 

**Pupil premium strategy statement:**

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

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| 1. **Summary information** | | | | | |
| **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 2020 |

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| 1. **Current attainment** | | | | |
|  | *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% |

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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** | | |
|  | *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 |
|  | **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 |
|  | **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 |
|  | **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 |
|  | **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 |
|  | **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** | | | | | |
| **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** | | | | | |
| **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 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 | Ros G – English Lead | RWI taught consistently in school and online during lockdown. Children assessed each term and making progress. Children not making progress highlighted and targeted for 1:1 or small group interventions |
| 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 | Ros G, Tom B & Izzy H | ERIC time happens in each class daily and has had a positive impact on children’s reading levels and engagement with books. |
| 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 | Izzy H- IM | Children eligible for PP have made at least expected progress. Some children have made accelerated progress across the year. |
| **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 | Izzy H- IM | Children eligible for PP have made at least expected progress. Some children have made accelerated progress across the year. |
| 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 | Sarah S – Maths Lead | Training for SS has continued and information and resources are shared with staff in a timely manner. Most children are now taught with a Mastery approach. |
| **Total budgeted cost** | | | | | **£31,540** |

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| 1. **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** | **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- IM  Nikki H – Nurture Lead | Nurture Room is set up and well resourced. Group Nurture sessions were unable to take place due to restrictions, but individuals have accessed the room, and support when needed.  Nikki has begun to train as an ELSA to further this support. |
| **Total budgeted cost** | | | | | **£2500** |
| 1. **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** | **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 that  extracurricular 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 – IM  Sarah H – Office Manager | Limited school trips in this academic year due to Covid. When applicable, children entitled to PP have been offered a reduced rate to be able to access the activity. |
| 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 PP  Office Manager to arrange for payment from Academy finance team and allocate to correct families | Izzy H – IM  Sarah H – Office Manager | Residential could not happen due to Covid and was replaced with a local activities week. Pupils eligible for PP were offered this at a subsidised cost. |
| 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 necessary  Office Manager to arrange for payment from Academy finance team | Izzy H – IM  Sarah H – Office Manager | Extra-curricular clubs were not held due to Covid restrictions. |
| **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 – FLO  Izzy H - IM | Attendance was monitored in line with policy and letters sent as required. During lockdown, FLO made weekly contact with families and supported with both work and home issues. |
| 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 – FLO  Izzy H - IM | Attendance certificates were awarded for each term and cumulative attendance across the year.  Covid restricted end of year rewards. |
| **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 | Parents and FLO are working well in partnership. FLO made weekly contact with families during lockdown and has supported children and parents throughout the year. |
| 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 parents  Register of events | Tracey N – FLO  Izzy Hammond - IM | These were unable to take place due to Covid restrictions. |
| **Total budgeted cost** | | | | | **£7560** |

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| 1. **Additional detail** |
| End of year review: Most PP pupils made at least expected progress in Reading, Writing and Maths last year. This was impacted by the introduction of ERIC, provision of TAs, additional training provided for all staff and the catch up support given to the children. |