

Disadvantaged Summary (primary)

1. Summary information					
School	Chase Lane Primary School				
Academic Year	2018-2019	Total PP budget	£211,840	Date of most recent PP Review	15/06/2016
Total number of pupils	700	Number of pupils eligible for PP	159	Date for next internal review of this strategy	July 2019

2. KS2 Current attainment and progress (2018)									
				Expected Standard+			Progress		
				Chase Lane		WF	CL PP to LEA PP	Chase Lane	
				Non PP	PP	LEA		PP	LEA PP
% achieving standard in reading, writing and maths				78%	60%	60%	0%		
% in reading				83%	67%	71%	-4%	+1.0%	+0.5%
% in writing				91%	70%	77%	-7%	+2.0%	+1.5%
% in maths				90%	87%	75%	+12%	+3.2%	+1.4%
<u>Progress measures indicate floor standards met</u>									
<u>Percentage of disadvantaged children achieving expected attainment or higher against non-disadvantaged in school (Summer 2018)</u>									
Disadvantaged children	Reading (TA)			Writing (TA)			Maths (TA)		
	17/18			17/18			17/18		
	Disadvantaged %	Non Disadvantaged %	Difference	Disadvantaged	Non Disadvantaged %	Difference	Disadvantaged	Non Disadvantaged %	Difference
Reception	75	81	-6	81	82	-1	88	81	+9
Year 1	75	78	-3	67	79	-12	75	76	-1
Year 2	80	75	+5	75	69	+6	70	72	-2
Year 3	58	73	-15	79	83	-4	74	70	+4
Year 4	83	80	+3	79	83	-4	67	74	-7
Year 5	74	88	-14	58	84	-26	66	85	-19
Year 6	75	91	-16	72	91	-19	75	88	-13

Percentage of disadvantaged children achieving expected attainment or higher against all children in school (Summer 2018)

Disadvantaged children	Reading (TA)			Writing (TA)			Maths (TA)		
	17/18			17/18			17/18		
	Disadvantaged	All children	Difference	Disadvantaged	All children	Difference	Disadvantaged	All children	Difference
Reception (Sum 2)	75	80	-5	81	82	-1	88	82	+6
Year 1	75	78	-3	67	78	-15	75	76	-1
Year 2	80	76	+4	75	71	+4	70	72	-2
Year 3	58	70	-12	79	71	+8	74	71	-3
Year 4	83	81	+2	79	82	-3	67	72	-5
Year 5	74	83	-9	58	74	-16	66	78	-12
Year 6	75	85	-10	72	84	-12	75	83	-8

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>
<ul style="list-style-type: none"> • 48% (72 children) of the disadvantaged group are EAL. • 20% (33 children) have additional special needs.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>
<ul style="list-style-type: none"> • Attendance remains an issue for those eligible for PP funding. LEA data shows that persistent absence within this group is significantly higher than Non-PP. • General attendance of PP is 2.8% below Non-PP. • Children being fully supported in completing their daily reading and weekly homework tasks including learning times tables and weekly spellings. • Low academic levels of many parents and significant disengagement of parents to engage meaningfully with the educational process. • Low level of engagement with booster classes outside the school day.

4. Planned expenditure					
Academic year	2018-2019				
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?
Year 4 children narrow the Gap in reading by 5-10%	Additional Interventions teacher	See vulnerable groups data above	Additional inference reading to run with trained staff.	CJ	Spring 2
Year 6 children narrow the Gap in reading by 5-10%	Additional Interventions teacher	See vulnerable groups data above	Year 6 additional literacy set to run with the Assistant Headteacher.	CJ	Spring 2
Year 6 children narrow the Gap in maths by 5-10%	Additional Interventions teacher	See vulnerable groups data above	Year 6 - Two additional maths sets to run with an experienced teacher and the Deputy head.	CJ	Spring 2

Year groups see an increase closer to national average of 85% of children reaching the expected standard.	Bridge teaching -L.S.A. to revisit tricky concepts taught to children in the mornings for those who	The mastery curriculum and a greater need to ensure that all children where possible achieve the	Tracking of Year group data	CJ	Spring 2
Total budgeted cost					148,000
i. 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?
Families engaging fully with school.	Outreach worker	Families who struggle to access all that is available to them be it a wide range of factors e.g. medical or	Outreach worker to track case studies of families supported and positive outcomes.	CJ	Spring 2
Families are better equipped with an understanding of life in school and the expectations of their children	Parental workshops in the FS, ICT, First Aid, playgroup	To further promote the 'community' in and around the school.	Monitor attendance and ensure that sessions are well advertised ion newsletters etc.	CJ	Spring 2
Maintain the insignificant gap in reading for disadvantaged to non for reading. Reduce the gap for disadvantaged to non in maths. Middle and high attaining pupils at KS1 make sufficient progress.	On line tuition for year 4,5, and 6 children providing 1-1 tuition for reading and maths depending on the primary need.	See above vulnerable groups data.	Tracking of vulnerable groups data.	CJ	Spring 2
Total budgeted cost					40,000
i. 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?
Access for all	Funded Breakfast club	Families that experience hardship and fall in to a low level of deprivation have every right to the same	Ensure that all year groups are given opportunities to gain experiences that	CH	Ongoing
	Funded school trips				
	Funded music tuition				

	Funded residential trip	curriculum and life experiences as others. As a school we are able to provide such experiences e.g. visiting a theatre in the centre of London.	families may not otherwise be able to offer.		
	Funded school uniform				
Increased time and strategies put in to place to target persistent absence ensuring that families are supported in the best possible ways to ensure that their children are present.	* Daily morning calls. * A reduction in the number of days allowed before fines are sent.	See Ofsted report targets	SLT make the daily calls based on daily monitoring by the attendance officer.	CH	Ongoing
Total budgeted cost					23,840