



Pupil Premium Strategy Statement: Chenies School 2020-21

1. Summary information					
School	Chenies School				
Academic Year	2020/21	Total PP budget	£13,200	Date of most recent PP Review	September 2020
Total number of pupils	103	Number of pupils eligible for PP	6	Date for next internal review of this strategy	September 2021

2. Current attainment (2018/2019) Due to Covid 19 Data for 2019-20 is not available		
	<i>Pupils eligible for PP (your school)</i>	<i>National Average for Non-Disadvantaged Pupils</i>
KS2 Progress Score for Disadvantage Pupils Reading	2.88	0.32
KS2 Progress Score for Disadvantage Pupils Writing	6.60	0.27
KS2 Progress Score for Disadvantage Pupils Maths	4.31	0.37
KS2 Average Scaled Score for disadvantage pupils in Reading	101.0	105.5
KS2 Average Scaled Score for disadvantage pupils in Reading	104.0	106.1

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Parental engagement with home learning activities is lower for pupils eligible for Pupil Premium, than for other pupils.
B.	Some of the children eligible for Pupil Premium funding have lower levels of self-esteem and confidence than their peers and this impacts on their aspirations and motivation for learning
C.	
D.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Low attendance has a significant impact on children's future attainment

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Parents will be engaging with and supporting their child's learning at home. Parents of pupils eligible for Pupil Premium funding will attend parent workshops or targeted 1:1 sessions about supporting their child. All Pupil Premium children will be assigned a member of staff to act as a reading buddy in school who will commit to listening to them read at least three times a week.	There will be an increase in the number of parents engaging with their child's learning activities at home and attending parent workshops. All pupil premium children will have been heard read in school individually 3 times a week.
B.	Pupil premium children will have increased levels of self-esteem and resilience which will increase their aspirations and motivation for learning. Staff will support their learning through the Mind Up programme and encourage them to use the Habits of Mind for learning to enable them to be resilient in striving to achieve further depth in their learning	Pupils will be more engaged with learning and have the self-motivation required to improve their own learning and achieve more.
C.	Pupils eligible for pupil premium will have been provided with additional support, where appropriate to enable them access to an increased number of experiences of literacy and numeracy learning opportunities. Some opportunities to access extra-curricular activities which will be beneficial to individuals will have been provided.	All children will have been provided with opportunities to access enrichment activities including visitors to school and termly class trips.
D.	Pupils eligible for pupil premium funding will have improved levels of attendance. Attendance will be monitored regularly by the headteacher.	Overall attendance for children eligible for PP will improve to 96% in line with 'other' pupils.

5. Planned expenditure					
Academic year	2020/21				
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. Improved progress for all pupils	Additional learning support assistant time will be allocated to each class. Children will have the opportunity to work in a small group with their teacher or learning support assistant	Additional adult support enables gaps in knowledge to be filled at an individual level and builds confidence. Teaching in smaller ability groups has been shown to be effective. See evidence in EEF Toolkit	Children will be assessed every half term to track and monitor progress. Termly Pupil Progress meetings Monitoring of books. Talking to the pupils	Headteacher	July 2021
Total budgeted cost					£8,500

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?
Any child not making the progress required to achieve their end of year expectations will receive additional interventions as appropriate	Intervention programmes delivered to support language, literacy, numeracy and social and emotional skills, and fine motor skills programmes.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. This is particularly important as 80% did not return to school for the rest of the academic year following the Covid 19 lockdown.	Children's progress measured and monitored through evaluation of intervention data, pupil progress meetings, classroom monitor data. Children's progress in the classroom will be maintained after the completion of the intervention	Headteacher	July 2021
Parents of pupils eligible for pupil premium will have the resources available to them to support their child's learning.	Parents will be invited to to discuss their child's progress. Class teachers, after discussion with parents will, where appropriate, provide additional resources to enable them to support their child's learning.	There is evidence from the EEF Toolkit that increased parental involvement in children's learning has a positive impact on children's attainment.	Teachers will make personal contact with parents to offer them suggestions about ways they can support their child at home.	Class Teachers	July 2021
Children will be supported to express their emotions, develop confidence and increase their feelings of self-esteem through the MindUp programme and engagement in extra-curricular activities.	MindUp will be delivered in classes including brain breaks three times a day. Children may be supported financially to attend extra-curricular clubs.	Children need to be in a calm state of mind to enable them to learn and retain information. Children with a wide range of experiences have better foundations to build on and attain more.	There will be regular opportunities to evaluate the place of MindUp in the curriculum. There will be further staff training around using it in a cross curricular way. The bursar will inform parents of opportunities available to them. Class teachers will encourage children to participate in extra-curricular activities.	Headteacher	July 2021
Total budgeted cost					£4,500

