



## Pupil Premium Strategy 2020-2023

### Reviewed November 2021

#### School Overview

School name	Charmouth Primary School
Pupils in school	126
Proportion of disadvantaged pupils	22%
Pupil premium allocation this year	£22,336
Academic years covered by statement	2020-2023
Publish date	December 2020
Review date	November 2021
Review date	Fully updating to use DfE format for 2021-2024
Pupil Premium Lead	Laura Cornish
Governor lead	Lynne Wheatley

#### Disadvantaged pupil progress and attainment for last academic year (2020-21)

KS2	Progress	Attainment
Reading	N/A	100% (EXS+) 50% (GDS)
Writing	N/A	100% (EXS)
Maths	N/A	100% (EXS+) 50% (GDS)
Combined	N/A	100% (EXS)

Note: Due to global pandemic, no statutory assessments took place in 2020/21 so attainment data is based on teacher assessment including past SATs papers.

#### Disadvantaged pupil progress and attainment for academic year 2019-20

KS2	Progress	Attainment
Reading	N/A	33% (EXS)
Writing	N/A	33% (EXS)
Maths	N/A	33% (EXS)
Combined	N/A	33% (EXS)

Note: Due to global pandemic, no statutory assessments took place in 2019/20 so attainment data is based on teacher assessment, including past SATs papers.

#### Barriers to Learning

In School Barriers	<ul style="list-style-type: none"> <li>- Ensuring consistently high quality teaching</li> <li>- Engagement with the curriculum</li> <li>- Development and progression of basic skills</li> <li>- SEND</li> </ul>
External Barriers	<ul style="list-style-type: none"> <li>- Self belief, self regulation and metacognition skills</li> <li>- Parental support and engagement</li> <li>- Attendance</li> </ul>

## Pupil Premium Strategy Priority Areas

Priority 1:	Ensuring high quality teaching enables academic success
Priority 2:	Supporting personal development to encourage wider success
Priority 3:	Develop positive parental engagement

## Evidence Base

A range of evidence has been used when considering the priorities for our Pupil Premium Strategy and key strategies to address these.

The Education Endowment Foundation (EEF) recommends a tiered approach to Pupil Premium spending; Teaching, Targeted academic support and wider strategies. These are woven through the key strategies identified to support the achievement of our Pupil Premium priorities.

*Teaching: Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.*

*Targeted Academic Support: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.*

*Wider Strategies: Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.*

(The EEF Guide to The Pupil Premium, EEF, June 2019)

Further research papers commissioned through the EEF have been referred to as well as the work of widely recognized educationalists in considering priorities and strategies to include in our Pupil Premium Strategy.

The National Foundation for Educational Research (NFER) (2015) What are the most effective ways to support disadvantaged pupils' achievement: Building Blocks to Success has also been referred to in identifying effective strategies to support those children eligible for Pupil Premium funding.

### Priority 1: Ensuring high quality teaching enables academic success

Intended Outcomes	<ul style="list-style-type: none"> <li>- Children make progress and attain in line with their peers throughout the school (from EYFS to end of KS2)</li> <li>- Pupils achieve national average progress scores in KS2 statutory assessments</li> </ul>
Rationale:	<p>High quality teaching impacts positively on all children, with increased positive outcomes for those children eligible for pupil premium funding; <i>“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”</i> (The EEF Guide to The Pupil Premium, June 2019).</p> <p>NFER Building Blocks for Success – whole-school ethos of attainment for all, high quality teaching for all, data drive and responding to evidence. EEF Toolkit – Feedback, mastery learning</p> <p>“Those teachers who are students of their own impact are the teachers who are the most influential in raising students’ achievement.” (John Hattie, Visible Learning for Teachers)</p>
Key strategies	<ul style="list-style-type: none"> <li>- Relevant and targeted training for all staff (including as a result of monitoring activities)</li> <li>- Staff supervision</li> <li>- Feedback to promote learning</li> <li>- Accurate and robust assessment (and moderation)</li> <li>- Quality teaching and learning resources (including for home learning)</li> <li>- Relevant and engaging curriculum</li> <li>- Remote learning opportunities</li> </ul>
Projected spend	£10,000
Monitoring	<ul style="list-style-type: none"> <li>- Termly data drops and cohort meetings</li> <li>- Book looks, learning walks, observations</li> <li>- Pupil voice</li> </ul>
Impact 20-21	<p>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.</p> <p>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.</p> <p>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.</p>
Impact 21-22	
Impact 22-23	

