

# Pupil Premium Strategy Statement

| 1. Summary information        |                         |   |  |   |           |
|-------------------------------|-------------------------|---|--|---|-----------|
| <b>School</b>                 | Charsfield CofE Primary |   |  |   |           |
| <b>Academic Year</b>          | 2021-22                 | <b>Total PP budget</b>                  | £8,070 – In addition to this figure the school will receive £2,000 catch up funding (£10,070)                        | <b>Date of most recent PP Review</b>                  | Sept 2021 |
| <b>Total number of pupils</b> | 36                      | <b>Number of pupils eligible for PP</b> | 9 (25% of school cohort) =<br>8 FSM (22% of school cohort)<br>0 Ever 6 (6% of school cohort)<br>1 Service Child (3%) | <b>Date for next internal review of this strategy</b> | Jan 2022  |

| 2.  | 3. Current attainment – July 2021               |   |  |  |   |
|---|---|---|--|--|---|
| <b>Attainment for: July 2021 Whole school – Please note this data is based upon teacher and internal assessments.</b> | <i>Pupils eligible for PP (FSM and E 6) - 8</i> | <i>Pupils (2) eligible for PP (end of EYFS)</i> | <i>Pupils (1) eligible for PP (end of KS1)</i> | <i>Pupils (1) eligible for PP (end of KS2)</i> | <i>Pupils not eligible for PP (your school/national Y6 -2019)</i> |
| % achieving expected standard or above in reading, writing and maths  | 38%   | 50%   | 0%   | 100%   | 58% / 65%   |
| % achieving expected standard or above in reading   | 63%   | 50%   | 0%   | 100%   | 66% / 75%   |
| % achieving expected standard or above in writing   | 50%   | 50%   | 0%   | 100%   | 55% / 79%   |
| % achieving expected standard or above in maths   | 63%   | 50%   | 0%   | 100%   | 69% / 76%   |

| 4. Barriers to future attainment (for pupils eligible for PP, including high ability)                             |  |
|---|--|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |  |
| <b>A.</b>   | Social and emotional intelligence      |
| <b>B.</b>   | SEND                                   |
| <b>C.</b>   | Poor reading skills (phonics)          |
| <b>D.</b>   | Writing with confidence and resilience |
| <b>E.</b>   | Applying reasoning skills in Maths     |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |  |
| <b>F.</b>   | Attendance                             |

|                            |  |   |
|----------------------------|--|---|
| <b>G.</b>                  | Supporting children with learning (reading)  |   |
| <b>H.</b>                  | Home and social factors  |   |
| <b>5. Desired outcomes</b> |  |   |
|                            | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>   |
| <b>1.</b>                  | Social and emotional confidence when interacting with others in an appropriate manner.                                       | Children retain more friendships<br>Children have less fall-outs<br>Children need less support in class time to resolve friendship issues   |
| <b>2.</b>                  | PP children's reading improves in line with non-pp children.   | PP children make better progress in reading so that their writing is influenced by this<br>PP children can achieve well in spelling<br>Children enjoy reading and can talk enthusiastically about a book they are enjoying<br>PP children achieve in line with non-PP children. |
| <b>3.</b>                  | The attendance of PP children improves.  | Reduce the number of persistent absentees among pupils eligible for PP<br>Attendance for the children is in line with national at 96%   |
| <b>4.</b>                  | Children write with enthusiasm and confidence.   | Children are writing with increased grammatical accuracy<br>Children are writing at and exceeding ARE<br>All PP fully access all enrichment activities available to other children  |
| <b>5.</b>                  | Children can use reasoning skills to solve and explain complexed mathematical concepts and answers.                          | Children have more can apply their knowledge to solve and explain maths problems<br>Children can use a range of mathematical skills and equipment to confidently solve problems   |
| <b>6.</b>                  | PP children experiencing difficulties at home will receive quick support via early help services, both in and out of school. | The impact of negative external factors will have little impact upon the children's learning in school.   |
| <b>7.</b>                  | PP children will be in more control of their learning.   | All PP children will have a voice within school and be able to express their hopes and fears.<br>All PP children will be able to access all areas of the curriculum and wider curriculum irrespective of financial constraints.   |
| <b>8.</b>                  | PP children to have access to the internet and online learning outside of school.  | All PP children have access to the internet at home for learning and research purposes.<br>All PP have the suitable hardware they need to access the internet at home.  |

