 

**Pupil premium strategy statement:**

**Name of school: Charing CE Primary School**

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| 1. **Summary information**
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| **School** | Charing CE Primary School |
| **Academic Year** | 2020/21 | **Total PP budget** | £41,600 | **Date of most recent PP Review** | Sept 2020 |
| **Total number of pupils** | 91 | **Number of pupils eligible for PP** | 27 | **Date for next internal review of this strategy** | March 2021 |

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| 1. **Current attainment**
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|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)*  |
| KS1 (4) | KS2 (4) | KS1 | KS2 |
| **% achieving expected standard or above in reading, writing and maths** | 25% | 75% | 69% | 71% |
| **% making expected standard or above in reading**  | 25% | 75% | 78% | 78% |
| **% making expected standard or above in writing**  | 25% | 75% | 73% | 83% |
| **% making expected standard or above in maths**  | 25% | 75% | 79% | 84% |
| *\*Please note these outcomes are based on the first assessment after school closure* |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)**
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|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Poor reading skills – Disadvantaged children have lower reading skills in KS1. This slows progress in future years |
|  | Poor maths skills – Disadvantaged children have lower maths skills in KS1. This affects progress in future years |
| **C.** | Low Aspirations – Disadvantaged pupils have lower aspirations and limited experiences outside of school |
| **D.** | Low Mental Wellbeing – Disadvantage children have a lower expectation of themselves and lower wellbeing compared to non-disadvantaged children |
|  **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **E.**  | Low attendance – This reduces school hours and can cause pupils to make limited progress towards end of year expectations |
| **F.** | Limited support from home – Some parents do not engage with school learning due to their own educational experiences and therefore the children receive limited support with homework, reading and maths practice. |

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| 1. **Outcomes**
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|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | **Disadvantaged children’s reading improves in line with other children nationally**Measure: Termly progress data | * Pupils eligible for PP make at least 4 steps progress
* Pupils enjoy reading and can talk enthusiastically about a book they have read
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|  | **Disadvantaged children’s maths improves in line with other children nationally**Measure: Termly progress data | * Pupils eligible for PP make at least 4 steps progress
* Pupils enjoy and feel confident when accessing the maths curriculum
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|  | **Disadvantaged pupils have opportunities to try new experiences and raised aspirations for the future**Measure: Register of clubs, events and activities show increased uptake | * Pupils are fully involved in life skills lessons
* Children attend educational visits
* Pupils are able to access residential opportunities
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|  | **Disadvantaged pupils have opportunities access Nurture provision**Measure: Register of nurture, Boxall Profiles | * Pupils are engaged in Nurture sessions
* Pupils show increased mental wellbeing and resilience for learning
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|  | **To improve the attendance of disadvantaged pupils**Measure: Attendance data improves for disadvantaged children | * Reduction in number of persistent absentees among pupils eligible for PP
* Attendance of pupils eligible for PP is at least 96%
* Lateness of pupils eligible for PP is reduced
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|  | **Parents of pupils eligible for PP are engaged in their child’s learning, attend parental events and have higher expectations of their children.**Measure: Attendance at clubs and events, parent survey | * Parents of children eligible for PP engage with the school events
* Pupils complete homework with parental support
* Children are heard to read at home regularly
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| 1. **Planned expenditure**
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| **Academic year** | **2020/21** |
| 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.  |
| 1. **Quality of teaching for all**
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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Review Date** |
| **Disadvantage children make accelerated progress in all areas to be in line with other children nationally** | Extra teacher employed to keep class sizes smaller | Smaller children to adult ratio gives greater support to disadvantaged children | Monitoring progress of disadvantaged children in Pupil Progress meetings and monitoring the standards of teaching and learning. | HoS | March 2021 |
| **Disadvantaged children’s reading improves in line with other children nationally** | Whole school reading training (RWI and reading with children) | Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships through an organised sequence. | English Team and KS1 Lead to monitor progress and lessons | English Lead | March 2021 |
| Everyone Reading in Class, SLT & TA support | Daily reading in class for every child increases fluency and pace of reading and allows every child read with an adult regularly | SLT and English lead to monitor sessions | SLT | March 2021 |
| Focussed support from teaching assistants in all classes | Additional adult support in all classes enables children to make the best progress with targeted support from teaching assistants | Monitor PP progress in Pupil Progress meetings. TAs to report on progress for pupils eligible for PP | IM | March 2021 |
| **Disadvantaged children’s maths improves in line with other children nationally** | Focussed support from teaching assistants in all classes | Additional adult support in all classes enables children to make the best progress with targeted support from teaching assistants | Monitor PP progress in Pupil Progress meetings. TAs to report on progress for pupils eligible for PP | IM | March 2021 |
| Maths Mastery training for staff and leadership time | Maths mastery creates a more engaging curriculum to allow children to show learning in a range of different ways | Maths Mastery training and whole staff dissemination from Maths Lead. Maths monitoring  | Maths Lead | March 2021 |
| **Total budgeted cost** | **£31,540** |

