700*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Knowledge Rich approach / Knowledge organisers & gamification	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.	8, 9, 11, 12
Cognition	Cognitive science research-based strategies identified: dual-coding, inter-leaving, 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	8, 9, 11, 12
Metacognition and self-regulation	Evidence suggests the use of 'meta-cognitive 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)	8, 9, 11, 12
Explicit Teaching – direct instruction	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 Instruc-	8, 9 , 11, 12

	tion Does Not Work – Sweller & Kirschner Rosenshine's Principles of Instruction	
Scaffolding	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.	8, 9, 11, 12
Additional Class Y6 & Y3	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 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).	3, 4, 5, 8, 9, 11, 12
Flexible grouping	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	8, 9, 11, 12

Activity	Evidence that supports this approach	Challenge number(s) addressed
	and promoting independence as appropriate.	
Instructional Coaching	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.	9

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *223,140*

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Improvement Model	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.	1-11
Termly individual pupil led review	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.	1-12
Pupil progress meetings	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	1-12

	teachers in developing strategies to support progress whilst identifying trends to be addressed as a group / year group / whole school.	
Year leadership – targeted children intervention groups	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	1, 5, 8, 10, 11
Teaching Assistant Allocation	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.	9
Tutorial Programme	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	8, 9 , 10

	above six or seven there is a noticeable reduction in effectiveness.'	
Homework	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 at ways to make homework tasks more targeted / bespoke – eg directing individual pupils to priority tasks	2, 8, 9, 10
Homework Club	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.	2, 8, 9, 10
Home-learning – technology support	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.	2, 8, 9, 10
Year 6 high support class	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	3, 4, 5, 8, 12

	– not only through a slight reduction in size (minimal impact) but also through the reduction in high need which takes significant teacher / TA time.	
Reading for All	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.	8
Accelerated Reader – Pupil Premium Wordcount	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.	8
Reading Buddies	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	8
Year 6 Revision	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	8

	materials support this.	
Numbots	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.	8

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *74,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund school trips and residentials	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	6, 8, 10, 12
Subsidise school uniform	'*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…,*	3, 6, 7, 12

	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.	
Playground – positive play	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.	1, 4, 12
Learning mentor – Behaviour	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 14upportt	3, 4, 12

	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	
Learning Mentor – LAC	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	4, 6, 7, 12
Learning Mentor – Attendance	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.	1, 8, 12
Safeguarding Manager	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	6, 7, 12

	@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.	
	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	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.	1, 4, 12
Club attendance – PP targeting and priority places	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.	1, 4, 8, 12
Promoting gift and talent – music and sport	The impact of physical education and sport on education outcomes includes: achievement, cognitive function,	1, 3, 4, 8, 12

	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 • 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	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.	1, 3, 12
Specialist PE and Music Provision	The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress).	9,12
Computing extra-curricular opportunities	Typically, disadvantaged children will have less developed knowledge and schema due to access to books, rich	1, 10, 12

Virtual Reality	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)	
	• 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	[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 – promoting positive behaviours and belonging.	3, 7, 12

Total budgeted cost: £ *359,840*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Year 6 Statutory Outcomes 2022

Expected Standard:

%	School Disadvantaged	Comparison to Nat. Dis.	National Disadvantaged	School All	National All
Reading	61	-1	62	75	75
Writing	51	-4	55	69	69
Maths	47	-9	56	75	71
GPS	70	+11	59	78	72
RWM	34	-9	43	63	58

Higher Standard:

%	School Disad-vantaged	Comparison to Nat. Dis.	National Disadvantaged	School All	National All
Reading	24	+7	17	31	28
Writing	0	-6	6	2	13
Maths	8	-4	12	42	22
GPS	23	+6	17	21	28
RWM	0	-3	3	1	7

Attendance 2021/22:

	School	FFT National
All Pupils	94.3	92.8
Disadvantaged	89.7	90.5

Contextual Information

	PP	PP %	Non PP	Non PP %	PP Comparison	Impact on PP
Cohort	41	24.4%	127	76%		
SEN Register	16	39%	26	20.4%	Twice as likely	
SEN E	4	9.8%	3	2.4%	4 x more likely	
SEN K	12	29.3%	23	18.1%	1.5 more likely	
Pastoral Support	32	78%	45	35.4%	Twice as likely	

Behaviour Risk						
All Moderate +	11	26.8%	6	4.7%	5x more likely	
Extremely High	3	7.3%	1	0.8%	9x more likely	
High	4	9.8%	3	2.4%	4x more likely	
Moderate	4	9.8%	2	1.6%	6x more likely	
Play Support	12	29.3%	6	4.7%	6x more likely	
Date of Admission						
2018	35	85%	111	87.4%	PP children 3x more likely to have joined in Y5 / 6 (small no.s)	
2019	2	4.9%	9	7.1%		
2020	1	2.4%	4	3.1%		
2021	2	4.9%	1	0.8%		
2022	1	2.4%	2	1.6%		
Context Risk						
All Moderate +	37	90.2%	4	3.1%	30x more likely	
Extremely High	13	31.7%	0	0%	Vsig difference	
High	20	48.7%	1	0.8%	50x more likely	
Moderate	4	9.8%	3	2.4%	4x more likely	

Analysis of statutory outcomes

All children who were targeted to meet (including challenge) and did not meet, were analysed to seek to understand the key factors in why they did not meet. Full details are available in Y6 data review.

