

Pupil Premium strategy statement

Summary Information					
School	Chesnut Lodge School				
Academic Year	2020-21	Total PP Budget + Y7 Eng/Maths Catchup Premium	£55,590 £4,500	Date of most recent PP review	September 2020
Total number of pupils	85	Number of pupils eligible for PP	54	Date of next internal review of this strategy	July 2021

Current attainment and strategy
<p><i>All pupils from Reception age onwards at Chesnut Lodge have an Education Health Care Plan. Levels of ability range from Engagement step 1 to Entry Level 3. Progress and attainment therefore, are measured in a variety of ways that are appropriate for the individual's particular learning profile.</i></p> <p><i>Data indicates that in general, pupils who are disadvantaged or who are looked after do as well as their peers when compared to pupils from the same starting points. We believe that this is partly due to the personalised programmes which are put in place to supporting learning and in removing barriers to learning for all pupils. The pupil premium supports us in this by enabling us to provide additional resources to meet the needs of identified groups.</i></p>

Barriers to future attainment (for pupils eligible for PP)
In-school barriers
1) Communication difficulties linked to level and type of disability.
2) Specific emotional health and wellbeing, and behavioural difficulties linked to disability or life experience.
3) Access difficulties linked to level and type of physical disability.

4) Attendance and access difficulties linked to complex medical conditions.
5) Access difficulties linked to level and type of sensory impairment
External barriers
1) Health issues or parental response to disability that limit attendance at school.
2) Lack of access to social, educational, cultural activities within and outside school to enrich understanding of the World.
3) Attendance at school reduced due to potential school closures, isolation or shielding time as a result of COVID19.

Desired outcomes	Success Criteria
All pupils with good attendance make at least expected progress in core subjects as defined by the school's assessment processes.	All pupils with over 95% attendance to make at least expected progress.
To improve basic skills in independence	Achievement of or progress towards the bespoke agreed objectives.
To improve basic skills in self-care and hygiene	Achievement of or progress towards the bespoke agreed objectives.
To support the mental wellbeing of pupils to minimise impact on progress.	Achievement of or progress towards the bespoke agreed objectives.

Planned expenditure					
Academic year: 2020 - 21					
Quality of teaching for all					
<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
To have a fully inclusive system for home learning in the event of individual, group or whole school isolation.	Provision of Seesaw system for online learning.	Chosen system is fully inclusive and can be tailored to meet needs of wide range of CL pupils as well as being accessed from widest range of devices.	Staff training. Monitoring of system. Parent/ Pupil feedback.	SLT / Class Teachers	End of Autumn / Spring / Summer as necessary.

To raise attainment across core subjects.	Staff training to further develop key teaching strategies for core subjects: - Whole School Training- Postponed due to CV19	The school has a large number of newer staff and changing cohorts of pupils. Training will ensure that staff knowledge and skills are at the highest level possible.	Through subject leaders and appraisal processes.	Subject leads	Termly.
				Total budgeted cost:	£2,000
Targeted support					
<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
To raise attainment of pupils in core subjects and to support personal and pastoral needs. To raise attainment of YEAR 7 pupils in core subjects and to support personal and pastoral needs.	Targeted intervention sessions (1:1 and small group sessions) Purchase of curriculum resources to support learning Priority targeted intervention strategies (1:1 and small group sessions) for YEAR 7 pupils.	Specialised staff are required to provide high quality interventions focussing on key skills holding students back- removing the barriers to learning. Pupils require access to age and ability level appropriate resources to further learning.	Intervention leads monitoring use of sessions and LT reviewing on termly basis. Monitoring of planning / pupil progress.	Intervention leads / SLT / Class teachers.	Termly / End of year.
Targeted pupils show a reduction in the intensity and frequency of incidents and improve health	Provision of nurture sessions.	Learning is improved when emotional wellbeing is good. Sessions link to the 6 nurture principles.	Analysis of behaviour data, Boxall profiles and ELSAs.	Nurture lead.	6 month and 12 month reviews.

and wellbeing (reduced anxiety and stress)			Observations of nurture sessions by SLT.		
Targeted pupils improve basic skills in self-care and independence.	<p>Purchase of individualised, specific equipment following identification by continence/OT/Physio/school.</p> <p>Targeted intervention session (1:1 and small group sessions).</p>	<p>Pupils with physical and medical needs require additional and/or specialist equipment to develop their skills in preparation for adulthood.</p> <p>Use of specialist equipment requires specific teaching and support.</p>	Regular meetings with class staff, continence link person, IC staff etc.	HLTA Leadership Team	Termly End of Year.
Targeted pupils improve access to the curriculum.	<p>Purchase of individualised, specific equipment following identification by SALT/OT/Physio/school/ parents/pupils.</p> <p>Targeted intervention session (1:1 and small group sessions).</p>	<p>Pupils with physical and medical needs require additional and/or specialist equipment to develop their skills in preparation for adulthood.</p> <p>Use of specialist equipment requires specific teaching and support.</p>	Regular SALT meetings, phase meetings, Programme reviews/governor reports, lesson observations.	Leadership Team Curriculum leads	Termly End of Year.
			Total budgeted cost:	£47,590 + £4,500 (Y7 Eng/Maths Catch Up Premium)	
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?
To reduce time spent out of class for pupils requiring a 'quiet space'.	Completion of a 'quiet' space for pupils in KS1/2 to support emotional and mental wellbeing and reduce time spent out of class.	Increasing requests for individual intervention to support emotional wellbeing in lower year groups. A space closer to class would minimise time spent away from lessons and allow support to be more fluid and effective.	Monitoring through staff feedback, weekly behaviour sheets and observations.	SLT / Class staff	1 term following implementation.
To increase the Learning Outside of the Classroom opportunities for pupils from a range of backgrounds and with a range of needs. To provide pupils with residential experiences away from home/family.	Partial funding towards transport / activity costs for secondary department residential break.	To give equal access to the wealth of experience gained from residential activities.	Through pupil, staff and parent feedback.	Lead teacher for residential.	Pre and post visit meetings with SLT.
Total budgeted cost:					£6,000

