

Chase Bridge Pupil and Service Premium Strategy Statement

1. Summary information					
Academic Year	2019/2020	Total PP budget	£86,900	Date of most recent PP Review	Sept 2019
Total number of pupils	661	Number of pupils eligible for PP	79	Date for next internal review of this strategy	July 2020

Current attainment – End of Key Stage 2, 2017-2018			
	PPG children	Chase Bridge Average	National Average
Expected Standard in R, W & M	65%	83%	65%
Reading progress	3.5	+2.2	0.0
Writing progress	2.3	+1.4	0.0
Maths progress	1.1	+1.9	0.0

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school)		
A.	The progress gap in maths	
B.	Children's understanding of reasoning improves	
C.	Improving opportunities for learning outside of regular school hours, particularly clubs	
External barriers (issues which also require action outside school)		
D.	Improved attendance rates	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils make excellent progress in maths	Targets are ambitious, and pupils are able to reach those targets through tailored provision. Progress is evident in books and assessments.
B.	Increase club intake for pupils	A greater percentage of PPG pupils are accessing before and after school provisions.

4. Planned expenditure					
Academic year		2019-2020			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved quality of teaching in maths	Termly maths book looks & lesson observations in reading; tailored CPD and a focus on reasoning and the bar model.	Observations and book looks help us ensure that teaching & learning, & assessment for our PPG children is high-quality. This will be linked with our CPD programme to further develop teachers' pedagogy in reasoning.	SLT quality-assure our core processes.	Deputy Head	Ongoing
Total budgeted cost					£15,165
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pride	Children who can benefit from extra provision have access to a before-school provision where they receive breakfast and academic support	Having a before school club helps with attendance and gives us the opportunity to provide additional academic support in a nurturing environment	SLT to monitor regularly; provide subject knowledge training for TAs; ensure support is targeted	SENCo	Ongoing
Reading Champions	Y5/Y6 reading champions are partnered with a peer PPG child in a lower year for a weekly reading intervention	Evidence shows that peer tutoring has a massive impact for a low cost	Teachers to train Y5/Y6 reading champions and monitor regularly	Deputy Head	Ongoing
Improved standards for PPG children in core areas of learning, through focused performance management objectives	PPG pupils targeted through performance management ('focus children')	Raise the profile of PPG children and help PPG children who have fallen below the expected standard catch up with their peers, focusing on key skills in English and maths	SLT quality-assure our core processes	Head	Termly
For children to have the tools to cope with their emotions to access learning.	Emotional Literacy Support (4 sessions a week)	Teachers and some parents/carers noted areas such as self-confidence, bereavement, friendship, social skills and lacking ability to recognise emotions as barriers to learning in school	Selecting children where there is an impact at school, reviewing each child session by session and communicating with home where necessary	SENCo	Ongoing
For children to have intensive, short term support in areas identified as needing further embedding.	Before school interventions (Study Squad)	Some children require some over learning in certain areas to fill small gaps in knowledge and/or understanding.	The deputy and lead organising the intervention will evaluate the effectiveness of the sessions and quantify how this transferred to the classroom.	Y6 Leader	Ongoing
For targeted children to have regular reading with an adult.	Beanstalk Readers	Reading is how children access the curriculum and confidence with comprehension is key.	The weekly attendance of the adult volunteers. Speaking to the children and assessing their reading age regularly.	Deputy Head	Termly
Total budgeted cost					£55,720
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

For children to have the same access to opportunities as their peers and for them to have the correct uniform.	Financial Assistance for families	Some children may not be able to access as many opportunities as their peers especially residential and paid clubs; this provision is designed to allow equality of opportunity.	Guidelines are written about what assistance is offered and maximum amount available per child. The office will monitor all allowances used per child. Attendance at clubs and other activities will be monitored. Leaders and teachers are taking proactive steps to engage with families about the clubs that are on offer.	Deputy Headteacher	Termly
For children with low attendance to increase it to the national standard. For families struggling with wider family issues to be supported or signposted to support so their children are able to access their learning.	Family Worker Time (3 days per week)	When monitoring overall attendance it is clear some pupils are falling well-below the national standard. Some parents/carers seek advice on how to support their children not only academically but socially and emotionally and how to deal with other situations impacting on their family life or parenting.	A monthly monitoring sheet will be completed. Appointments and letters will be used to parents/carers when attendance falls and where appropriate referrals will be made to the EWO. The family worker will be available to meet parents/carers, run parenting courses and will be the link between home and school for some families.	Family Worker	Termly
Total budgeted cost					£16,015

