Pupil premium strategy statement – Chestnut Park School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	9 – 8.8%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2023/2026
Date this statement was published	20/12/2023
Date on which it will be reviewed	20/12/2026
Statement authorised by	Tamara Dexter
Pupil premium lead	Emmee Standeven
Governor / Trustee lead	Michele Walters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,320
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£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*	£13,320

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
6	Demonstrating good learning behaviours
7	Social and Emotional Support.

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-hand experiences on which to base them. Pupil premium pupils will increase their 'cultural capital'.	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 No child excluded from school visits, trips etc. based on finance. PP offered to participate in North Somerset Dance festival for no additional charge. PP offered access to all lunch time enrichment clubs.
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.
PP pupils will be well supported to develop their social and emotional competencies.	Children are well supported to develop their social and emotional understanding.

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

Budgeted cost: £ *6,600.*

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	3,5,6

	effects for children from disadvantaged backgrounds.	
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 (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *4,000*

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

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,
Whole school Thrive Approach	The EEF toolkit identifies Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. The EEF indicates moderate impact for low cost.	

	The EEF toolkit states that: social and emotional learning approaches have a positive impact, on average, of 4 months' addition progress in academic outcomes over the course of an academic year.	

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

Budgeted cost: £ *2,720*

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	1,2

	children are not attending school regularly.	
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. They have proven to help children engage more in school life and improve the emotional and social well-being.	1,4,6
Parent curriculum workshops.	The EEF toolkit identifies moderate impact for moderate cost.	2
Whole school Thrive Approach	The EEF toolkit identifies Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. The EEF indicates moderate impact for low cost.	

Total budgeted cost: £ *13,320*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on disadvantaged pupils in the 2022 to 2023 academic year.

Target 1: Pupils have good attendance and punctuality. Parents engage in a dialogue about attendance and accept their responsibilities.

Pupils have demonstrated good attendance and punctuality. This achievement can be attributed to the active participation of parents in tackling attendance issues and accepting their responsibilities. We have given high priority to addressing attendance concerns by employing a range of strategies, including regular updates through Newsletters and emails, recognition of attendance achievements through awards for children, and engaging parents in discussions about attendance. Teachers also play an important role by offering class awards and providing praise to encourage good attendance. Every absence is checked, and parents are promptly contacted when their child is absent. Furthermore, we send letters to parents when attendance falls below the desired threshold of 96%.

Target 2: Parents are proactively encouraged to support their child's education.

Proactive efforts have been made to encourage parents to actively participate in supporting their child's education. We organize multiple workshops throughout the year and regularly host community and Parent Teacher Association (PTA) events. These events have seen excellent attendance from parents, reaffirming their commitment to their child's learning. We recently conducted a parent questionnaire, and we are pleased to report that 100% of parents agree that they have ample opportunities to engage in their child's learning.

Target 3: PP pupils make rapid progress with their speech, language and communication.

Pupil premium students have made remarkable progress in their speech, language, and communication skills. To achieve this, we have followed the Talk for Writing (T4W) curriculum and provided Talk Boost intervention training to all staff members. In addition, we have purchased intervention resources specifically designed to support this area of development. The entire teaching and learning experience maintains a strong oracy focus, enabling children to make significant strides in their speech and language development. As a result, 100% of children now meet the age-related expectations in speaking, as indicated in the Early Years Foundation Stage (EYFS) profile.

Target 4: 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-hand experiences on which to base them. Pupil premium pupils will increase their 'cultural capital'.

Pupils in receipt of the Pupil Premium grant benefit from a broad range of enrichment opportunities aimed at expanding their knowledge and experiences of the wider world. These opportunities have proven to be invaluable in helping them develop their language, higher-order thinking, and problem-solving skills. By providing first-hand experiences, we believe that pupil premium pupils can increase their 'cultural capital'.

Throughout the year, we offer enrichment clubs every week, covering a variety of subjects such as gardening, cooking, art, and music. In addition to this, we also provide holiday clubs through the HAF programme. These initiatives have enabled PP pupils to access high-quality enrichment clubs, both during the school year and summer holidays. The positive impact of these clubs is evident in improved language development, enhanced social skills, and greater motivation for pupils to try new things. 100% of PP pupils have attended an enrichment club.

Target 5: Pupil Premium pupils, who are also identified as SEND make good progress relative to their starting points, if not in line with their peers.

For Pupil Premium pupils who are also identified as having Special Educational Needs and Disabilities (SEND), we have observed excellent progress relative to their starting points. This progress has been achieved through the implementation of individual targets, agreed upon by multi-agency professionals, to specifically address the needs of these pupils.

Target 6: 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.

Our goal is for all PP pupils to feel confident in accessing the various opportunities available within the school. We have implemented several strategies to support them in independently applying taught concepts in reading, writing, and maths.

To facilitate this, we have appointed Learning Support Assistants (LSAs) to provide targeted intervention support. Additionally, targeted one-on-one teaching sessions, along with pre and post-teach interventions, have been carried out to ensure understanding and progress. We have also introduced reading rewards, writing interventions, and home learning support packs to further support our PP pupils.

As a result of these efforts, we have observed that our pupils are becoming increasingly confident in accessing opportunities within the school and are able to independently apply concepts taught during continuous provision in reading, writing, and maths.

Phonics training was delivered to all staff teaching phonics. This was reflective of data with 100% of year 1 pupils passing the year 1 phonics screening check.

Target 7: Pupil premium pupils and their families will be supported to overcome challenges and be ready to learn in school.

To achieve this, we have implemented various initiatives, which include:

- Parent welcome meeting, where we discuss the support available and encourage parental engagement in their child's education.
- 1:1 Parent meetings with class teachers, allowing for more personalized support and discussions.
- Regular support for parents available through the school Headteacher and class teachers, who are there to address any concerns or queries.
- Provision of free school meals, ensuring that all pupil premium pupils have access to nutritious meals during the school day.
- Free Breakfast club, which provides a positive start to the day and ensures that all pupils begin their learning with a full stomach.

These initiatives have effectively supported our pupil premium pupils to be ready to learn in school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

Further information (optional)

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