## Priority 2: Supporting personal development to encourage wider success

Intended Outcomes	<ul style="list-style-type: none"> <li>- Children develop the skills to face challenges in learning, relationships and personal development</li> <li>- Individual children feel supported and included in learning and wider opportunities offered</li> </ul>
Rationale:	<p>Each child has individual strengths, areas for development and needs, these need to be supported, strengthened and encouraged to support personal development in learning, relationships and personal development. Addressing these areas will support children to have the confidence and skills to be successful as they move through their education and beyond. The NFER Building Blocks for Success identify meeting individual learning needs and addressing behaviour and attendance as key aspects and the EEF Teaching and Learning Toolkit recognizes the impact of metacognition and self regulation and behaviour interventions.</p> <p>John Hattie’s work promotes social development in order to support academic success: “if you want to increase student academic achievement, give each student a friend... It is incumbent therefore upon schools to attend to student friendships, to ensure that the class makes newcomers welcomed, and, at minimum, to ensure that all students have a sense of belonging.” (John Hattie, Visible Learning for Teachers)</p> <p>“There is evidence to support the use of SEL [social and emotional learning) as a means through which to improve a range of positive outcomes for children and young people.” (Programmes to Practices Identifying effective, evidence-based social and emotional learning strategies for teachers and schools: Evidence review, EEF, 2020)</p>
Key strategies	<ul style="list-style-type: none"> <li>- ELSA support</li> <li>- Safeguarding and behaviour tracking and monitoring</li> <li>- SENCO time and resourcing (including interventions)</li> <li>- Mindfulness / YST My Personal Best</li> <li>- Attendance</li> <li>- Strong ethos</li> <li>- Inclusion (uniform, trips)</li> </ul>
Projected spend	£10,000
Monitoring	<ul style="list-style-type: none"> <li>- Termly cohort meetings (including staff feedback)</li> <li>- Attendance tracking</li> <li>- CPOMS reports (including ELSA, behavior, safeguarding, pastoral)</li> <li>- Pupil voice</li> </ul>
Impact 20-21	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.
Impact 21-22	
Impact 22-23	

### Priority 3: Develop positive parental engagement

Intended Outcomes	<ul style="list-style-type: none"> <li>- Parents are confident in supporting children academically, socially and emotionally</li> <li>- Attendance is in line with National figures</li> </ul>
Rationale:	<p>Children need to be in school in order to access teaching and learning either through quality teaching or personalized support and intervention; attendance is therefore crucial to our strategy. The NFER Building Blocks for Success identify addressing attendance as key aspect and data within the Local Authority shows a clear correlation between attendance and achievement. The EEF Teaching and Learning Toolkit identifies moderate impact of parental engagement.</p> <p><i>“The systematic review evidence ... shows that there is a positive association between parental engagement in children’s learning and learning outcomes, and that this holds regardless of the child’s socio-economic status and grade level.”</i> (How can schools support parents’ involvement in their children’s learning?, EEF, 2019)</p>
Key strategies	<ul style="list-style-type: none"> <li>- School led workshops for targeted areas (eg phonics, maths strategies, reading, grammar)</li> <li>- Parenting workshops (external provider)</li> <li>- Attendance monitoring, support and challenge</li> </ul>
Projected spend	£2,500
Monitoring	<ul style="list-style-type: none"> <li>- Parental feedback</li> <li>- Attendance tracking</li> <li>- Pupil voice</li> </ul>
Impact 20-21	This areas was significantly impacted by the pandemic and will need to be a continued focus.
Impact 21-22	
Impact 22-23	