## 1. Planned expenditure

Academic year

2021

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?  |
|---|---|---|--|---------------|---|
| A) Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. | PHSE lessons are regular. There is a common approach to rewarding and acknowledging appropriate behaviour. Behaviour strategies are fully embedded to help children regulate their behaviour.   | PSHE provides the time for children to explore and talk about emotion. The use of the reward system reinforces positive behaviours but can also act as a warning and avoid a child making further bad decisions. Sessions with staff will help children develop their emotional literacy whilst raising their self-esteem and strengthening their relationships with others.  | I will speak with the children to see that they feel they can talk about their feelings in class<br>Drop into lessons will show the class ethos<br>Training will be offered to staff who are unsure about how to use and embed recognised behaviour approaches.  | MT            | £600  |
| B) PP children's reading improves in line with non-pp children  | Those children not being read to regularly will receive extra daily reading with an LSA or volunteer. The phonics scheme being used will be reviewed and changed if needs be. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school. | When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. The range of books used in school will add to the children's cultural capital. Books will be on display in the classrooms and work on the walls will show the children's interest in books. Support staff hours will be increased to support reading and ensure they are listened to read regularly, particularly those below ARE. | Pupil progress meetings will review intervention given (daily readers) and progress made. Drop ins and planning will show books are celebrated and phonics is being used as a spelling strategy. Support staff will be directed to support reading and listening to PP children in particular. Additional phonics training will be take place for all support staff. | MT, AR and ES | £2,000 (£1,000 PP and £1,000 catch up funding) allocated for the phonics reading scheme additional books. |

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| <p>C) The attendance of PP children improves</p>        | <p>Topics will interest all children and especially PP children.<br/>They will include Art/DT work, theme days, visits and exciting activities throughout the term.<br/>Rewards and incentives will be reviewed and implemented.</p>  | <p>When a child cares about the topics learned and their purpose this can be a hook to want them to come to school.<br/>Theme days, visits and exciting activities throughout the term will be fun and the children will want to be part of them.<br/>Our PP children enjoy hands on activities and outdoor learning.</p>  | <p>Funding will be made available to PP children in order for them to fully access all areas of the curriculum. Topic plans will be shared with parents and be interesting.<br/>Visits and theme days will be shared with the children and parents as something to look forward to. They will be in the diary on the website.<br/>Art, DT and outdoor learning will be regular.</p>   | <p>AR/MT</p> | <p>£500</p>   |
| <p>D) Children write with enthusiasm and confidence</p> | <p>Children's will be consulted on the planned themed and topic days.<br/>Children's writing will be celebrated at assemblies, through published work and displays.<br/>Moderation and good practice will take place across schools. Teachers will use differentiated scaffolds to support children's writing. Support will be available from the class teacher and TA's.</p> | <p>Topic related theme days and visits will give the children the inspiration, language and experience to write.<br/>Children need to have a concrete knowledge of a topic if they are to use it as a vehicle for writing.<br/>Through teachers moderating with other schools, they will pick up models of good practice that has a positive impact on our children's written work if implemented.<br/>Writing for meaning and celebrating children's written work helps to raise children's self-esteem and further reason to write.<br/>Adult support will help children to mind map and plan out their work so that it is in a format than can be easily used to aid writing of a longer piece of work.</p> | <p>Curriculum plans will include themed days, visits for every topic and the use of film.<br/>All teachers will moderate English writing across other schools.<br/>Children will be given the opportunity to have their work celebrated in assemblies, on displays and through publications (Six Sense, school website etc).<br/>Disadvantage children will have their trips and activity days paid for.<br/>Small group and one to one support will be put in place for PP children in addition to Catch-up provision.</p> | <p>AR/MT</p> | <p>£1,000</p> |

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| E) Children can use reasoning skills to solve and explain complexed mathematical concepts and answers | Children will be given the differentiated materials and tasks to support reasoning skills. TA and teacher support will provide additional support for targeted children. Staff will be trained in how to support children to develop their reasoning skills. | Training is essential for staff in order for them to develop the skills needed to differentiate tasks for children with barriers to their learning. Support staff and targeted small groups will be used to help scaffold children's learning with a view to all pupils becoming more independent. Reduced class sizes should increase the contact time teachers spend with disadvantaged children in the classroom. Small groups will run to target disadvantaged children, as well as those at risk of underachieving. | Source training from a high-quality professional of reasoning skills. Monitor children's progress through PPM's. Internal training will be delivered by the Maths leader. |  | £500 |
|---|--|--|---|--|------|