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| 1. **Targeted support**
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| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Review Date** |
| **Disadvantaged pupils have opportunities access Nurture provision** | Nurture provision**(£2500)** | Children learn best when they are emotionally secure. Access to Nurture and Boxall profiling supports children to increase wellbeing | Boxall profiles show improved scores | Izzy H- IMNikki H – Nurture Lead | March 2021 |
| **Total budgeted cost** | **£2500** |
| 1. **Other approaches**
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| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Review Date** |
| **Disadvantaged pupils have opportunities to try new experiences and raised aspirations for the future** | Contribution to school trips for disadvantaged children **(£300)** | There is strong evidence thatextracurricular activities increase self-esteem and positive social behaviour among children. | Office manager to send separate letters to parents of pupils eligible for PP when offering a school trip.  | Izzy H – IMSarah H – Office Manager | March 2021 |
| Subsidised costs for year 6 residential trip**(£400)** | This is a key social and developmental experience for our year 6 children before they leave primary school that may be inaccessible for parents of children eligible for PP. | PPLead to offer subsidy to all parents of pupils eligible for PPOffice Manager to arrange for payment from Academy finance team and allocate to correct families | Izzy H – IMSarah H – Office Manager | March 2021 |
| Contribution to cost of after school clubs for disadvantaged children. **(£100)** | Payment of an extracurricular clubs will contribute to the improvement of confidence and self-esteem | PPLead to offer when necessaryOffice Manager to arrange for payment from Academy finance team | Izzy H – IMSarah H – Office Manager | March 2021 |
| **To improve the attendance of disadvantaged pupils** | Employment of a FLO**(£5760)** \* Remainder from other area of budget | When children attend school regularly without constant breaks, they make more progress. Supporting parents of children with low attendance helps to raise attendance. | Attendance will be monitored weekly.Any absence will be addressed immediately.  | Tracey N – FLOIzzy H - IM | March 2021 |
| Attendance reward scheme**(£500)** | Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. | Rewards will be given out for 96% school attendance within a term and for 100% at the end of the school year.End of year Attendance reward trip and celebrations for 96%+ and 100% | Tracey N – FLOIzzy H - IM | March 2021 |
| **Parents of pupils eligible for PP are engaged in their child’s learning, attend parental events and have higher expectations of their children.** | Employment of a FLO**(see above)** | Our parents have the opportunity to build up a trusted relationship between parents and school staff | Parent Survey | Tracey N – FLO | March 2021 |
| Parent events to encourage parents to spend time in school with their children, eg, breakfast event or open craft afternoon**(£500)** | Parents feel more confident to come into school for a purpose and to spend time with their children. This raises the confidence of children and adults. | Activities evaluated by staff and parentsRegister of events | Tracey N – FLOIzzy Hammond - IM | March 2021 |
| **Total budgeted cost** | **£7560** |

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| 1. **Additional detail**
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