**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | Cheriton Bishop | | | | |
| **Academic Year** | 2021 - 22 | **Total PP budget** | £8070 | **Date of most recent PP Review** | October 2021 |
| **Total number of pupils** | 80 | **Number of pupils eligible for PP** | 6 | **Date for next internal review of this strategy** | September 2022 |
|  |  | **LAC** | 0 |  |  |
|  |  | **Services** | 2 (£620) |  |  |

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| 1. **Attainment 2021 (Based on Y6 results)** | | |
| *Cheriton Bishop’s’ figures for pupils eligible for PP – based on teacher assessment die to COVID-19 pandemic* | | *Pupils not eligible for PP (national average)* |
| **% achieving expectations in reading** | 0 pp pupils in year 6 | No national data due to COVID-19 pandemic |
| **% achieving expectation in writing** | 0 pp pupils in year 6 |  |
| **% achieving expectation in maths** | 0 pp pupils in year 6 |  |

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| 1. **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)* | | | |
|  | | Some pupil premium children are achieving below the national average in reading, writing and maths at the end of KS1 and KS2 | |
|  | | Some pupil premium children’s progress will have been impacted by the school closures linked to the COVID-19 pandemic | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **C.** | | Some pupil premium pupils have SEMH needs which can impact on their progress | |
| **D.** | | Children whose parents are in the serving armed forces may have SEMH needs. Service premium has been introduced to address the emotional and social well-being of these pupils. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Pupils eligible for PP to be achieving in line with national average in maths, reading and writing | | * Pupils eligible for PP to attain at least EXS in line with non-eligible peers in maths, reading and writing across the school * The progress of eligible pupils in maths, reading and writing is at least in line with National at the end of KS2 * Pupils previously identified as higher attaining are identified and targeted for GD. * Provision will have been tailored, reviewed and altered at PPM  in response to individual needs of the pupils. * Subject leader will lead staff CPD to provide staff with a clear understanding of how to provide challenge and develop maths and English teaching to improve pupil outcomes. * Subject leaders will work with the AH and LAT Hubs to gain a clear vision of the position of maths and the outcomes of those eligible for PP. |
|  | Pupil premium children will make at least good progress following school closures linked to the COVID-19 pandemic | | * Pupils will access a ‘bounce back’ curriculum that identifies and plugs gaps in learning. * Quality First Teaching will tailor learning to suit the needs of individual learners by removing barriers. * To respond to the barriers of the children in our Covid catch up category by addressing gaps and misconceptions rapidly via detailed and QFT led provision mapping. * PPM will identify any pupils not on track to make expected progress and there will be a change of provision as a result. * Subject leader will track progress with the AH in pupil progress meetings and robustly respond to the need of the pupils. |
|  | Pupils eligible for PP have access to tailored SEMH support through the Inclusion Hub and Attachment Based mentoring support where appropriate. | | * Pupils will be identified through Boxall profiling who need further SEMH support. * Pupils will access the Link Academy Inclusion Hub, Early Help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc and tailor provision as needed. * ABM training through Babcock |
|  | Pupils whose parents are in the serving armed forces to have access to SEMH support through the Inclusion Hub as required. | | * Pupils will access the Link Academy Inclusion Hub, Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play as required. * Staff trained in Emotional Logic * Specialist support package available if needed. * Staff awareness will support pupils through provision map |

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| 1. **Planned expenditure** | | | | | | | |
| **Academic year** | **2017-18** | | | | | | |
| 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. | | | | | | | |
| 1. **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?** | | |
| Pupils eligible for PP to be achieving in line with national average in maths, reading and writing | **Pupil progress meetings to discuss progress journey, challenge and have aspirational targets.**    Staff articulate and model metacognitive thinking. (E.g. what do I know about this problem? What strategies have I used before?) Scaffolding tasks to support pupil development of metacognitive and cognitive skills – worked examples.            **Hubs;**Middle leaders will engage with the Trust-wide network to ensure the highest quality delivery of a broad and balanced curriculum and feed this back to class teachers.      All staff to focus on ‘Implement/Intent and Impact’.    Focus on ‘stretching’ pupils and the vocabulary around ‘challenge’. | EEF Report - METACOGNITION AND SELF-REGULATED LEARNING say    Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. At the heart of this is metacognition. This term is increasingly well known in schools, but beyond a simple definition of ‘thinking about thinking’, teachers can quickly run out of classroom examples to describe it accurately. Understanding what we mean is the first step in helping teachers to improve pupils’ metacognition.      