

Chase Bridge Pupil and Service Premium Strategy Statement

1. Summary information					
Academic Year	2020/2021	Total PP budget	£74,411	Date of most recent PP Review	Sept 2020
Total number of pupils	624	Number of pupils eligible for PP	82	Date for next internal review of this strategy	Ongoing

Current attainment – End of Key Stage 2 - 2019-2020 SATs (no SATs or national average from 2020 available due to Covid-19)			
	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.	Progress gap in core subjects, particularly following lockdown	
B.	Quality first teaching is at the forefront; children make accelerated progress - high quality differentiation is in place so all pupils can access the learning and are challenged by their learning	
C.	Improving opportunities for learning outside of regular school hours	
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 core subjects	Targets are ambitious, and pupils are able to reach those targets through tailored provision. Progress is evident in books and assessments.
B.	All children can access and are challenged by learning	Accelerated progress takes place within lessons; pace of learning + differentiation enables rapid and sustained progress
C.	PPG children are accessing additional provision before and after school	Attendance rates improve and additional learning opportunities are in place

4. Planned expenditure					
Academic year	2020-2021				
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?
Improve quality of teaching and pedagogy, particularly around differentiation and quality first teaching	Termly observations and book looks and more robust performance management and pupil progress meetings. Share best practice with staff.	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. Monitoring systems in place for SLT to provide challenge and support.	SLT quality-assure our core processes.	Deputy Head	Ongoing
Total budgeted cost					£28,400
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?
Before and after school clubs	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. PPG standards have been extremely high the past several years, including 4 consecutive Schools for Success awards – this is in large part to this focus.	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
Year groups have key resources	Year group teams bid on resources that will help their PPG cohort make rapid progress	Year group teams know their PPG children best, have identified barriers and know what they need to overcome them	Review impact of resources	SENCo	Ongoing

Total budgeted cost					£34,711
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 (when/if these resume following Covid) 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	Ongoing
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.	Welfare officer Time	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 welfare officer will be available to meet parents/carers, run parenting courses and will be the link between home and school for some families.	Welfare officer	Termly
Total budgeted cost					£11,300

5. Review of expenditure			
Previous Academic Year		2019-2020	
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)
Maths attainment improves for PPG children	New focus on problem solving (RISE and bar models). Termly English and maths book looks and lesson observations.	No SATs tests took place last academic year and lockdown presented many challenges for being able to provide the best possible support. However, PPG children's progress based on teacher assessments at the end of Y6 was excellent, with a higher percentage of PPG children meeting their ambitious targets in maths than non PPG (94% to 85% respectively)>	The strong focus on Maths problem solving and arithmetic across the school has been very effective and we will continue with our approach.
			Total budgeted cost: £15,165
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	PPG achievement across the school is good and accelerates by the time they leave KS2. 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 (teacher assessment).	Effective – we will continue. We are being creative with how this can work during this time of social distancing this year.
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 and begin in Spring when, hopefully, social distancing measures can begin to ease.
Pride	Children who can benefit from extra provision have access to a before-school provision	Pupils' attendance went up. Transitions were smoother. Targets were reached in the majority of subject areas.	Effective – we want to continue and will consider how this can work during this challenging time.
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 want it to continue as we know there are particular qualitative impact measures, such as children developing a love of reading and having a good role model. How it works, given Covid, is yet to be decided.
			Total budgeted cost: £55,720
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>	<p>By teachers having 1-1 conversations with teachers about the provision they could access, a higher percentage of parents made good use of the funds available to them and for the right reasons, such as school uniform and joining clubs.</p>	<p>We will continue to look at how best we can engage PPG families and help them use available funding in the best possible ways to support their children.</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. There are new challenges this year, due to Covid, and this will continue to be a focus.</p>
			<p>Total budgeted cost: £16,015</p>