

Pupil premium spending 2019 to 2020

| summary information |
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| Date of most recent pupil premium review: | July 2020 | Date of next pupil premium review: | July 2021 |
| Total number of pupils: | 75 | Total pupil premium budget: | £17140 |
| Number of pupils eligible for pupil premium: | 12 | Amount of pupil premium received per child: | 11x £13451x £2345 |

| strategy statement |
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| * Increase attendance rates of pupils in receipt of pupil premium funding is above 96%
* Further accelerate rates of progress for those in receipt of pupil premium funding through targeted use of funding to meet individual needs. Outcomes for pupils in receipt of pupil premium are improved to be in line with NA in reading, writing and maths.
* Pupils with pastoral or SEN needs are identified swiftly on transition to school
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Assessment information

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|  | Pupils eligible for pupil premium (PP) | Pupils not eligible for PP |
|  |  | School Average | National average |
| Good level of development (GLD) | N/A due to Covid-19 |
| Reading  |
| Writing  |
| Number |
| Shape |

| year 1 phonics screening check |  |  |
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| Pupils eligible for PP | Pupils not eligible for PP | National average |
| N/A due to Covid-19 | N/A due to Covid-19 | N/A due to Covid-19 |

| end of Ks1 |
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|  | Pupils eligible for PP | Pupils not eligible for PP |
|  |  | School average | National average |
| % achieving expected standard or above in reading, writing and maths  | No PP children in Year 2 |
| % making expected progress in reading |
| % making expected progress in writing |
| % making expected progress in maths |

| end of Ks2 |
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|  | Pupils eligible for PP | Pupils not eligible for PP |
|  |  | School average | National average |
| % achieving expected standard or above in reading, writing and maths  | N/A due to Covid-19 |
| % making expected progress in reading |
| % making expected progress in writing |
| % making expected progress in maths |

Barriers to learning

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| Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years. barriers to future attainment |
| Academic barriers:  |
| A | Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.  |
| B | Baseline levels for all areas of development are significantly below age-related expectations  |
| C | Many pupils eligible for pupil premium also have other factors such as SEN, gender, ethnicity, term of birth to consider when planning successful interventions  |
| D | Some pupil premium children do not have access to ICT, including access to internet resources at home  |

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| ADDITIONAL BARRIERS |
| External barriers  |
| E | Some low-income families find it hard to afford extra enrichment activities  |

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| INTENDED OUTCOMES  |
| Specific outcomes  | Success criteria |
| A | Improve speech and language skills for PP pupils in KS1 and foundation stage  | Pupils eligible for PP in Foundation Stage make rapid progress from their very low starting points to meet the Communication and Language and Speaking elements of the Early Learning Goal expectations by the end of their Reception year  |
| B | Higher rates of attainment in KS1 and KS2 for high attaining pupils eligible for PP.  | Pupils eligible for PP identified as high ability make as much progress as ‘other’ pupils identified as high ability, by the end of Key Stage 1 in maths, reading and writing. As measured by the National end of key stage test and teacher assessments. Likewise, for the end of KS2 |
| C | Higher rates of attainment and higher number of children achieving above expected progress  | Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).  |
| D | Good attendance rates for pupils eligible for PP.  | Overall PP attendance in line with ’other’ pupils. 96% +  |
| E | Positive attitude to learning and increased ability to overcome barriers.  | PP to have growth mindset.  |
| F | Parents/carers more able to access help and support  | Equal access to outside/ enrichment activities; parents/carers know how to access support  |
| G | High ability pupils maintain enthusiasm for learning  | PP pupils make the same progress as non-PP high ability pupils  |