## 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 ? |
|--|--|---|--|------------|---------------------------------------|
| Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. | Some PP children will work 1 to 1 with an adult to talk about their feelings. Where needed staff will be trained in a proven support programme.  | Those PP children whose learning is being affected by social issues in school will receive support to help resolve issues. Children will open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in schoolwork.   | Intervention charts will show the children who need support in this area.  | ES         | £1,600 (inc staffing)                 |
| PP children's reading improves in line with non-pp children  | A reading team is set up to ensure PP children receive daily reading and quality 1:1 comprehension around the book in a positive way. A recognised reading intervention will be used to support those children in KS2 with a reading age significantly below their chronological age. The library will be reinstated and help sought organise resources. | When children read daily they gain in confidence. 10-15 minutes of talking about the book and linking the story to something they have experienced helps them to remember in long term memory what they have learned. This time makes them feel valued. This time makes them see that books are positive and enjoyed. | The books used in class will be of more interest to all. Children who have daily reading – progress will be seen at pupil progress meetings. Children will look to read more during 'free time'. | AR         | £1,800 for books and staffing.        |

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| <p>The attendance of PP children improves</p>  | <p>EWO will be involved with families whose attendance falls below 85%. The children will be invited to partake in planning the medium-term curriculum and desired outcome – taking some ownership and interest. The Headteacher will work with children and families who are consistently falling below 90%. Awards are given to children and classes who have 'good' attendance. If travel is an issue for families, they will be offered ways to help.</p> | <p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.</p>  | <p>Attendance will be monitored half termly. Any absence will be addressed immediately. A chart of which children receive awards will be logged and tracked.</p>   | <p>AR/HT</p>           | <p>Weekly attendance review time.</p>  |
| <p>Children write with enthusiasm and confidence</p>                                   | <p>Small group and one to one support will be put in place for PP children in addition to Catch-up provision.</p>   | <p>The use of tutor during the summer term of 2021 had a positive impact on the self-esteem of the children involved and all teachers reported that children's work had improved significantly. Adult support will help children to mind map and plan out their work so that it is in a format than can be easily used to aid writing of a longer piece of work.</p>  | <p>Headteacher to book tutor for the year from October 2021. Literacy Lead to oversee impact.</p>  | <p>AR</p>              | <p>£2,000 (£1,000 PP funding<br/>£1,000 catch up funding)</p>                                  |
| <p>External factors will have less of an impact upon the outcomes for PP children.</p> | <p>Early help will be reviewed regularly, and parents will be engaged, and support offered where needed or requested.</p> <p>PP children without access to the internet and/or suitable hardware will be supported or provided with the suitable connection and hardware.</p>   | <p>School can be a constant in children's life. When there are complex issues outside of school it can be difficult for the parents to provide the necessary support needed by the children. The school can provide some of this, but if capacity can be developed at home it should positively impact upon the outcomes for the children. Additionally, if negative issues outside of school can be lessened it will positively affect the child's well-being.</p> | <p>Greater awareness and information sharing amongst staff. Include social mapping in pupil progress meetings. Increase staff awareness of early help within and outside the school.</p> <p>All PP children to receive a school device for home use in order to access school learning programmes and to support home learning. An audit of home</p> | <p>HT</p>              | <p>Meeting time</p>  |
| <p>PP children will be in more control of their learning.</p>                          | <p>All PP children will have a voice within school and be able to express their hopes and fears. Staff will hold meetings with all PP children to assess their hopes, worries and desires for the future. All PP children will be able to access all areas of the curriculum and wider curriculum irrespective of financial constraints.</p>  | <p>Children who are carefully listened to will have increased self-worth and esteem. Staff will have a greater sense of children's worries and their aspirations. Consequently, the curriculum can be adapted to meet the needs of the children.</p>  | <p>The HT will provide scripts for staff and the teachers will make time for themselves or support staff to meet with the PP children.</p>   | <p>MT and teachers</p> | <p>There will be additional spending needed to meet the desires expressed by the children.</p> |



### 3. Additional detail

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