

## Disadvantaged Summary (primary)

1. Summary information					
<b>School</b>	Chase Lane Primary School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£178,200	<b>Date of most recent PP Review</b>	15/06/2016
<b>Total number of pupils</b>	716	<b>Number of pupils eligible for PP</b>	135 3xLAC	<b>Date for next internal review of this strategy</b>	July 2019

2. KS2 Current attainment and progress (2019)									
				Expected Standard+		Progress			
				Chase Lane		Chase Lane			
				WF	CL PP				
				Non PP	PP	LEA	to LEA PP	PP	Confidence Interval
<b>% achieving standard in reading, writing and maths</b>									
<b>% in reading</b>				<b>72%</b>	<b>57%</b>	<b>73%</b>	<b>-26%</b>	<b>-2.8</b>	<b>-4.8 to -0.7</b>
<b>% in writing</b>				<b>76%</b>	<b>63%</b>	<b>78%</b>	<b>-15%</b>	<b>-0.9</b>	<b>-2.8 to 1.0</b>
<b>% in maths</b>				<b>86%</b>	<b>83%</b>	<b>78%</b>	<b>+5%</b>	<b>0.2</b>	<b>-1.6 to 2.0</b>
<b><u>Progress measures indicate floor standards met</u></b>									
<b><u>Percentage of disadvantaged children achieving expected attainment or higher against non-disadvantaged in school (Summer 2019)</u></b>									
Disadvantaged children	Reading (TA)			Writing (TA)			Maths (TA)		
	18/19			18/19			18/19		
	Disadvantaged %	Non Disadvantaged %	Difference	Disadvantaged	Non Disadvantaged %	Difference	Disadvantaged	Non Disadvantaged %	Difference
<b>Reception</b>	83	83	0	83	79	+4	100	85	+15
<b>Year 1</b>	69	77	-8	56	73	-17	63	84	-21
<b>Year 2</b>	75	82	-7	75	74	-1	67	82	-15
<b>Year 3</b>	70	71	-1	60	70	-10	65	76	-8
<b>Year 4</b>	65	70	-5	55	47	+7	55	56	-1
<b>Year 5</b>	81	84	-3	62	70	-8	62	75	-13
<b>Year 6</b>	62	81	-19	62	82	-20	78	85	-7

**Percentage of disadvantaged children achieving expected attainment or higher against all children in school (Summer 2019)**

Disadvantaged children	Reading (TA)			Writing (TA)			Maths (TA)		
	18/19			18/19			18/19		
	Disadvantaged	All children	Difference	Disadvantaged	All children	Difference	Disadvantaged	All children	Difference
Reception (Sum 2)	78%	83%	-5%	67%	79%	-12%	78%	86%	-8%
Year 1	69%	75%	-6%	56%	70%	-14%	63%	80%	-17%
Year 2	75%	81%	-6%	75%	74%	+1%	67%	80%	-13%
Year 3	70%	71%	-1%	60%	68%	-8%	65%	73%	-8%
Year 4	65%	69%	-4%	55%	49%	-6%	55%	56%	-1%
Year 5	81%	83%	-2%	62%	68%	-6%	62%	71%	-9%
Year 6	62%	75%	-13%	62%	76%	-14%	78%	83%	-5%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>
<ul style="list-style-type: none"> <li>• 37% (50 children) of the disadvantaged group are EAL.</li> <li>• 11% (15 children) have additional special needs.</li> </ul>
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>
<ul style="list-style-type: none"> <li>• Attendance of FSM was 1.4% below Non-FSM (based on 2017/18 data).</li> <li>• 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. (10% higher Autumn/spring 2018/19)</li> <li>• Children being fully supported in completing their daily reading and weekly homework tasks including learning times tables and weekly spellings.</li> <li>• Low academic levels of some parents and significant disengagement of parents to engage meaningfully with the educational process.</li> <li>• Low level of engagement with booster classes outside the school day.</li> </ul>

<b>4. Planned expenditure</b>					
<b>Academic year</b>	<b>2019-2020</b>				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Year 2 children narrow the Gap in maths by 5-10%	Additional Interventions teacher	See vulnerable groups data above	Additional booster group to run with trained staff.	NH	Spring 2
Year 6 children narrow the Gap in maths by 5-10%	Additional Interventions teacher	See vulnerable groups data above	Year 6 additional maths set and booster group run with trained staff.	NH	Spring 2

Year 5 children narrow the Gap in maths by 5-10%	Additional Interventions teacher	See vulnerable groups data above	Year 5 - additional maths sets to run with trained staff. Additional maths booster	NH	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 struggled.	The mastery curriculum and a greater need to ensure that all children where possible achieve the daily learning targets.	Tracking of Year group data	NH	Spring 2
<b>Total budgeted cost</b>					115,000
<b>i.Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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.	NH	<b>Spring 2</b>
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.	NH	<b>Spring 2</b>
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.	Quality first teacher le after school boosters for children	See above vulnerable groups data.	Tracking of vulnerable groups data.	NH	<b>Spring 2</b>
<b>Total budgeted cost</b>					39,640

<b>i.Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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 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.	Ensure that all year groups are given opportunities to gain experiences that families may not otherwise be able to offer.	NH	Ongoing
	Funded school trips				
	Funded music tuition				
	Funded residential trip				
	Funded school uniform				
	Funded core class text book. Every half term				
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.	CJ/NH	Ongoing
<b>Total budgeted cost</b>					23,560
<b>Total</b>					£178,200