• Maths Outcomes

Summary	Key Issues	Next Steps
• Outcomes 9% below national • 6 children at 99 – 3 to 4 children gaining 1 more scaled score point would have put the school in line with national • One class did not secure met for any of the 'meet challenge' pupils. Target Acquisition • Meet Challenge children who did not meet = 8 (1 EHCP / 4 K) • Meet Children who did not meet = 7 1	• Of those children who were close (99) all were children who struggled to engage (family and child). Significant work had been done in this area – the impact of COVID was clear. It is our belief that, with a full 4 years at Chesswood, targeting engagement and belonging from Y3, disadvantaged children in similar circumstances will convert to met in the future. • Quality of outcomes in one class • A lack of high-quality	• Continue with strategies identified in the pupil premium strategy. We believe this is the correct approach but takes time to embed. Especially o Identify children and families dis-engaged from Y3 – seek to fully in-tegrate into the wider life of the school e.g. Dream, Aspire, Achieve Academy • TA training on use of manipulatives – coach-ing and QA follow up. • Purchase of Ark Acade-

EHCP / 4 K)	training for TAs over COVID has resulted in gaps in expertise. ○ Quality Assurance showed use of manipulatives is not maximised in maths – especially TA knowledge of the range of resources available to support. • Since COVID, mixing of classes for revision has not returned. This has potential impact on the High Needs class where a small minority are targeted to meet. • Teaching of maths, including intervention across the school is good. However, the proportion of very significant impact in tutorials needs to be higher. High quality resources to support workload and consistency of provision would support this focus.	my RTP to support NTP and teacher tutorials – high quality intervention resource • Pilot of Freckle – adaptive maths practice resource • Number Stacks – targeted maths intervention using targeted resources. • Ensure all children targeted to meet in High Needs class, access revision within a mainstream class where appropriate. • Academic Mentor role in Y6 – qualified teacher to focus on additional support for all disadvantaged pupils across the year. • Securing expected outcomes programme used as appropriate.

• Reading Outcomes

Summary	Key Issues	Next Steps
• Reading outcomes are in-line (-1) with national disadvantaged. Outcomes at GDS are significantly higher than national (+7) • Outcomes below expected in one class only (significant absence & SEO) • Impact of Greater Depth Reading Club was significant. This focused on breadth and depth of diet and understanding. Target Acquisition	• Broader concerns around range and quality of texts being read. A focus on engagement has increased reading quantity – however, a push on breadth and depth of diet (cultural capital) especially for disadvantaged children is essential. The impact on writing is expected through increasing diet of quality text. • Outcomes in one class – SEO was used to	• Recommended Readers shelves are being set up in each year group based on a range of high-quality texts. • Recommended Readers list sent home across all year groups. • Reading Wall to be simplified with challenges and competitions promoting range of books. • Love Your Library Week introduced – alongside millionaire wall. • A range of quality and

• Meet Challenge children who did not meet = 5 (1 EHCP / 2 K) • Meet Children who did not meet = 2 (1 K)	support. • Workload issue of GDS reading club. • Reading CPD for TAs has not taken place (COVID). • Consistency of expertise – phonics TAs	popular books to be held in reserve to target specific children. • With the introduction of TA training, reading leader to have sessions on reading (1:1 & small group strategies) & phonics. • Academic Mentor has a focus on reading diet of disadvantaged pupils. •

- ## Writing Outcomes

Summary	Key Issues	Next Steps
• Outcomes 4% below national for EXP and 6% for GDS. • Current pedagogy (memory and metacognition) in the English curriculum saw a significant increase in the numbers of PP children meeting in Y6. • The number of meet and meet challenge children achieving EXP increased by 5 pupils between the end of Year 5 and the end of Year 6. Target Acquisition • Meet Challenge children who did not meet = 5 (1 EHCP / 3 K) Meet Children who did not meet = 4 (2 K)	• Resignation of specialist TA support meant usual package of writing intervention support was not able to be implemented. • GDS in writing is a school wide issue in terms of teacher understanding GDS further down the school and planning to support highest attaining writers.	• TA support in place to target SEN and PP children during writing lessons. • Academic Mentor has a focus on writing conferencing with PP children. • CPD training for all staff on GDS in Y6 and within own year group/phase. • English planning to be adapted to have explicit GD challenge to ensure consistent approach school wide. • Whole school approach to teaching of vocabulary has been launched with explicit teaching of tier two words each week. Staff CPD given on explicit teaching of vocabulary and impact on disadvantaged pupils. Vocabulary policy created and disseminated.