Ofsted’s new inspection framework will place an increased emphasis on curriculum as part of a new quality of education grade, which will also look at teaching and learning and outcomes for pupils.    The inspectorate has said that it will assess curriculum through intent, implementation and impact.    Ms Fearn - Ofsted said: “Intent is about what leaders intend pupils to learn. It’s as simple as that. Intent is everything up to the point at which teaching happens.”    She said that, according to Ofsted’s new framework, “good intent" has the following four features:    A curriculum that is ambitious for all pupils;  a curriculum that is coherently planned and sequenced;  a curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities;  A curriculum that is broad and balanced for all pupils.    Ms Fearn said that, in order to assess intent, inspectors will "consider the curriculum leadership provided by senior, subject and curriculum leaders". | Well-structured PPM’s.    Lesson observations to look at **challenge/impact.**    Pupil progress meetings identify target children forensically and identify necessary provision.    Book monitoring to dig deeper into how effective the teacher/pupil ‘response’ to the work has been i.e.- has it improved the child’s progress?    All staff to have a greater understanding of the position of each subject’s current focus, good practice and shared resources.    All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position). This will ensure monitoring cycles impact progress. | **Head**    **Teaching staff and senior leadership**    **Subject Leaders** | **Termly** | | |
| Pupil premium children will make at least good progress following school closures linked to the COVID-19 pandemic | Pupil progress meetings to discuss progress journey, **challenge**and have **aspirational**targets.  Personalised learning    Quality First Teaching    Assess and Monitor    Specific provision map for pupil’s impacted by missed learning    Mental and well-being support | The National Strategies suggest that the key to success with all learners is **quality first teaching** (QFT). ... An expectation that pupils will accept responsibility for their own learning and work independently. regular use of encouragement and authentic praise to engage and motivate pupils.11 Mar 2015 | Lesson observations to look at **challenge/impact.**    Pupil progress meetings identify target children forensically.    Book monitoring, pupil conferencing, lesson blinks to dig deeper into how effective the teacher/pupil ‘response’ to the work has been i.e.- has it improved the child’s progress? | **Academy Head/ SENDCo** | **Termly** | | |
| 1. **Targeted support** | | | | | | | |
| Pupils eligible for PP to be achieving in line with national average in maths, reading and writing | Challenge in teaching    Precision Teaching    1:1 sessions. 1:1 comprehension/ understanding support    Pre-Teaching and same day conferencing      SATs booster groups    Targeted maths support from TA’s overseen by AH and Maths lead.    Detailed provision mapping – reviewed termly    Personlised curriculum | Precision Teaching: “Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach” Carl Binder, Cathy Watkins (1990)      The National Strategies suggest that the key to success with all learners is **quality first teaching** (QFT). ... An expectation that pupils will accept responsibility for their own learning and work independently. Regular use of encouragement and authentic praise to engage and motivate pupils.11 Mar 2015 | All staff to have a greater understanding of the position of each subject’s current focus, good practice and shared resources.    All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).      Lesson observations to look at **challenge/impact.**    Pupil progress meetings identify target children forensically.      Book monitoring to dig deeper into how effective the teacher/pupil ‘response’ to the work has been i.e. – has it improved the child’s progress? | **Teaching staff and senior leadership**  **Subject Leaders** | Termly | | |
| Pupil premium children will make at least good progress following school closures linked to the COVID-19 pandemic | Precision Teaching      Pre-Teaching    QFT and provision mapping to identify gaps    Precision teaching for any pupils that are in need.    Power of 2 – Key Skills | Precision Teaching: “Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach” Carl Binder, Cathy Watkins (1990)      The National Strategies suggest that the key to success with all learners is **quality first teaching** (QFT). ... An expectation that pupils will accept responsibility for their own learning and work independently. Regular use of encouragement and authentic praise to engage and motivate pupils.11 Mar 2015 | All staff to have a greater understanding of the position of each subject’s current focus, good practice and shared resources.  All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).  Lesson observations to look at **challenge/impact.**  Pupil progress meetings identify target children forensically.  Book monitoring to dig deeper into how effective the teacher/pupil ‘response’ to the work has been i.e. – has it improved the child’s progress? | **Teaching staff and senior leadership**    **Subject Leaders** | Half-termly | | |
| **Total budgeted cost** | | | | | | **Staffing: £3,026.25**  **Resources: £1,008.75** | |
| 1. **Other approaches** | | | | |  | | |
| **Desired outcome** | | | | | | | |
