

Chidham Parochial Primary Pupil Premium statement 2020-2021

1. Summary information					
School	Chidham Parochial Primary School				
Academic Year	2019-2020	Total PP budget	£52,120	Date of most recent PP Review	June 2020
Total number of pupils	201	Number of pupils eligible for PP	32 (including 1 service child)	Date for next internal review of this strategy	December 2020

2. 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.	Lack of financial ability to access particular extracurricular activities to enhance social interaction and well being
B.	Social and emotional needs stemming from personal life experiences e.g PLAC or having additional special needs
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
C.	Inability to access CAMHS services effectively due to high demand locally.
D.	Poor attendance due to factors such as ill health and medical appointments

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children to be able to access clubs, school trips and residential in order to be equal with their peers without bringing financial worries to their families	All children to develop good social connections with their peers and develop skills for life e.g positive self-esteem image
B.	Children to achieve expected progress in core subjects	Children make expected progress in line with national expectations
C.	Children to have access to emotional support and counselling as needed.	Children to overcome emotional anxieties and achieve their full potential academically and socially
D.	Children in school	Attendance at 95% +

4. Planned expenditure					
Academic year	2020-2021				
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?
Improved staff expertise	In house training (supported by attendance by staff on specific courses) e.g Maths co-ordinator & KS1 lead involved in Primary Mastery Maths Readiness programme to work with teachers to upskill them in targeting support as needed and TA's to observe good teaching to mirror approach when working with named children Staff attend locality CPD on core curriculum subjects	Important that all staff in school have appropriate training and that all staff are "upskilled" as needed to support children in their learning	Reviewed by class teachers/head/govs at termly monitoring meetings Class observations To have resources as needed to support named children in class	HT/SENDco	Termly to Full Governing Body
Children in receipt of Pupil Premium monies to achieve expected progress	Personal teacher tuition either 1:1 or small group to "close the gaps" Trained TA's to work with named children	Children work better with familiar well trained staff Progress seen at monitoring meetings	KS1 phonics teaching 2 days a week KS2 teacher to teach PPG children maths/English skills to close the gap. 1;1/small groups support with PPG TA TA time in class re. specific support	HT/SENDco HT	Termly Termly
Total budgeted cost					£39,209
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?
Children to develop their social skills, encourage good mental well-being	Pay for named children to participate in particular clubs that interest/will support them e.g art and pay educational visit costs so parents are not	Participation in chosen fields will support children in developing social skills and improve self esteem Paying for visits/residential does not burden families who can then feed and clothe their children	Re. clubs speak to club leaders re. participation and involvement Visit letters will state "just return slip" school to meet costs from PP monies	Head Bursar	Termly Termly
Children's needs met to access the curriculum	Pay for bespoke assessments e.g dyslexia screening	Personalised learning needs addressed to ensure children can meet ARE	Follow advice given in recommendations	Head/DHT	March 2021
Children's attendance in school to be at 95%+	Liaise with named families re. attendance and use Pupil Entitlement Officer if needed Employ school Family Support worker	Evidence shows that children with 95% attendance throughout their school life are likely to achieve 5 GCSE passes Some parents/carers need extra support in managing their well being & family life to ensure their child/ren attend school	Send attendance updates to all school families and act accordingly with anyone in receipt of an amber or red letter Regular meetings with FSW re. families involved with + impact	Head Head	At least termly Half termly
Total budgeted cost					£8,730

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?
Children accessing Pupil Premium to have access to counselling as needed	<p>Your Space Counsellor to be used to give support through weekly sessions</p> <p>ELSA employed to work with named children weekly in school</p>	<p>2 children in school have social and emotional difficulties and need access to counselling which is unavailable through CAMHS</p> <p>Named children supported to meet personal aims/goals so ready to learn in class</p>	<p>Trained counsellor from Your Space Counselling services will keep confidential notes of her work with the children and liaise with the Headteacher and parents/carers to monitor effectiveness.</p> <p>Referral system in place. Records kept of meetings, progress noted. Staff to attend relevant training</p>	<p>HT</p> <p>HT/JW/PH</p>	<p>Termly in conversation with the counsellors + FGB informed of input</p> <p>Termly meetings with ELSAs Outcomes of supervision noted</p>
Total budgeted cost					£10,926
<p>Total spend is £59,865 (the extra will come from the school budget)</p>					

Review 2019/2020			
Previous Academic Year		2019 to 2020	
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)
Children in receipt of PP money make ARE expectations	Bespoke interventions e.g extra KS1 phonics teacher	Estimated ARE showed improvement at the termly meetings....gap closing for some and not for others for a factor of reasons	The KS1 teacher made real headway with KS1 phonics looking at Sept starting points until March 2020. Wish to continue with this support "in hand" with changes in phonic teaching in EYFS/Y1 classes. Seeing the benefits of the KS1 inputs – mirroring that in KS2 next year with a teacher working on maths/English skills with named children.
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)
Children want to come to school, enjoy their learning and feel good about themselves ie being emotionally ready to learn	Children encouraged to attend an after school club. Educational visits paid for Y6 O&A programme Family support worker employed	Attendance improved for some. Well being (due to child voice heard) outwardly appeared better Y6 benefitted from input – attitude improvement Parent relationship with Family support worker good which impacts on the children as a result.	Paying for club attendance to continue but aimed at wishes & interests more. Visits paid for helps families financially – verbal feedback, right to continue + work of Family Support worker who's inputs are welcomed by families. Y6 O & A input not needed this year as RRS work in school has supported all children re cohesiveness.
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)
Children able to learn as supported in school	Use of counselling via Your Space Counselling and School ELSA	Parents have spoken how the 1:1 sessions have supported their children. Social workers were pleased we could offer it to named children. Children's well being making improvements.	Your Space Counselling to continue – bespoke counselling needed for some. ELSA input balanced – more succinct referral process in hand & meetings with ELSA ensure ELSA input is directed where it needs to be.