

Review: Pupil premium strategy statement: Charmouth Primary School 2018 - 2019

1. Summary information					
School	Charmouth Primary School				
Academic Year	2018/19	Total PP budget	£25,130	Date of most recent PP Review	n/a
Total number of pupils	140	Number of pupils eligible for PP	23	Date for next internal review of this strategy	

2. Current attainment		
Attainment for: 2017-18	Pupils eligible for PP (your school) 6 children	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing and maths	29%	64%
% achieving expected standard or above in reading	71%	75%
% achieving expected standard or above in writing	29%	78%
% achieving expected standard or above in maths	43%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Engaging in well led and planned learning
B.	Ensure modelling and scaffolding enables access to learning
C.	Ensuring emotional literacy support and development
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Motivation to learn and develop
E.	Self-belief, self-regulation and metacognition skills need developing

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Greater engagement in learning leading to improved outcomes and progress measures – measured through monitoring within school and internal and external data	Learning walks and lesson drop ins show children engaging in learning. Internal and external data show improved outcomes.
B.	Improved outcomes and progress measures – measured through data	Internal and external data show improved outcomes.
C.	Children are emotionally supported and ready for learning – measured through session notes and monitoring of teaching and learning	Children are engaged and demonstrating good learning behaviours in learning walks and drop ins
D.	Children are excited about their learning and recognise the importance of learning – measured through monitoring	Children engage in learning and make progress across the curriculum
E.	Children recognise learning behaviours and are ready to learn – measured through monitoring	Children engage in learning and make progress across the curriculum

5. Planned expenditure

Academic year

2018/19

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.

i. 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	Impact
Improved outcomes in maths	Purchasing and implementation of scheme Improved resourcing Accurate assessment WDSC membership and lesson study Subject leader release time for monitoring and support	Quality 1 st teaching is shown in EEF research to have biggest impact on attainment for disadvantaged learners as well as all learners.	Monitoring – book looks, learning walks, lesson drop ins	Maths leader	Examples of improved maths outcomes in internal data
Improved outcomes in writing	Talk for writing training and implementation WDSC membership and lesson study Additional training Subject leader release time for monitoring and support		Monitoring – book looks, learning walks, lesson drop ins	English leader	Examples of improved writing outcomes in internal data
Improved outcomes in reading	Improved and accurate assessment Additional books and resourcing in library Subject leader release time for monitoring and support		Monitoring – book looks, learning walks, lesson drop ins	English leader	Examples of improved reading outcomes in internal data
High quality teaching input to promote effective learning	Targeted training and support Release time for support and training Quality IT resourcing Curriculum resourcing		Sharing of training and strategies in staff meetings Monitoring of impact	Headteacher	Development of a range of strategies supporting
				Spend	£17,051

ii. 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	Impact
Children are supported emotionally	ELSA provision and supervision	Reducing emotional barriers to support children to be able to access learning more fully	Session notes Children accessing learning	ELSA SENCO	Targeted children supported with progress made so they are able to access learning
Children are protected and vulnerabilities identified and supported	Electronic recording system Training for staffing	Children feel safe and concerns are addressed ensuring that these are not barriers to learning	Monitoring of system to ensure follow up of concerns and incidents	Headteacher	Children are supported as needed
				Spend	£4,104
iii. 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	Impact
Children feel included	All children able to order a jumper/cardigan and coat/fleece Trips and other activities where parents are asked to contribute paid for or subsidised	Children feeling included in the school	Inclusion of disadvantaged children in activities requesting parental contribution	Office	Children able to participate full in life of the school
Children are ready to learn from the start of the school day	Breakfast club – staffing and resourcing	Children will have food before the start of the school day and had a calm and settled start to the day	Monitoring of attendance at breakfast club	Office	Limited number of children use breakfast club, however, these children find it beneficial to have a quieter, settled start to the day
				Spend	£3,975