

# Pupil premium strategy statement Charlestown School

1. Summary information					
School	Charlestown Primary School				
Academic Year	2016-17	Total PP budget	£31,220	Date of most recent PP Review	Feb 17
Total number of pupils	302	Number of pupils eligible for PP	28	Date for next internal review of this strategy	Summer17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths KS2 2016	100%	60 %
Progress score in reading	6.04	0.3
Progress score in writing	10.4	0.12
progress score in maths	11.25	0.24

3. Barriers to future attainment	
<b>In-school barriers</b>	
<b>A.</b>	Social and emotional issues such as attachment disorders and or anxiety.
<b>B.</b>	Possible learning difficulties – ADHD- poor memory- low concentration.
<b>C.</b>	Limited cultural experience - lack of enrichment activities – less vocabulary- low aspiration.
<b>External barriers</b>	
<b>D.</b>	Poor attendance –frequent lateness

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children more settled in class and more focused learning taking place. Less friendship and playground issues. Children have higher aspirations and increased self-confidence.	Children make good progress in lessons Less recorded incidents of disputes at playtimes. Increased self-worth and motivation. (notice attitude to school)
<b>B.</b>	More focus in lessons – increased retention and improved concentration levels.	Increased attainment and progress- in line or better than non-disadvantaged pupils.
<b>C.</b>	Access to wide range of resources and experiences– increased range of vocabulary – higher aspiration/ well nourished – good routines.	Increased vocabulary range. Increased experience of wider world – higher aspiration.

<b>D.</b>	Increased attendance rates. Punctual arrival at school.	Attendance higher than school average. Less late marks recorded.
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**5. Planned expenditure**

<b>Academic year</b>	<b>2016-17</b>
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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**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children more settled in class and more focused learning taking place. Less friendship and playground issues. Children have higher aspirations and increased self-confidence.	Improving Mind set in whole class situations to address friendship and self-worth issues. – in addition following Seal PSHE programme Pupils new to school to follow induction programme on how to fit in new surroundings. Also to be addressed in whole class teaching. – 'Making friends' unit of Seal.	All pupils need to be aware of strategies to avoid confrontation and upset. Positive Mind set helps pupils have better outlooks and gives strategies to deal with any issues that arise in a more productive way. Whole class awareness will ensure that PP pupils are not working in isolation and that everyone is working from an agreed framework of behaviours and attitude.	Staff training on 'Mind set' already received. Lesson observations, planning scrutiny and pupil conference will highlight provision.	<b>SMT</b>	<b>May 17</b>
More focus in lessons – increased retention and improved concentration levels.	High expectations around whole class teaching. Improved questioning skills by both teachers and pupils. Mastery approach in all lessons –with particular focus on maths. Availability of more manipulatives to aid learning.	This action is identified in our School Improvement Plan as an area for development across the whole school. Attainment and progress should improve.	Continuing staff development through training and staff meetings. Impact will be monitored through lesson observations, planning scrutiny, pupil conferencing and work scrutiny.	<b>SMT</b>	<b>Ongoing</b>

Access to wide range of resources and experiences– increased range of vocabulary – higher aspiration/ well nourished – good routines.	Provision for whole school in terms of well-resourced learning environments. Growth mind set whole school action in order to raise aspiration. Philosophy for Children programme beginning as aid to increasing language, vocabulary and questioning.	Links to School Improvement Plan on development of mastery and need for manipulatives/concrete materials to aid learning. Research (Education Endowment Foundation) shows Philosophy for children can raise attainment/progress for all pupils. Links to staff training on improving outcomes for all pupils.	Planning scrutiny. Learning walks. Pupil conferencing.	SMT	<b>May 17</b>
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**Total budgeted cost**      £9,657

## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children more settled in class and more focused learning taking place. Less friendship and playground issues. Children have higher aspirations and increased self-confidence.	Various Social and emotional support strategies in place. Socially Speaking/ ReSet plus lunchtime social support.	Pupils distressed from playtime/social issues find it difficult to settle in class. Data (Boxhall Profile/Strength and Difficulties questionnaire) has suggested that these interventions are effective in reducing the amount of recorded incidents. We have used this strategy in the past and previously we had concerns over slow academic progress. We have reduced the amount of time spent on these activities in order to increase the amount of time spent on activities that increase attainment and progress. In order to address issues identified in the previous review a system has been put in place to ensure links between interventions and day to day teaching are strong/communicated and build on each other.	We will record the number of playtime/social issues. We will note attitude to learning. SEND Leader has carefully structured timetable of interventions. SEND Lead and PP Lead will observe and monitor sessions. Intervention books are kept up to date and linked to action plan targets (for SEN PP pupils). Three way communication in books (Teacher, Intervention teacher and SENDCO)	AD CL	6 weeks .Linked to SENDCO monitoring schedule
More focus in lessons – increased retention and improved concentration levels.	Pupils will receive on average an additional 2 hours per week on English and Maths skills. This will be on a one to one basis or in a small group. Visits from external agencies – Education Psychologists /Speech and Language etc	Research has shown that a highly skilled teacher can improve attainment if work is tightly focused on pupils next steps. Certain skills and knowledge are revisited daily to ensure pupils retain information. Pupils are taught strategies to learn as well as knowledge based learning and we have noticed an increase in confidence and an increased willingness to attempt more challenging work.	Lesson observations, joint planning with class teacher/SENDCo. Careful tracking of pupil progress.	Class teacher SMT	

Access to wide range of resources and experiences– increased range of vocabulary – higher aspiration/ well nourished – good routines.	Financial assistance for visits out of school. Provision for transport to school and breakfast. Help with school uniform. Access to books and other learning aids.	In discussion with parents this has been an area that they feel would help their pupils to do well.	Ensuring regular parent consultations re PP children take place. Discussing parental perception about child's barriers to learning. Ensuring actions take place.	SMT	
<b>Total budgeted cost</b>					£26,986
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children more settled in class and more focused learning taking place. Less friendship and playground issues. Children have higher aspirations and increased self-confidence.	Parental involvement and commitment.	Parents are supportive in our efforts to improve outcomes for their children. We communicate regularly.	Regular meetings with SENDCo and SMT to be timetabled into school diary.	SMT	May 17
More focus in lessons – increased retention and improved concentration levels.	Parental involvement and commitment.	Parents are supportive in our efforts to improve outcomes for their children. We communicate regularly.	Regular meetings with SENDCo and SMT to be timetabled into school diary.	SMT	
<b>Total budgeted cost</b>					£750
<b>External review of Pupil premium provision</b>					£1,500
<b>Final Total</b>					<b>38,893</b>