5. Review of expenditure			
Previous Academic Year		2018-2019	
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
English and maths attainment improves for PPG children	English and maths skills are taught explicitly in foundation subjects and science. Termly English and maths book looks and lesson observations.	Met. PPG children's progress was significantly above the national average and attainment was in line with national average.	The strong focus on English and maths skills across the school has been very effective and we will continue with our approach.
			Total budgeted cost: £20,804
ii. Targeted support			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Improved standards for PPG children in core areas of learning	PPG pupils targeted through performance management	Across the school there were many examples of 'focus children' meeting their target. Children who didn't meet their target of 'expected' will be targeted the following year as well. This is a key strategy for us that we will continue.	This is effective – we will continue as it is a cumulative approach to helping children meet the expected standard (e.g. if they don't their target one year, they continue to be a focus child the next year).
For children to have the tools to cope with their emotions to access learning.	Emotional Literacy Support	ELSA is successful. It helps children understand complex feelings, extreme anxiety, and situations out of child control affecting their family and/or impacting on school life.	We need to ensure that PPG children are accessing this provision. At the moment a small percentage are.
For children in KS2 to have intensive, short term support in areas identified as needing further embedding.	Before school interventions (Study Squad)	Many children benefitted from this additional support and improved their understanding of Maths and English concepts. The significant majority of Y6 focus children reached their targets.	Effective – we will continue.
For targeted children to have regular reading with an adult.	Beanstalk Readers	This was successful in that targeted disadvantaged children received additional support and attention.	Beanstalk helps develop the child's enthusiasm for reading and gives them an additional mentor to provide support. We will continue with it for these reasons.
Pride	Children who can benefit from extra provision have access to a before-school provision	Pupils' attendance went up by over 2% on average. Transitions were smoother. Targets were reached in the majority of subject areas.	Effective – we will continue. We need to take into account the number of adults that need to be supervising the children and what size of the group is optimal. We have shortened this provision from M-F to M-Th.
Reading Champions	Y5/Y6 reading champions are partnered with a peer PPG child in a lower year for a	A love of reading is being nurtured. Children listen to and respect their older reading champion buddy.	All the children enjoyed this. Reading progress over the school has been excellent this past year. We will enjoy it as we know there are particular qualitative impact measures, such as children developing a love of reading and having a good role model.
			Total budgeted cost: £61,359
iii. Other approaches			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

<p>For children to have the same access to opportunities as their peers</p>	<p>Financial Assistance for families</p>	<ul style="list-style-type: none"> • 100% of Year 6 PPG (17 children) attended the three day, two night residential: Thames Young Mariners in Summer 2019 • 94% of Year 5 PPG (16/17) attended the five day, four night residential: Isle of Wight in Summer 2019 • Percent of PPG families who used allocated funds for their children's trips, uniforms or clubs in 2018-2019: 84% (67 chn) 	<p>We will continue but we have come up with a specific action plan to better engage with families and support them to access allocated funds in the best way possible.</p>
<p>For children with low attendance to increase it to the national standard.</p> <p>For families struggling with wider family issues to be supported or signposted to support so their children are able to access their learning.</p>	<p>Family Worker Time</p>	<p>Attendance overall remains above the national average across the school.</p> <p>Many different families received support with the Family Worker which had a positive impact on the parenting they provided and issues impacting children's learning were able to be resolved in many cases.</p> <p>We work in partnership with other agencies and this has worked well.</p>	<p>This has been effective as a small percentage of PPG children are persistently absent. Pride has helped with decreasing persistent absence numbers; we will continue this and continue to work with external agencies.</p>
			<p>Total budgeted cost: £21,655</p>