Chestnut Park
Primary School

Aspire, Advance, Achieve

Chestnut Park Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

Chestnut Park Primary School Overview

Detail	Data
School name	Chestnut Park Primary School
Number of pupils in school	39 26 (Pre-School)
Proportion (%) of pupil premium eligible pupils	7 (18%) School 3 Preschool
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Second Year.
Date this statement was published	21/09/2022
Date on which it will be reviewed	21/09/2023
Statement authorised by	Tamara Dexter
Pupil premium lead	Tamara Dexter
Governor / Trustee lead	Michele Walters

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£4155
Recovery premium funding allocation this academic year	£0
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	£4155 (expected - £9695)

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Part A: Pupil Premium Strategy Plan

Statement of Intent

At Chestnut Park Primary School we put children at the heart of every decision we make and every action we take. We offer innovative learning opportunities that will inspire curiosity, develop inquiring minds and maximise learning potential for all children.

Our vision at Chestnut Park Primary School is to provide 'An extraordinary education, were individuality is valued and pupils are provided with the knowledge, skills and values to become lifelong learners in an ever changing world.' We have the overwhelming belief that all pupils can succeed, irrespective of belief system, race, ethnicity, class, culture, gender, language, lifestyle or SEND and are fully committed to developing an equality based education for all.

Intent

- Recognise that children in receipt of the Pupil Premium Grant are all individuals, with differing needs and abilities.
- We will identify assess and prioritise meeting the needs of all pupils in receipt of PP funding to ensure they can achieve.
- Ensure all children attend school regularly.
- Provide an interconnected curriculum focused on the sequential development of knowledge and skills.
- Focus on each child's personal learning journey to maximise progress and long term learning.
- Immerse children in a knowledge rich curriculum that focuses on the development of language, vocabulary and oracy skills.
- Provide exceptional quality 1st teaching to ensure PP pupils skills in reading, writing and maths meet or exceed the expected standards for their age range.
- Support children to be 'ready to learn'.
- Provide support to meet pupils social, emotional and mental health needs.
- Provide targeted intervention at a suitable level when children are not meeting age related expectations.
- Provide challenging and achievable targets which are suited to pupils individual needs.
- Use a variety of teaching styles, and cater for different learning styles, to enable pupils to access the National Curriculum.
- Use resources effectively to support pupils.
- Assess and keep records of the progress pupils make. Use this information to identify where targeted support or intervention is needed.
- Use Key research to guide regular staff CPD and to ensure consistency in approach across the school.

- Provide identified CPD for staff that will directly impact on their ability to support pupils to make progress in their learning.
- Proactively engage parents and work in partnership with the school to fully support their child's learning journey.
- Work effectively with all multi-agencies to plan, do and review provision to ensure it positively impacts on pupil outcomes.
- Work with all stakeholders, including the Clevedon Learning Trust and Governors to ensure accountability measures are in place resulting in the effective use of Pupil Premium funds to maximise impact on pupil attainment.

The strategic approach to using Pupil Premium funding will support the school in delivering our school vision for disadvantaged pupils.

Through the persistent pursuit of excellence and outstanding teaching, exceptional outcomes for all children will be achieved including for vulnerable, disadvantaged learners and those with SEND or EAL.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality
2	Parental support and engagement with school
3	Speech, language and communication
4	Access to enrichment opportunities beyond school
5	Special Educational Needs or Disabilities
7	Demonstrating good learning behaviours
8	Children wearing the correct uniform
9	Children accessing enrichment opportunities beyond the school