Planned expenditure for current academic year 2020-2021

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| academic year 2020-2021 |
| Quality of teaching for all |
| Action | Intended outcome | What’s the evidence and rationale for this choice? | How will you make sure it’s implemented well? | Staff lead | When will you review this? |
| A) Improve pupil progress/behaviour/well- being  | Staff training on meeting the needs of pupils with SEND, zones regulations | Getting the best out of pupils can only be done if staff have an understanding of how conditions, circumstances and needs may affect learning and behaviour.  | SENDCO disseminate ASD, Zones of regulation training to staff Monitoring of teaching and learning by HT | SENDCO SLT  | January 2021 |
| B) Pupils maintain enthusiasm for learning and continue to make good progress  | Ongoing staff training on differentiation, high expectations, challenge and problem-solving with Whiterose and RWI | We want to ensure that PP pupils can achieve high attainment as well as simply ‘meeting expected standards’. Relevant staff will provide stretch and encouragement for these pupils  | Under the direction of the class teachers and PP Champion, implement targeted interventions  | SENDCO HT | Termly |
| C) Raise the attainment of high attaining KS1 and KS2 children and the number of children attaining above expected levels.  | Regular Pupil Progress meetings led by HT | This teaching is focused on stretching identified children beyond Age Related Expectations (ARE) in English and Mathematics.  | Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings.  | SENDCO HT | Termly |
| Total budgeted cost: | £2000 |
| Targeted support |
| Action | Intended outcome | What’s the evidence and rationale for this choice? | How will you make sure it’s implemented well? | Staff lead | When will you review this? |
| A. Use TA’s to deliver the most effective use of targeted support work ie. RWI, Spirals, | 1:1 sessions with TA | Some of the students need targeted support to catch up. This is a methodology which ensures that teaching is provided by a designated TA  | Class teachers will manage their class to best meet the children’s needs, with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings.  | Class teacher Head SENDCO | Half Termly  |
| B. Close the gap on reading and maths | Reading eggs license purchased | Children can access reading eggs during registration and at home | Class teachers to manage time and logins | HeadSENDCO | Half termly |
| Total budgeted cost: | £6000 |
| Other approaches |  |  |  |  |  |
| Action | Intended outcome | What’s the evidence and rationale for this choice? | How will you make sure it’s implemented well? | Staff lead | When will you review this? |
| Ensure targeted children have a good start to their learning day at school  | Provide free breakfast clubs catering.  | This provides a location for social and emotional learning as well as a balanced nutritional breakfast. This good start to the day has also had a good impact on attendance and punctuality and therefore in all aspects affects the children’s readiness to learn  | As a part of the already established breakfast club. Breakfast club TA to help children access reading or ICT homework to reinforce learning.  | Head | Half termly |
| Ensure children have access to extra-curricular activities  | Provide free access to some CASTsessions/ After school Sports.  | This provides a location for social and emotional learning.  | CAST staff to engage with the children and help them in their play. Opportunities for children to complete ICT homework.  | Head/ CAST staff | Half termly |
| Increased involvement in sports and targeted motor skill development  | Provide enhanced access to after-school sports provision for targeted pupils by increasing the number of opportunities available  | Though the impact of sports participation is thought to be low by EEF we feel that the ethos of the school is built upon team and individual learning behaviour skills that enable the children at Charlton to access their learning in a calm and intelligent manner. We are sure that the role of sport in developing these core academic skills is significant and therefore we are keen to give as much opportunity to our children as possible.  | Though the result of competitive team sports will hopefully be successful, the key judgement will be in terms of how the children approach their work in a calm and resilient manner.  | Head | Half termly |
| Access to educational visits for all  | To ensure that all children are able to attend the residential visits and field trips by subsidising these.  | This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government’s welfare reforms.  | Take up of this subsidy will be monitored by the School Business Manager  | Head | Half termly |
| Dance therapy sessions | To help individuals achieve emotional, cognitive, physical, and social integration. | Recommended by ATTACH to support self-regulation | Regular weekly sessions set up | Head | Half termly |
| Total budgeted cost: | £6000 |

Review of expenditure from previous academic year 2019 to 2020

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| previous academic year |
| Total amount: £9589 |
| Quality of teaching for all |
| Action | Intended outcome | Impact | Lessons learned | Cost |
| Improved progress/behaviour/well- being  | Staff to have ASD and Attachment training | Staff attended training and now have a better understanding of ASD and attachment | * This will need to be revisited regularly when new staff arrive.
 | £300 |
| Raise the attainment of high attaining KS1 and KS2 children and the number of children attaining above expected levels. | Staff to attend Whiterose and RWI training | Staff have a better understanding of Whiterose and RWI | RWI needs to be taught daily to have impact and done to the script. RWI needs to be followed from day one | £2000 |
| Targeted support |
| Action | Intended outcome | Impact | Lessons learned | Cost |
| Use TA’s to deliver the most effective use of targeted support work ie. RWI, Spirals, | TA’s to work on targeted interventions like RWI, Power of 2, Toe by Toe | Interventions were happening pre-Covid-19 lockdown | Will need to assess and catch-up programme | £4500 |
| Reading eggs catch-up programme | Catch up programme for maths and reading | Progress in reading age and Maths data | Logins for home | £143.90 |
| Other approaches |
| Action | Intended outcome | Impact | Lessons learned | Cost |
| Ensure targeted children have a good start to their learning day at school  | Children to have a proper breakfast and be ready to start the day | Was well attended by PP children | Continue | £1000 |
| Ensure children have access to extra-curricular activities  | Children to have access to variety of activities after school | Not so well attended | Need to promote and offer personally to families  | £580 |
| Access to educational visits for all  | All to have the opportunity | All did have the opportunities pre-covid-19 | Need to consider opportunities whilst trips are restricted due to covid-19 | £562 |
| Access to music lessons (guitar) | Experience and develop confidence | 1:3 lessons until Covid-19 | Continue  | £236 |
| School uniform | Basic uniform purchased | Participate in PE and school trips safely | Continue | £23 |
| Top up nursery hours | Experience, develop confidence and have the opportunity to socialise | Participate in nursery activities | Will move to full-time reception | £245 |