



Pupil Premium Strategy Chew Stoke Church School 2020-2021

Summary information					
School	Chew Stoke Church School				
Academic Year	2020/21	Total PP budget	£23346	Date of most recent PP Review (external or Internal)	Sept 2020
Total number of pupils	179	Number of pupils eligible for PP	16	Date for next internal review of this strategy	July 2021

Current attainment (July 2020)							
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Key Stage 2

Subject	Cohort Size	School PP Progress	School Progress	School PP achieving the expected standard	National PP achieving the expected standard	School PP achieving the higher standard	National PP achieving the higher standard
Reading	12	0.97	0.98	75%	TBC	8%	TBC
Writing	12	0.96	0.96	75%	TBC	8%	TBC
Maths	12	0.97	0.98	75%	TBC	8%	TBC
SPAG	12			75%	TBC	8%	TBC
RWM	12			24%	TBC	0%	TBC

Subject	Cohort Size	School PP achieving the expected standard	National PP achieving the expected standard	School PP achieving the higher standard	National PP achieving the higher standard	In Year Progress
Reading	4	75%	TBC	25%	TBC	0.96
Writing	4	75%	TBC	0%	TBC	0.96
Maths	4	75%	TBC	0%	TBC	0.95
Phonics Year 1	1	0%	-	-	-	-
Phonics Year 2	1	100%	-	-	-	-

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.	Meta cognition and self-regulation for pupils Many of the pupils that are disadvantaged are on the SEND register. There are also additional pupils across the school that are not on the SEND register but lack confidence in their own ability.
B.	External Support and enrichment Some of the disadvantaged pupils require support from outside agencies, the school works with available support including, Speech and Language, Educational Psychology and Counsellors.
C.	Gaps in Learning Gaps in learning being identified both socially and academically.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Mental health and wellbeing A few of our families due to ill health or other external factors face challenges with adopting consistent routines with pupils being less able to focus on their schooling. These families receive support from our THRIVE practitioner and counsellor.
E.	Low attendance Some of our disadvantaged pupils have low attendance. This is a minority of families and school are working closely with the families to increase attendance.

Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Meta cognition and self-regulation for pupils Pupils identified as relying on additional support to be encouraged to develop independent skills including those with SEND. Teaching, marking and feedback to be consistently good or better across the school. Teaching for greater depth and metacognition to be embedded practice across the school through the use of effective learning comments, reflection time and challenge to support children to make age related expectations.	Children to be encouraged to be increasingly self-led. Learning comments and reflection time is embedded in curriculum. Insight analysis shows that disadvantaged pupils are matching progress of non-disadvantaged in all year groups. End of KS outcomes to show closing of attainment gap. The majority of disadvantaged pupils to be reaching age related expectation or closing the attainment gap.

<p>B.</p>	<p><i>External support and Enrichment</i> Children to be offered a range of enrichment and extra-curricular activities and to be aided in accessing these. Children are provided with the support that they need through the use of external agencies.</p>	<p>Pupils eligible for PP make rapid progress by the end of the year so that most pupils eligible for PP meet age related expectations in reading and writing and maths. A high proportion of children eligible for PP funding attend at least one extra-curricular club (80%) PP children to be chosen for a wide range of sporting activities. PP children in Owl class to trial forest school sessions.</p>
<p>C.</p>	<p><i>Gaps in learning</i> Each individual disadvantaged pupils' gaps analysed and each pupil to receive closing the gap intervention for reading, writing and maths. Early identification and communication with previous school for children joining mid-year. Interventions provided by class teachers as part of quality wave one provision and planned intervention groups to accelerate progress for each individual pupil. Including higher attaining pupils.</p>	<p>1:1 tuition, group intervention and SEND targets to be achieved. Gaps addressed and closed. Attainment and progress in reading, writing and maths to show all pupils closing the gap with national benchmark</p>
<p>D.</p>	<p><i>Mental health and wellbeing</i> Children with emotional, social and wellbeing difficulties(and their families) receive mentor support, counselling and targeted interventions from the Thrive practitioner or external agencies to reduce incidents and to ensure that they are mentally prepared to learn and therefore can make progress in their learning. The learning environment is developed to enhance pupil attitudes and self –esteem with a values-based approach implemented.</p>	<p>Increase in self-esteem, confidence and resilience is reported. Measures of well-being and the child's general happiness and attitude to learning, show the impact of mentoring and interventions. Regular parent/ teacher meeting for feedback and review. Values-based education is embedded in the school which has a positive impact on children's outcomes, mental health and self esteem</p>
<p>E.</p>	<p><i>Low attendance</i> Work with pupils, families, family support workers, school nurse, teaching staff to ensure a joint approach to improving attendance. Continue to monitor attendance of PP children and talk to parents about support when absence drops below 95% Increase the attendance of pupils that have historically low attendance or missing out of education reports when they arrive at the school.</p>	<p>Attendance of PP is in line with/above national average. Attendance of pupils with persistent attendance difficulties to in line with/ above national average. Regular parent/ teacher meeting for feedback and review</p>