| **Pupils eligible for PP will have access to SEMH support through the Inclusion Hub** | Pupils will be identified through Boxall profiling who need SEMH support.    Provision maps will track progress in SEMH and identify needs.    School to train staff in Lego Therapy which has been chosen with our PP pupils in mind.    Pupils will access the Link Academy Inclusion Hub, Early Help, Play Therapy, SEMH interventions e.g. Therapeutic Play    Access to MAST for therapeutic staff training and art therapy    Inclusion Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions)  Use of Early Help RfAS to access family support.    Inclusion Hub – Family Support | The Boxall Profile is an invaluable resource for the assessment of children and young people's social, emotional and behavioural development. Nurture UK    Feedback from previously participating schools report a positive change in a child’s ability to self-regulate, which has enabled them to access curricular learning more effectively.    Our Inclusion Hub offers weekly courses for children, designed to address an element of SEMH (such as anxiety, anger management). For children with high levels of emotional need (particularly those at risk of exclusion) a longer, outdoor session is offered where children have the opportunity to engage in forest school activities, whilst exploring ways of managing their emotions | Boxall Profile reviews termly    Pre-course questionnaires sent out to participating children, teachers, and parents (pre and post sessions) to measure impact. | IIH Manager    Academy Head | Termly | | |
| **Pupils whose parents are in the serving armed forces to have access to SEMH support through the Inclusion Hub** | Pupils will access the Link Academy Inclusion Hub, Early Help, Play Therapy, SEMH interventions e.g. Lego Therapy, Therapeutic Play etc.    Access to MAST    Inclusion Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions)    Tailored provision to be sought via the IIH as required    1:1 nurture sessions with TA    Inclusion Hub family support | Our Inclusion Hub offers weekly courses for children, designed to address an element of SEMH (such as anxiety, anger management). For children with high levels of emotional need (particularly those at risk of exclusion) a longer, outdoor session is offered where children have the opportunity to engage in forest school activities, whilst exploring ways of managing their emotions | Pre-course questionnaires are sent out to participating children, teachers, and parents (pre and post sessions) to measure impact. | IIH Manager    Academy Head | Termly | | |
| **Inclusion Hub Manager to challenge and support how the PP Grant is spent and monitor progress and attendance**  **IIH Budget**  **Total budgeted cost** | | | | | | | **£4035**  **£8070** |
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| 1. **Review of expenditure 2021-22** | | | | |
| **Previous Academic Year** | |  | | |
| 1. **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** |
| **Improved attainment in reading, writing and maths at the end of KS1** | **Hubs;**Middle leaders will engage with the Trust-wide network to ensure the highest quality delivery of a broad and balanced curriculum.  All staff to focus on ‘Implement/Intent and Impact’. | Awareness of and access to high quality and engaging resources to support delivery of broad curriculum. | This approach will be further developed this academic year as the roles of the subject hubs and leaders continues o evolve. |  |
| 1. **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** |
| **Improved attainment in reading, writing and maths at the end of KS1** | Precision Teaching  1:1 sessions. 1:1 comprehension/under-standing support  Pre-Teaching and same day conferencing  SATs Booster Club  QFT teaching CPD | Precision teaching has had supported cohorts of children identified as having gaps, on return to school post COVID.  Record of CPD being implemented in lessons during observations and the impact of this.  Teachers and TAs are building in opportunities to work 1:1 with children and conferencing in Literacy is a positive example of this in action. | Has an impact on children making accelerated progress where the support is assessed and designed to target the next steps for the child.  Whole staff training has lead to consistency across the school and has had more of an impact than training the teachers in isolation.  Conferencing is providing an opportunity to give children timely feedback on their work which is impacting the quality and consistency of it, where this is being delivered well. |  |
| 1. **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** |
| **Pupils eligible for PP will have access to SEMH support through the Inclusion Hub** | Pupils will be identified through Boxall profiling who need SEMH support.    Pupils will access the Link Academy Inclusion Hub, Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc    Access to MAST    Inclusion Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions) | Due to the profile of both the PP children and whole school cohorts our need to access specialist IH courses is relatively low, compared with other schools within the Link.  Where we have had the greatest impact is providing support for the children through the specialities of the staff at the school by running group interventions and whole class forest school sessions. | In order to target a greater number of children the school has developed its core offer and supports children who teachers identify as needing SEMH support. The adults that provide this have accessed training opportunities from the IH. |  |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |