

Pupil Premium Strategy Statement

1. Summary information					
School	Chalk Ridge Primary School				
Academic Year	September 2020 – September 2021	Total PP budget	£85,630	Date of most recent PP Review	January 2021
Total number of pupils	374	Number of pupils eligible for PP	52 (based on census January 2020)	Date for next internal review of this strategy	January 2022

2. Current attainment (Year 6 outcomes July 2020)		
Data not available due to COVID 19 pandemic and cancellation of all end of Keys Stage 2 SATS		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	n/a	
Attainment (children reaching expected level reading)	n/a	
Attainment (children reaching expected level writing)	n/a	
Attainment (children reaching expected level maths)	n/a	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Significant gaps in learning – due to missed learning or transfer from another school and less secure foundations in learning from previous years.
B.	Pupil Attitudes to learning and behaviour
C.	Vulnerability and low self-esteem as a result of challenging home circumstances for some pupils and lack of parental support/engagement
External barriers	
D.	Parental Engagement for some pupils – Limited support & engagement with home learning/homework for some pupils
E.	Low attendance for some pupils and issues around punctuality. Parents reluctant to engage with extra curriculum opportunities to enhance the learning experience – sport or additional interventions.

F.	Limited experiences and opportunities outside of the school day for some pupils, and lack of experiences outside of the school environment. Circumstances in the home.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Attendance and punctuality will be in line with school expectations of 96% plus.	Consistent and punctual daily attendance
B.	Children will attend additional learning opportunities when offered by the school. This includes remote teaching and learning opportunities.	Consistent attendance at all sessions. Attendance at remote sessions during lockdown periods.
C.	Progress from baseline/starting points in reading, writing and maths will be in line with non-PP children in the school.	Comparison of school data with LA data.
D.	Parental engagement will be stronger, and as a result children will make better progress in terms of academic, physical, and emotional wellbeing.	Children's progress will be stronger with improved attendance and increased enjoyment of school.

Academic year September 2020 – September 2021				
Desired outcome A	Actions	How will you ensure it is implemented effectively?	Staff lead	Review and evaluation
Attendance and punctuality will be in line with school expectations of 96% or above.	<p>Tracking of all attendance data for all PP children – half termly.</p> <p>HT or DHT will communicate with families where there may be concerns by telephone call, letter or at meetings.</p> <p>Parent Support Adviser will be engaged to support families where attendance is of concern and home issues may be a contributing factor.</p> <p>Early Help Hub referrals for families where attendance does not improve.</p> <p>Local Authority guidelines will be followed where attendance is of concern, and this is impacting on pupil progress and wellbeing.</p>	<p>Half termly meetings with SLT to analyse data and address issues promptly.</p> <p>Attendance data for individuals will improve half termly after intervention.</p>	SLT	

	<p>School will refer to external relevant professionals, especially medical, when required to support with attendance.</p> <p>Good attendance will be and recognised and celebrated with the school community and parents.</p>			
Desired outcome B				
<p>Children will attend additional learning opportunities and extra curriculum activities offered by the school.</p> <p>This includes remote teaching and learning opportunities, and after school provision for catch up learning with class teachers, as well as sports clubs and opportunities.</p>	<p>Provision of laptops to families.</p> <p>Weekly ELSA or EFA calls for children self-isolating or remote learning due to lockdowns.</p> <p>Weekly ELSA or EFA sessions in school for identified children or groups.</p> <p>Minibus transport will be provided for children where parents cannot collect from after school clubs.</p> <p>PP children will be prioritised and encouraged to attend additional opportunities by extra letters and phone calls to parents by school staff.</p> <p>Financial support will be provided for parents with commitments such as school residentials, visits and some school resources.</p>	<p>Staff meeting & SLT agendas will include regular opportunity to review attendance and participation.</p> <p>Monthly Inclusion Team meetings to gauge impact of ELSA and EFA interventions.</p> <p>SEN Wave 2 and Wave 3 interventions – impact will be regularly reviewed by Inclusion Leader and fed back at SLT meetings.</p>		

Desired outcome C	Actions	How will you ensure it is implemented effectively?	Staff lead	Review and evaluation
<p>Progress from baseline/starting points in reading, writing and maths will be at least in line with non-PP children in the school.</p>	<p>Continuing Professional Development – virtually or in school face to face - enables all staff to understand and implement the requirements of good or better teaching.</p> <p>Class teachers will plan to ensure all groups; including PP children are effectively supported in the classroom or through additional interventions – virtually or face-to-face.</p> <p>Maple Ridge Outreach Plus support for relevant staff – to develop independent learning for identified pupils.</p> <p>Support from Hampshire Maths Advisor for teaching staff. Focus area this academic year – Calculations in 4 rules. To include year group workshops to plan alongside advisor.</p> <p>To ensure consistently good or better teaching and learning across the school to ensure that all children make progress in line or above with national expectations.</p> <p>To ensure that Learning Support staff are trained effectively and understand their role in helping pupils to achieve.</p> <p>LSA interventions are effectively timetabled and delivered for identified children where gaps in learning have been identified.</p> <p>Year 3 and Year 4 staff to attend LA “Knowing the Standard” cluster programme.</p>	<p>Learning walks by SLT and Subject Leaders</p> <p>Regular monitoring of books and work sampling.</p> <p>Performance Management meetings – Autumn, Spring and Summer terms to look at data and progress of specific groups, including PP children</p> <p>Work and book moderation sessions with cluster schools for KS1 groups and Year 3/4 groups.</p>		
Desired outcome D	Actions	How will you ensure it is implemented effectively?	Staff lead	Review and evaluation
<p>Parental engagement will be stronger, and as a result children will make better progress</p>	<p>Barrier meetings with parents.</p> <p>Support for parents with understanding the curriculum and ways that parents can help.</p>	<p>Action planning with SLT to ensure specific children are targeted and supported.</p>	<p>All SLT members</p>	

<p>in terms of academic, physical, and emotional wellbeing.</p>	<p>Encourage participation at curriculum information sessions.</p> <p>Focussed project work with another local primary school and LLP to address issues with parental and pupil engagement.</p> <p>Support with food parcels and delivery of home learning packs. Consistent check ins for vulnerable families. Emotional wellbeing and mental health support when required for individual children and/or families.</p>			
<p>Total Cost - 2019 – 2020 Total teacher staffing costs £821,731 Total LSA staffing costs £276,610 Total pastoral support through EFA/ELSA £ £28,280</p>				