Planned expenditure

1. Quality First Teaching and Curriculum

Area of Spend	Evidence and rationale for this choice including desirable outcome		How we will ensure it is implemented well	Staff lead	When will you review implementation?
1 – 1 Conferencing with the class teacher	Pupils have high quality timely interaction with class teachers / head teacher.		Analysis/monitoring of impact in pupils' work. Discussion with teachers re outcomes. Discussion with pupils re impact.	BH / Teachers	Termly
Booster Classes	Pupil premium pupils targeted in individual, specific areas.		Quality of pupil work and impact on outcomes through tracking, as above.	BH / Teachers	Termly
Total budgeted cost					£1200

2. Targeted Support

Area of Spend	Evidence and rationale for this choice including desirable outcome		How we will ensure it is implemented well	Staff lead	When will you review implementation?
TA/HLTA Salaries	Quality one to one and small group intervention support enables high quality first teaching in classrooms.		Rigorous analysis of needs. Identification of children in need of one to one and/or small group support to meet expected targets. Termly review of outcomes, linked to target setting and pupil progress meetings.	BH / Teachers	Every Term – Pupil Progress Meetings
TA/HLTA Salaries	Rapid intervention following quality first teaching ensures gaps in learning are rapidly and rigorously identified.		Tracking of identified children to analyse attainment and progress outcomes. Observations of Learning Mentor sessions to ensure quality of provision.	BH / Teachers	Termly
HLTA Salaries	Research shows that Forrest School sessions have a positive effect on children's mental health and well-being.		Feedback from individual children and the staff involved in running the forest school sessions.	EM/CH	At the end of the academic year
Total budgeted cost					£18946

3. Attendance

Area of Spend	Evidence and rationale for this choice including desirable outcome		How we will ensure it is implemented well	Staff lead	When will you review implementation?
Educational Welfare Officer	To ensure prompt and supportive action.		Monthly reviews and meetings	BH	Termly
Parent support/attendance	Effective and timely support and education for parents who have identified needs.		Monthly reviews and meetings	BH	Termly
Total budgeted cost					£0
4. Enrichment					
Area of Spend	Evidence and rationale for this choice including desirable outcome		How we will ensure it is implemented well	Staff lead	When will you review implementation?
Educational visits including residential visits	Ensure full attendance of visits. Children in receipt of Pupil Premium have full access to a wide range of educational visits and are guaranteed attendance of said trips.		All parents will receive a letter in January allocating a personal budget that can be spent on paid school activities. The school will monitor over the year how each budget is being used.	SC/GB	Termly
Subsidising of extra-curricular music lessons	Ensure children in receipt of Pupil Premium have full access to the range of opportunities of non Pupil Premium children.		The letter sent out to parents in September will list extra-curricular music lessons as an optional activity that can be supplemented by the personal budget.	SC/BH	Termly
Total budgeted cost					£3200

A review of this expenditure can be found in the 2021/22 document