



Charlestown mid-year review of impact of Pupil Premium strategy

The mid-year review provides an opportunity for school leaders to reflect on which aspects have been successful in the spending of the Pupil Premium allocation halfway through the academic year 2017-18. This allows us to consider which aspects to continue, which to amend and which require improvement.

December review.

We now have 39 pupils eligible for PP funding within the school. One of our existing pupils left the school and 9 have joined since September 2017. 6 of these are 'in year' admissions in KS 1 and 2.

Chosen strategies in order of impact (List strategies in order of the impact they are having with strongest first)	New or existing strategy (N or E)	Evidence of impact since September 2017 and actions now required (Provide both qualitative and quantitative evidence)
Barrier 1: Low aspiration and self-esteem. Social and emotional difficulties. Provision: Quality first teaching.	E	Autumn term lesson observations judged teaching 100% good and 20% outstanding. Continued CPD ensures staff continue to perform well. Children set high goals make good progress and achieve well. In line or better than non-disadvantaged pupils.
Barrier 1: Targeted provision: Social and emotional interventions	E	Interventions run by class teachers are having high impact in some cases, particularly with those pupils with have been at Charlestown School for some time. Pupils new to the school, Since September 2017, are taking longer to settle in and will need to continue with regular input.
Barrier 2. Lack of focus and information retention. Possible learning difficulties Provision: Review of behaviour policy.	E	Linked to behaviour for learning leading to improved focus and attention in lessons. Behaviour policy reviewed an implemented consistently across the school. School reward and sanctions system, Dojo, now working highly effectively with parent access and links. Pupils progress inline or better than non-disadvantaged.
Barrier 2: Targeted provision Small group support with highly differentiated teaching.	E	Lesson observations and pupil outcomes show this strategy to be effective. Pupils are benefitting from slower pace and smaller group teaching. Continue.



Charlestown mid-year review of impact of Pupil Premium strategy

<p>Barrier 3. Lack of stamina and resilience particularly in boys writing. Provision: Whole school focus on improving writing stamina and letter formation</p>	E	<p>Whole school involvement in first term. Gross and fine motor skills exercises implemented. Improvement in presentation for most pupils. Work scrutiny shows little difference between boys and girls writing though our disadvantaged pupils are making slower progress in this area. To continue with those pupils not making as much progress through targeted provision.</p>
<p>Barrier 3: Targeted provision: Pupils who struggle with writing stamina Identification of writing problems – handwriting letter formation-support</p>	E	<p>Medium impact in most cases with some pupils making good progress. This strategy needs to continue for that group of pupils who are still struggling to write.</p>
<p>Barrier 4: Low attendance Provision: Rigorous monitoring of non-attendance and school contact with parents on first day of absence</p>	E	<p>Attendance of disadvantaged pupils is still lower than other pupils in the school. Parent contact is made immediately and then followed up. Some of the pupils have health issues and the low attendance of particular pupils is bringing school averages down.</p>
<p>Barrier 4: Targeted provision Support for pupils and families who physically struggle to get to school. Parent information regarding illness types and</p>	E	<p>Transport has been provided for some pupils. Breakfast club and after school clubs provided and funded for disadvantaged pupils. We have no disadvantaged pupils attending breakfast club some, however, take advantage of after school club.</p>
<p>Barrier 4: Other approaches Parental contribution to class Dojo. Rewards for attendance. Regular invites to school.</p>	E	<p>82% of parents of disadvantaged pupils are signed up to Dojo and receive and give information about their child. We have been rigorous in our attempts to engage all parents for consultations and offer appointments at other times in order to accommodate them. At present 87% of parents of disadvantage pupils have attended consultations to discuss their child's progress.</p>
<p>Barrier 1: Low aspiration and self-esteem. Social and emotional difficulties. Provision: Quality first teaching.</p>	N	<p>Continued CPD to ensure class teachers are performing well and engaging pupils in exciting lessons. Focus on interactive learning walls and child led writing and topic opportunities. Re focus on collaborative learning and peer support.</p>



Charlestown mid-year review of impact of Pupil Premium strategy

Barrier 1: Targeted provision: New Social and emotional interventions	N	Building esteem interventions with pupils new to school/SEN and self-esteem issues. All boys. Common interest group led by male TA .
Barrier 2: Lack of focus and information retention. Possible learning difficulties Provision	N	New whole school approach to improving feedback to pupils. Staff CPD to assist in implementation of new approach to verbal feedback in English.
Barrier 2: Lack of focus and information retention. Targeted Provision:	N	Further reduction in group size forming new groups and input from teacher 3 times weekly in reading and maths for some pupils.
Barrier 4: Low attendance	N	Review of strategies so far. Cash incentives linked to good attendance linked to provision of school equipment and uniform. Attendance Contracts for parents whose children have poor attendance.

Anonymised success story

" xx is a pupil who, I believe, has the potential to be a higher achiever. When he arrived in year 5 he had a slight reputation from year 4 for not following instructions and losing his temper. During the first half of term, this pattern continued. He was regularly losing his temper - both outside and in the classroom - as well as refusing to do work. However, just before the half term break this started to improve.

After half term, xx was part of a 'Chimp' intervention group. This group looked at the theory of ChimpParadox after our INSET training in Newquay. This group was specifically aimed at xx for his anger and to improve his perseverance. Since the group started I have noted a decrease in outbursts. In the Autumn, before half term he had 5 red dojos (3 unacceptable behaviour, 2 poor attitude to learning) and 48 green dojos. After half term he only had 1 Red dojo (poor attitude to learning) and 56 Green dojos. This is a marked improvement on previous behaviour and this has followed through into his attainment. By being more focused, xx has improved in his understanding when he is reading - this has helped his reading comprehension and then also his word problems in maths. Hopefully it will continue."



Charlestown mid-year review of impact of Pupil Premium strategy

Mid-year reflections (senior leaders)

We can always do better to improve outcomes for our disadvantaged pupils. While our strategies are proving to be effective and children are making good progress this picture is not consistent with all our disadvantaged pupils. We acknowledge that every child is an individual and all have different barriers to overcome so we aim to be increasingly vigilant and creative in our approach to supporting these pupils. We are also aware that new strategies take time to be highly effective and we are confident that as the year progresses we will see a more consistent picture.

Mid-year reflections (governors/trustees)

Regular meetings with the Deputy Headteacher to review data and also to see interventions in place etc. have enabled us to see the impact of the PP work in school. It is pleasing to note that behavioural issues are being addressed resulting in fewer playground incidents and less disruption to lessons following breaktimes.

The use of the PP intervention spreadsheet appears to be successful – identifying where the school is having greatest impact in order to replicate/adjust interventions. Thanks to the colleague who designed that.

Pupil conferencing and lesson observations have shown that our PP pupils are benefiting from the intervention provided from TAs and HLTAs. Small groups help pupils receive individual attention tailored to their individual needs and during conferencing they are happy to talk about their work and learning experience.

Writing skills are a problem for several children so it is interesting to hear that EYFS and KS1 are participating in exercises to help improve motor skills. We look forward to seeing the results of this intervention. Governors are grateful for the intervention input from all members of staff. Catherine Brewer (LAB member)