

Pupil premium strategy statement: Charmouth Primary School 2019 - 2020

1. Summary information					
School	Charmouth Primary School				
Academic Year	2019-20	Total PP budget	£26,252	Date of most recent PP Review	Summer 19
Total number of pupils	135	Number of pupils eligible for PP	22	Date for next internal review of this strategy	Summer 20

2. Current progress and attainment		
Attainment for: 2018-19	<i>Pupils eligible for PP (your school)</i> 3 pupils	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	0%	71%
% achieving expected standard or above in reading	100%	78%
% achieving expected standard or above in writing	67%	83%
% achieving expected standard or above in maths	0%	84%

Current progress and attainment		
Attainment for: 2019-20 (teacher assessment)	<i>Pupils eligible for PP (your school)</i> 4 pupils	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	50%	
% achieving expected standard or above in reading	50%	
% achieving expected standard or above in writing	50%	
% achieving expected standard or above in maths	50%	

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		Desired Outcome
A.	Quality of teaching (modelling, scaffolding, AfL, feedback - CPD)	% of disadvantaged children achieving EXS+ in reading, writing and maths is in line with national
B.	Children's engagement in the broad curriculum	Evidence of high % working at EXS+ for subjects
C.	Progression of basic skills for writing	Increased % at EXS+ for writing through the school
D.	Development and progression of skills in maths	Increased % at EXS+ for maths through the school
E.	SEND	Improved % progress - in line with similar schools
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Self-belief, self-regulation and metacognition skills	Improved levels of behaviour (including behaviour for learning)
G.	Parent support for encouraging and supporting home learning	Improved outcomes in reading, writing, maths and self esteem
H.	Attendance	% attendance in line with national

2. Planned expenditure

Academic year

2019/20

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	When will you review implementation?
All children making expected and better progress in reading, writing and maths	Clear and consistent approach to the teaching of maths through a clear and progressive mastery scheme with appropriate resourcing. Use of diagnostic testing to support identification of gaps and pre teaching needs. Engagement with Maths project work through the WDSC. Online resources to support recall and accuracy	NFER Building Blocks for Success – whole-school ethos of attainment for all, high quality teaching for all, data driven and responding to evidence EEF Toolkit – Feedback, mastery learning	Monitoring; <ul style="list-style-type: none"> - Learning walks - Lesson drop ins - Book looks - Pupil voice Termly data collection Informal sharing of strategy impact through staff meetings	Headteacher Ma subject leader Eng subject leader	Regular monitoring through half termly overview Termly – data collection and pupil progress meetings Annual – review of impact on internal and external school data
	Access to range of reading books which are closely matched to the needs of the child and encourage a love of reading. Range of opportunities to explore and develop comprehension including accurate assessment opportunities				
	Internal and external moderation of writing to ensure accuracy of judgements and identification of next steps. Engagement with WDSC lesson study with focus on writing Accurate and ongoing assessment of progression in GAPS				
	Development of the whole school curriculum promoted engagement and excitement about learning, promoting the application of basic skills to all areas.				
	Targeted support and training for teachers and teaching assistants; including through use of PDPs for teachers. Development of teaching through use of range of strategies to support and develop learning behaviours – including collaborative working, understanding about learning Subject leadership release to monitor and support				
Total budgeted cost				£16,105	

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	When will you review implementation?
Barriers to learning are reduced; good and better progress in learning	SENCO release time to support targeting of support, meeting with parents, meeting with professionals, attendance at SENCO briefings.	NFER Building blocks for success – meeting individual learning needs	Monitoring; <ul style="list-style-type: none"> - Learning walks - Lesson drop ins - Book looks - Pupil voice Termly data collection Meetings and feedback from parents and children	SENCO Headteacher	Regular monitoring through half termly overview Termly – data collection and pupil progress meetings Annual – review of impact on internal and external school data
Behaviour, including behaviour for learning is good.	Targeted intervention support for ELSA, nurture group, Lego therapy. Opportunity to take part in adult led quiet lunch Lunch time quiet club Staff training opportunities Recording of concerns and incidents on centralised school system	EEF Toolkit metacognition & self regulation, behaviour interventions NFER Building blocks for success – addressing behaviour and attendance	Monitoring of logged behaviour and concerns Notes and feedback from intervention leaders Observation of behaviour, including learning behaviour, through learning walks and drop ins	SENCO Headteacher	Termly review of logs Annual impact on learning
Children are included in all aspects of school life	School jumper and coat offered annually. Discounted parental contribution requests for trips and visits.		Inclusion of disadvantaged children in all activities		Annual
Total budgeted cost					£8,435

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	When will you review implementation?
Parents are confident sharing and encouraging learning at home	Parent questionnaire to identify likely interest areas, times. Working with parent partnership zone to develop and explore parenting strategies. School based parent workshops to share strategies and methods used within school.	EEF Toolkit – parental engagement	Parental feedback Impact on learning behaviours within the classroom	Headteacher	Annual parent survey Impact discussed as part of pupil progress meetings
Attendance levels at least in line with national figures	Termly attendance letters to parents. Half termly attendance letters where attendance is below 92%. Weekly class attendance award. Celebration notes for 100% attendance. Highlighting of attendance on school newsletter. Support from School Attendance Officer. Exciting and engaging learning opportunities within school.	NFER Building blocks for success – addressing behaviour and attendance	Termly monitoring of attendance, including groups Ongoing % attendance comparisons over months and terms		Termly attendance % Annual % attendance
Total budgeted cost					£1,750

3. Impact Review

Academic year

2019/20

Covid-19 has had a significant impact on schools this year, with schools asked to close to all but the most vulnerable children and children of key workers on 20th March 2020. No families on the pupil premium register required childcare, although it was offered where greater vulnerability had been identified. In June 2020, a phased wider reopening began where the school opened to Year R and 1 and later to Year 6; three children on the pupil premium register attended.

Families were offered support through loans of ipads and/or laptops. Three devices were loaned to families on the pupil premium register.

Support for free school meals has included through packed lunches initially, then vouchers (through Dorset/Sodexo) and, from June, through weekly food parcels.

Progress

The vast majority of children were making at least expected progress when the school closed. This can be seen on the cohort data sheets (internal monitoring of data).

Attainment:

		Reading		Writing		Maths	
	Number	EXS+	GDS	EXS+	GDS	EXS+	GDS
Year 1	3	100%	33%	67%	33%	100%	33%
Year 2	2	100%	50%	100%	0	100%	0
Year 3	4	50%	50%	50%	25%	50%	0
Year 4	7	71%	0	29%	0	57%	0
Year 5	3	100%	33%	67%	0	67%	67%
Year 6	3	33%	0	33%	0	33%	0

Assessment was based on formal assessments in reading and maths in the Autumn and Spring Terms and on teacher assessment which was moderated by SLT in the Autumn term and was validated through moderation at WDSC moderation exercise and in statutory assessment year groups at Local Authority moderation.

Attendance:

	Autumn Term	Spring Term	Year (Sept – March)
All	94.7%	94.3%	94.7%
Pupil Premium	93.7%	93.5%	93.7%
Not PP	94.87%	94.5%	94%

Three children had attendance below 90% and are therefore considered persistent absentees. In all cases ongoing medical needs impacted greatly on attendance and parents were invited into school to discuss attendance.