



Pupil premium strategy statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Charmouth Primary School
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	22.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	FGB
Pupil premium lead	Laura Cornish
Governor / Trustee lead	Jody Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,280
Recovery premium funding allocation this academic year	£1,740
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,855
Total budget for this academic year	£44,875

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Through our monitoring, including formal and informal pupil voice, children make more progress when fully engaged, supported and challenged through all aspects of the curriculum.
2	Our assessments and monitoring indicate that basic skills are regularly impacting development and progression in learning, particularly in writing.
3	Approximately 40% of disadvantaged children at our school are also on the SEND register, with their SEND needs adding barriers to their learning.
4	Our assessments, observations and discussions with pupils and families have identified social, emotional and wellbeing issues for many pupils, notably impacted by school closure, which is impacting on progress and attainment across the curriculum.
5	We have identified the need through consultation to ensure opportunities for all parents to confidently support their child's learning and engage with the school, learning and the wider community. Attendance levels remain below nationally expected levels.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children achieve in line with national expectations as a result of high-quality teaching and learning	<ul style="list-style-type: none"> - Children make progress and attain in line with their peers throughout the school (from EYFS to end of KS2) - Pupils achieve national average progress scores in KS2 statutory assessments
Children experience success as they develop personally as well as academically	<ul style="list-style-type: none"> - Children develop the skills to face challenges in learning, relationships and personal development - Individual children feel supported and included in learning and wider opportunities offered
Parents feel empowered to support their children in their academic and personal development	<ul style="list-style-type: none"> - Parents are confident in supporting children academically, socially and emotionally - Improved levels of attendance from starting points

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,643

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support high quality teaching using high quality teaching resources, including to support planning and assessment, manipulatives and to enable remote learning.</p> <ul style="list-style-type: none"> - HfL Essential Maths planning and assessments - Literacy Tree - Handwriting scheme - Dimensions curriculum to support an engaging and linked wider curriculum - Manipulative and practical teaching and learning resources, including in EYFS - Review technology available for staff and pupils - Specialist teachers within key areas of the wider curriculum - Moderation activities - WDSC projects 	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF</p> <p>Essential Maths addresses key aspects identified in the DfE non-statutory guidance produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Planning materials allow teachers to focus on adapting the curriculum for the individual needs of the children in each class; cohort meetings support identification of needs. EEF-High Quality Teaching</p>	<p>1, 2, 3, 4</p>
<p>Ensure effective assessment informs next steps in teaching.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct</p>	<p>1, 2, 3, 4</p>

<ul style="list-style-type: none"> - Diagnostic assessment materials - Cohort meetings - Moderation activities - WDSC English and Maths projects 	<p>additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>Purchasing of additional resources to support phonics teaching and learning (RWInc); training opportunities</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>High quality, targeted CPD opportunities for all staff, including through instructional coaching for teachers</p> <ul style="list-style-type: none"> - Somerset Literacy Network - WDSC projects - National College 	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF</p> <p>Quality and targeted CPD opportunities promote quality teaching and learning.</p> <p>EEF: Effective Professional Development</p>	1, 2, 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> <ul style="list-style-type: none"> - Cohort meetings support tracking of needs and progress made 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 4

Staffing organisation to enable all year groups to be taught maths within their own cohort only - Teacher recruited to 0.2 post to enable HT to teach a year group daily	EEF: There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school... particularly if the reduced numbers allow teachers to teach differently.	1, 2, 3, 4
Deployment of staff to enable targeted groupings linked to phonics skill	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Introduction of the NELI programme in EYFS to ensure develop oracy skills	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 4
Parent workshops for key areas of learnings to support parents to be able to enable learning	EEF: Parental engagement has a positive impact on average of 4 months additional progress.	5
Enabling access to online learning platforms to support home learning; club time for accessing	EEF Homework: High impact for very low cost; studies involving digital technology typically have greater impact (+6 months)	2, 3, 4, 5
Enabling time for quality feedback to children about their learning	EEF: Providing feedback is a well-evidenced and has a high impact on learning outcomes. Studies of verbal feedback show slightly higher impacts overall (+7 months).	1, 2, 3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12, 551

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual and small group wellbeing,	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life	4

<p>social and emotional sessions</p> <ul style="list-style-type: none"> - ELSA - Lego therapy - Monitoring and support by SENCO 	<p>(e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year; studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions; evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils</p>	
<p>Develop parental engagement</p> <ul style="list-style-type: none"> - Parenting workshops - Communication and celebration - Reports and consultations 	<p>Parental engagement has a positive effect on attainment, research suggests this is particularly the case when parents are engaged when children are young. EEF – Parental Engagement</p>	5
<p>Develop whole school understanding of underlying principles to supporting and promoting positive behaviour; system for monitoring</p> <ul style="list-style-type: none"> - Dorset Steps training - CPOMS 	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Contributions to uniform, trips and visits</p>	<p>Children should feel included in all aspects of school life.</p>	4
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

Total budgeted cost: £ 46,814

(Additional budget of £1,939 from other budget lines.)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Ensuring high quality teaching enables academic success

No statutory assessments took place in 20-21 due to the pandemic. In Year 6, children took past papers and results showed that all disadvantaged pupils achieved or exceeded FFT targets.

Throughout the school, internal data shows different levels of impact of the disruption on individual pupils and in different areas. Writing has been most significantly impacted, with around 60% of disadvantaged children not making expected progress in this area.

Every effort was made to engage disadvantaged pupils in remote learning, with devices and/or paper packs provided as agreed through close contact with families.

Supporting personal development to encouraged wider success

Disruption to the school year impacted the ability to fully implement all aspects. The school was in regular contact with disadvantaged families, including, where identified as a need, with the ELSA or designated staff member. Close tracking of behaviours helped to identify patterns and needs quickly in order to adapt support.

Develop positive parental engagement

This areas was significantly impacted by the pandemic and will need to be a continued focus.

Please see previous strategy document available on the [school website](#).