iii. Other approaches					
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?
Increased attendance rates	<p>Monitor pupils and follow up quickly on absences. First day response provision.</p> <p>School administrator will provide headteacher with a weekly attendance report to enable effective monitoring of attendance</p> <p>The headteacher will invite parents to a meeting with her if a child's attendance is a cause for concern.</p>	<p>We can't improve attainment for children if they are not actually attending school. There is substantial evidence to show that good attendance leads to higher levels of attainment. In particular poor attendance during COVID 19 will have risked increasing the attainment gap.</p>	<p>Thorough briefing of school administrator about existing absence issues.</p> <p>The headteacher will monitor overall attendance weekly</p>	Administrator Headteacher	July 2021
Total budgeted cost					£200

6. Review of expenditure				
Previous Academic Year		2019/20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Parents will be engaging with and supporting their child's learning at home. Parents of pupils eligible for Pupil Premium funding will attend parent workshops or targeted 1:1 sessions about supporting their child.	Pupil Premium meetings Monitoring and Evaluating SDP Priority Focused interventions with CT and TA	Parents did attend more meetings and in particular the work share evenings which gave them an increased understanding of how their children were working in school.	Providing children with the opportunity to share their work in school with parents had a positive impact. This approach could be continued and additional opportunities offered to parents of children in receipt of pupil premium. School closure due to COVID 19 reduced the opportunities available in the year. It maybe possible to try and arrange some video conferencing meetings from school during the course of the next academic year.	£50
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
B Pupil premium children will have increased levels of self-esteem and resilience which will increase their aspirations and motivation for learning. Staff will support their learning through the Mind Up programme and encourage them to use the Habits of Mind for learning to enable them to be resilient in striving to achieve further depth in their learning	MindUp Whole staff training MindUp display in each classroom Habits of Mind introduced in assemblies SLT Monitoring and Evaluation	The MindUp programme had started well and was having a positive impact on children's attitudes and self-esteem. Unfortunately the COVID 19 closures meant the work we were doing was halted abruptly and it is not possible to reach definite conclusions. Parents of children in receipt of Pupil Premium found that they were able to implement some of the strategies at home effectively	Embedding MindUp and the habits of Mind is a strategy that we believe is worth continuing for the benefit of all children.	£2,500

C Pupils eligible for pupil premium will have been provided with additional support, where appropriate, to enable them access to an increased number of experiences of literacy and numeracy learning opportunities. Some opportunities to access extra-curricular activities, beneficial to individuals, will have been provided.	SENCo Communication Systems Parental Invites to school events Attendance levels Subsidisation for trips and activities	Additional LSA support was provided for children in receipt of Pupil Premium funding. This was used for small group interventions. Some children were supported financially to attend clubs that benefitted them by enabling them to develop social skills and broaden their range of experiences and interests.	Being able to offer targeted small group interventions is essential for filling in gaps in children's learning which then enables them to progress to the next stages of age related expectations. We found that assigning the class LSA to the interventions worked successfully this year. Providing children with opportunities to participate in extra-curricular activities is important in enabling them to develop confidence, self-esteem and friendships. All of which aid academic learning.	£8,500
			Total Cost	£11,050

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
D Pupils eligible for pupil premium funding will have improved levels of attendance. Attendance will be regularly monitored by the headteacher.	SLT Monitoring and Evaluation	The autumn term attendance improved significantly to 91.5% but unfortunately this was reduced to 52% in the summer term due to families not wanting their children to attend as a result of COVID 19	Robust monitoring of attendance needs to continue during the next academic year.	£200

7. Additional detail
Interventions which are used within school to support children Power of Two Maths Intervention Read, Write Inc. Fresh Start