Review of expenditure	
Previous Academic Year 2019 – 20	Total available: £49,060

Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
To raise attainment across core subjects.	Staff training to further develop key teaching strategies for core subjects: - Whole School Training- Postponed due to CV19	The school has a group of new staff and changing cohorts of pupils. Training will ensure that staff knowledge and skills is at the highest possible level.	Main training areas postponed due to CV19. In house training has ensured a more consistent approach to phonics teaching. Further training to be carried forward.	£0
To increase inclusion of competitive sports in Physical Education.	Staff PE training - Training completed Transport and entry costs linked to competitive sporting competitions (at secondary level). - KS3 boccia tournament - + 3 competitions cancelled due to CV19.	To ensure that staff knowledge and skills adequately equips them for teaching changing cohorts of pupils. To enable pupils of all physical abilities to engage in competitive sports against pupils of similar needs.	Increase in pupil confidence seen following events. Targeted PE lessons required to ensure pupil skills are at a maximum. Long term planning modified to accommodate.	Training costs unexpectedly covered by company. Entry fees. £50
				Subtotal: £ 50.00
Targeted support				
To raise attainment of pupils in core subjects and to support personal and pastoral needs.	Targeted intervention session (1:1 and small group sessions). Purchase of curriculum resources to support learning.	Specialised staff required to provide high quality interventions focussing on key skills holding students back – removing the barriers to learning. Pupils require access to age and ability level appropriate resources to further learning.	Although interventions were halted due to staff closures, individual and small group intervention enabled pupils to improve individual skills, consolidate learning and challenge themselves in areas where they found this difficult in the classroom.	Resources £108 Specialist Workshop- £109 Subscriptions- £349 Intervention Sessions- £37,650.62

	<ul style="list-style-type: none"> - Specialist Science Workshop with staff/pupils. - First News subscription 		Pupil access to age and ability focused activities has given them a better understanding of national and global events, enabling them to discuss and take part in activities in a more informed way.	
Targeted pupils show a reduction in the intensity and frequency of incidents and improved health and wellbeing (reduced anxiety/ reduced stress)	Provision of additional Primary Nurture Group. <ul style="list-style-type: none"> - ADHD/ attention Supports - Nurture group provision 	To improve emotional, social and mental wellbeing to reduce the impact of difficulties on learning.	Only short period to observe effectiveness due to school closures but initial observations indicate that supports provided somewhat better focus in class.	Resources £79.45 Nurture Sessions £8,274.63
Targeted pupils improve basic skills in self-care and independence.	Purchase of individualised, specific equipment following identification by continence/OT/Physio/ school. Targeted intervention session (1:1 and small group sessions).	Pupils with physical and medical needs require additional and/or specialist equipment to develop their skills in preparation for adulthood. Use of specialist equipment requires specific teaching and support.	Pupil's access to learning is greatly improved and independence is increased by specialist resources. Physical targets continue to be met and improvements/maintenance of skills has been observed in class as well as in intervention sessions.	Specialist Resources - £65.62 Intervention – £2,084.95
Targeted pupils improve access to the curriculum.	Purchase of individualised, specific equipment following identification by SALT/OT/Physio/ school/ parents/pupils.	Pupils with physical and medical needs require additional and/or specialist equipment to develop their skills in preparation for adulthood.	Pupil attention in class has been supported by individual resources, meaning pupils are able to continue accessing learning.	Alternative recording resources- £60 Individual Resources- £26.73

	Targeted intervention session (1:1 and small group sessions).	Use of specialist equipment requires specific teaching and support.		
<p>To increase the Learning Outside of the Classroom opportunities for pupils from a range of backgrounds and with a range of needs.</p> <p>To provide pupils with residential experiences away from home/family.</p>	<p>Partial funding towards transport / activity costs for secondary department residential break.</p> <p>Partial funding towards transport / activity costs for off-site visits.</p>	To give equal access to the wealth of experience gained from off-site and residential activities.	<p>Residential postponed due to CV19.</p> <p>All pre-closure off-site visits were able to take place as planned with all pupils participating. Pupils were reported to have increased interest in subjects related to visits and increased memory for facts relating to activities undertaken.</p>	Partial costing for class curriculum trips- £203
				Subtotal : £49,011
				Total Spent for 2019/2020: £49,061