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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
Pupils have good attendance and punctuality. Parents engage in a dialogue about attendance and accept their responsibilities.	Reduced lateness and absence by pupils in Pupil Premium group Attendance above 95% Children settle quickly and enjoy school
Parents are proactively encouraged to support their child's education	100% of PP Parents attend parents evening 100% of PP parents attend curriculum workshops PP parents read regularly with their child at home. PP parents attend school open classroom mornings. Positive feedback about parental engagement on parent questionnaire.
PP pupils make rapid progress with their speech, language and communication	PP pupils make good progress from their very low starting points to meet the communication and language elements of the Early Learning Goals. PP pupils in targeted Speech and Language interventions such as 'Talk Boost' make significant progress from their starting points.
PP pupils have a broad range of enrichment opportunities that ensure they gain knowledge and experience of the wider world. This will enable them to develop their language and higher order thinking and problem solving skills as they will have first-	PP Pupils have first-hand experiences on which to base their learning. Pupils will have increased knowledge and understanding of the world, topic areas. They will have a broader range of experiences on which to draw when reading and writing. They will experience a range of activities and opportunities which may inspire future learning or hobbies e.g. music, art, sport Eligible pupils have equal opportunities with peers

hand experiences on which to base them. Pupil premium pupils will increase their 'cultural capital'.	No child excluded from school visits, trips etc. on the basis of finance
Pupil Premium pupils, who are also identified as SEND make good progress relative to their starting points, if not in line with their peers.	Systems in place prove that Pupil Premium pupils, who are also identified as SEND, are making good progress, irrespective of working below the expected level of their peers. Pupils with SEND make progress against their individual targets and are well supported in school by suitably qualified staff.
PP pupils will feel confident to access the opportunities within the school and will independently apply taught concepts in continuous provision in reading, writing and maths.	There is minimal attainment gap between PP and Non-PP pupils in all EYFS curriculum areas. Excellent rates of progress and attainment across EYFS curriculum areas. All PP pupils meet ARE in Prime and Specific areas. Whole class teaching and interventions are targeted, monitored and have a positive impact on progress and attainment. Termly data/ intervention data/ Key stage data all show progress being made and gap narrowing.
Pupil premium pupils and their families will be supported to overcome challenges and be ready to learn in school	Children's needs met to allow them to follow the 'school promise' and ensure they can be 'ready to learn.' Parents feel able to support their child's learning.
Pupil Premium pupils will wear the correct school uniform throughout the year.	Children are able to wear the correct school uniform to school, developing a sense of pride and belonging.
Pupil Premium pupils will access a broad range of enrichment clubs.	Pupil Premium pupils access breakfast and after school clubs and engage in a variety of enrichment opportunities.

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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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonic teaching and targeted intervention. (Relevant resources purchased to support delivery of targeted support)	EEF toolkit identifies the average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.	2,3,5,
Speech and Language Intervention Talk for Writing teaching approach.	EEF toolkit suggests that overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	3,5,6

Hold regular curriculum workshops for parents led by class teacher or headteacher. Use of EWO to support pupil attendance.	The EEF toolkit suggests that parental involvement has a moderate impact on pupil's progress. The EEF state, "Parental engagement in early years education is consistently associated with children's subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months' progress over the course of a year." Our EWO will work with the Headteacher and parents of some of the most vulnerable PP children to raise attendance, support with SEMH, improve parental engagement in school, and support with behaviour management.	1,2,3,5,6

Targeted Academic Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost Training for EYFS Team	EEF Toolkit suggests that communication and language approaches has a very high impact for very low cost. EEF toolkit suggests that overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	3,5

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Early Years Talk Boost Training for Preschool Team	EEF Toolkit suggests that communication and language approaches has a very high impact for very low cost. EEF toolkit suggests that overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	3,5
Focussed support and intervention with 1:1 Pre and Post teaching and learning opportunities.	EEF Toolkit suggests that 1:1 tuition has a high impact on children's attainment. EEF toolkit suggests that on average, individualised instruction approaches have an impact of 4 months' additional progress.	3,5,6
Forest school resources and Forest school training	The EEF toolkit suggests that overall, studies of adventure learning interventions consistently show positive benefits on academic learning. EEF Toolkit suggests that "outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy."	3,4,5,6
Whole school focus on behaviours and attitudes to learning. Use of Nurture groups.	EEF states: Metacognition strategies provide powerful ways to raise pupil attainment. These approached support pupils to plan, monitor, understand and manage their own learning, and helps to develop inquisitive self-motivated learners	6,

Wider Strategies

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Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest school resources and Forest school training	The EEF toolkit suggests that overall, studies of adventure learning interventions consistently show positive benefits on academic learning. EEF Toolkit suggests that "outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy."	3,4,5,6,
Educational Welfare Officer	Whole school attendance will be careful tracked and monitored to show improvement. This approach is vital as outcomes for children cannot be improved if the children are not attending school regularly.	1,2,3,5,6
Enrichment opportunities offered within and beyond the school day.	The EEF toolkit identifies positive gains in progress for arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes. They have proven to help children engage more in school life and improve the emotional and social well-being. The EEF toolkit suggests, "overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress."	3,4,5,6
Attendance awards	Whole school attendance will be careful tracked and monitored to show improvement. This approach is vital as outcomes for children cannot be improved if the children are not attending school regularly.	1,2
Home learning opportunity packs	The EEF toolkit identifies high impact. By ensuring PP children have the appropriate resources to support their learning during interventions they should make good academic progress.	2,3,5,6
Funding for trips	The EEF toolkit suggests that overall, studies of adventure learning interventions consistently show positive benefits on academic learning	1,2,4,6
Music enrichment workshops	The EEF toolkit identifies positive gains in progress for arts participation.	1,4,6

	They have proven to help children engage more in school life and improve the emotional and social well-being.	
Parent curriculum workshops.	The EEF toolkit identifies moderate impact for moderate cost.	
Providing a uniform voucher in January for parents to purchase school uniform.	The EEF recognises that wearing a uniform can support the broader school improvement process which includes the development of a school ethos and the improvement of behaviour.	8
Children are able to attend Breakfast club for free	The EEF toolkit identifies positive gains in progress for arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes. They have proven to help children engage more in school life and improve the emotional and social well-being. The EEF toolkit suggests, “overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.”	9
Children can attend the schools enrichment clubs of Art, Music, Cooking and Gardening for free.	The EEF toolkit identifies positive gains in progress for arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes. They have proven to help children engage more in school life and improve the emotional and social well-being. The EEF toolkit suggests, “overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.”	9
The school will fund children to attend an enrichment clubs run by external providers including multi-sports, dance, drama and music.	The EEF toolkit identifies positive gains in progress for arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes. They have proven to help children engage more in school life and improve the emotional and social well-being. The EEF toolkit suggests, “overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.”	9

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Total budgeted cost: £4155

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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 2020 to 2021 academic year.

Intended Outcome	Action	Impact	Proposed Expenditure	Actual Expenditure
Pupils have good attendance and punctuality. Parents engage in a dialogue about attendance and accept their responsibilities.	High profile on attendance through Newsletters, email, children awards, parent discussions., class teacher praise. All absences checked on. Parents contacted directly when a child was absent.	Pupil absence was directly impacted by COVID. A small minority of parents took their children out of school for holidays they were unable to take in the pandemic. All absences were recorded as unauthorised.		
Parents are proactively encouraged to support their child's education	Multiple workshops offered throughout the year. Regular community and PTA events	All events well attended by parents. Parent questionnaire identified that 100% of parents agree that they	£200	£200

		have opportunities to engage in their child's learning.		
PP pupils make rapid progress with their speech, language and communication	T4W curriculum followed. Talk Boost intervention training provided to all staff Intervention resources purchased and used for interventions. Oracy focus throughout teaching and learning.	Children made rapid progress with speech and language development with. 100% of children meet age related expectations in speaking on the EYFS profile.	£640	£640
PP pupils have a broad range of enrichment opportunities that ensure they gain knowledge and experience of the wider world. This will enable them to develop their language and higher order thinking and problem	Enrichments clubs offered every week to include gardening, cooking, art and music. Holiday clubs offered through the HAF programme.	PP accessed high quality enrichment clubs throughout the school year and summer holidays. This improved language development and social skills and motivated pupils to try new things.	£240	£240

solving skills as they will have first-hand experiences on which to base them. Pupil premium pupils will increase their 'cultural capital'.				
Pupil Premium pupils, who are also identified as SEND make good progress relative to their starting points, if not in line with their peers.	Individual targets agreed with multi-agency professionals.	Pupils made good progress against their individual targets.		
PP pupils will feel confident to access the opportunities within the school and will independently apply taught concepts in continuous provision in reading, writing and maths.	LSA appointed to supported targeted intervention 1:1 targeted teaching. Pre and post teach	Pupils are confident to access the opportunities within the school and will independently apply taught concepts in continuous provision in reading, writing and maths	£1484	£1484

	Reading rewards. Writing interventions. Home learning support packs.			
Pupil premium pupils and their families will be supported to overcome challenges and be ready to learn in school	Parent welcome meeting 1:1 Parent meetings with class teacher. Regular support for parents available via the school Headteacher and class teachers. Free school meals provided Free Breakfast club provided.	Children were well supported to be ready to learn in school		

	Uniform available at discounted prices through the school uniform sale. 'Ready to Learn' Behaviour Policy introduced.			
Phonic teaching and targeted intervention. (Relevant resources purchased to support delivery of targeted support)	1:1 daily readers supported by LSA's Daily additional phonics teaching by HLTA.	90% of children reached ARE in reading in the EYFS.	£484	£484
Speech and Language Intervention Talk for Writing teaching approach.	Talk Boost Intervention delivered by a qualified teacher Word Aware intervention delivered by qualified teacher	Children made rapid progress with speech and language development with. 100% of children meet age related expectations in speaking on the EYFS profile.	£1000	£1000

Hold regular curriculum workshops for parents led by class teacher or headteacher.	EYFS, Phonics, Reading and Maths workshops held throughout the year.	100% parent attendance at workshops ensure parents were kept up to date and well informed about their child's current learning		
Use of EWO to support pupil attendance.	Meeting between the Headteacher and EWO to discuss attendance and agree actions to take.	Limited impact due to absences being caused predominantly by Covid related illness.		
Talk Boost Training for EYFS Team	Staff all trained to deliver high quality intervention	Intervention significantly supported to achieve well. 100% met ARE in Speaking in the EYFS.		
Focussed support and intervention with 1:1 Pre and Post teaching and learning opportunities.	HLTA, LSA used to deliver regular 1:1 Pre and Post teaching.	Children were able to keep up with learning opportunities and access the taught curriculum in class.	Detailed above	Detailed above

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Whole school focus on behaviours and attitudes to learning. Use of Nurture groups.	Ready to learn introduced Staff training on inset day.	School learning behaviour are excellent with all children demonstrating positive attitudes to their learning.		
Enrichment opportunities offered within and beyond the school day.	Enrichments clubs offered every week to include gardening, cooking, art and music. Holiday clubs offered through the HAF programme.	PP accessed high quality enrichment clubs throughout the school year and summer holidays. This improved language development and social skills and motivated pupils to try new things.	Detailed above	Detailed above
Attendance awards	Children's attendance was celebrated informally through dialogue and praise and formally thorough awards and recognition in celebration assemblies/	Children enjoyed celebrating good attendance. Attendance improved during different months of the year however it was still negatively impacted by Covid.		

Home learning opportunity packs	Parents were provided with weekly high quality learning resources to support their child's learning at home.	Children and parents regularity completed the optional home learning opportunities to share in school. Home learning consolidated what was being taught inn school. Parents were kept well informed about the curriculum content and what their child was learning at school.		
Funding for trips	n/a – no school trips took place due to covid and funding restrictions.	n/a – no school trips took place due to covid and funding restrictions.		

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Music enrichment workshops	Qualified music teacher taught music once per week. Music enrichment club run weekly. Professional singer / songwriter wrote and choreographed a song with the children	Children benefited from being taught by music specialist. High quality outcomes were achieved by children.		
Parent curriculum workshops.	Multiple parent workshops offered	100% parent attendance at workshops ensure parents were kept up to date and well informed about their child's current learning		
Total				£4084

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Externally Provided Programmes

Programme	Provider
n/a	n/a
n/a	n/a

Service Pupil Premium Funding (optional)

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