Current Strategy Review

High Quality Teaching – Commentary

Teaching Quality

Area Focus	Below	Working Towards	In line with expectations	Exemplary
QAEP Quality Assuring Established Practice	<1%	11%	68%	21%
Embedding Cognition	0%	4%	32%	64%
Positive behaviour – antecedents	0%	4%	61%	35%
High Quality Maths	0%	10%	66%	24%
Knowledge Content	1%	8%	62%	29%

Significant work and training has been undertaken to design a curriculum that supports teaching and learning strategies rooted in cognitive science research. Teaching strategies have been selected based on what research says on how children learn best. Leaders have focused curriculum development (eg knowledge organisers) and on supporting at a planning level to ensure aspects of these strategies can be explicit in the planning – eg modelling; I Do, We Do, You Do; retrieval practice etc.

High Quality Teaching – Next Steps

- Introduce Phase Leader role for lower school to support increased efficiency, consistency and effectiveness of quality assurance and coaching support.
- Develop the 'instructional coaching' model to support embedding of high-quality teaching strategies.
- Ensure high quality training for teaching assistants (hampered by pandemic; turnover of staff and staff meeting timing) with a particular focus on the EEF 5-A-Day strategies.

Targeted Interventions - Commentary

Tutorials

Area	Number	Limited	Acceptable	Significant	Very Sig

Reading	50	2%	42%	50%	6%
Writing	469	4%	37%	48%	11%
Maths	474	4%	31%	34%	15%

Leaders and teachers use data exceptionally well to target individual need. The pupil progress meetings are now embedded in practice leading to rich discussion around target children, identifying gaps, and spotting and addressing wider patterns and trends. The sessions support teachers in identifying key strategies and sharing expertise across the year group; supporting decisions on planning and intervention.

Targeted Interventions – Next Steps

- Review full range of academic targeted interventions and their use – including who accesses each and how they combine to form a coherent package for individuals – e.g. tutorials / year leader / tutoring
- Appointment of academic mentor to support targeted intervention.

Wider Strategies – Commentary

Behaviour

Risk	All	All %	PP	PP%	Non PP	Non PP %
Ext.High	9	1.5%	8	5%	1	0.2%
High	19	3%	10	7%	9	2%
Moderate	14	2%	7	5%	7	1.5%
Low	558	93%	122	83%	436	96%

Pastoral Support

All	All %	PP	% of PP	Non PP	% of Non PP
221	37%	95	65%	126	28%

221 children accessed pastoral support across the academic year. Pupil Premium children were more than twice as likely to require this support.

Pastoral Impact
Impact is measured using the schools 'Consistent Teacher Judgement Guide'.

The scale ranges from 'Limited' –

There is limited evidence that original and current concerns have been addressed or that support is making a difference. There is limited evidence yet of improvement in aspects relating to engagement, behaviour, attendance, achievement or wider impact on ensuring safety and wellbeing.

To Very Significant –

There is evidence that original and current concerns have been overwhelmingly addressed and

support is making a very significant difference. By providing support, there is clear evidence of improved outcomes for the child – this may be seen in (multiple areas or very significant in a single area) engagement, behaviour, attendance, achievement or wider impact on ensuring safety and wellbeing. Without the additional support, there would be very significant detrimental impact on the child or others.

Impact	All	All %	PP	PP%	Non PP	Non PP %
Limited	14	6%	8	8%	6	5%
Acceptable	5	2%	2	2%	3	2%
Significant	73	33%	29	31%	44	35%
V Sig	129	58%	56	59%	73	58%

Of the 95 pupil premium children who accessed pastoral support, the impact at 'significant' and 'very significant' was 93%. Leaders can demonstrate evidence through case studies to evidence the impact the pastoral team have had. In having such impact, children are more able to engage in school and access learning (eg through reducing friendship issues / improving attendance / increasing belonging / managing safeguarding).

Wider Strategies – Next Steps

- Increase capacity of the learning mentor team to –
  - Support on call response to ensure classes are supported where disruption occurs, minimising lost learning time
  - Ensure a relentless focus on attendance – especially for the most disadvantaged
  - Use data (Bromcom) to target intervention and improvements more rapidly and efficiently
  - Develop expertise in specific formal interventions to increase impact – e.g. circle of friends
- Appoint family liaison position to further engage disadvantaged pupils and families. To lead on developing a range of experiences and opportunities to support engagement, belonging and rich experiences.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance
TT Rock Stars	
IXL	
Wordwall	
White Rose	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.