



Pupil premium three year plan 2020-2023

Charlestown Community Primary School

Reviewed April 2021 after Y1

What do we want to achieve with PP funding?



Mission statement

To be a centre point in our community for all families and their differing needs. A place where everyone can thrive rather than just survive each and every day.



Vision

To create a World Class learning environment that nurtures everyone towards success, building employment pathways for all without prejudice or excuses.

Priority 1

A community school that supports all families. A centre point in our community for all families and their differing needs. A place where everyone can thrive rather than just survive each and every day.

Individually

Priority 2

- Academic Achievement in line or exceeding non PP children and above national average

Priority 3

- Wider opportunity experience to enable aspirations to be high and cultural experiences to be in line with others

Priority 4

- Children who are self-regulated, have strategies to cope with life, emotionally stable learners

Priority 5

- Ambitious dreams for the future linked to school values

The barriers to achieving our priorities for MANY of our PP pupils

- *Home attitudes to learning – poor take up on learning at home, ESPECIALLY DURING COVID LOCKDOWN*
- *Access to technology/online learning*
- *Poor attendance and punctuality when in school (poor value of learning)*
- *poor aspirations and less frequent role models*
- *poor vocabulary and S+L*
- *poor attention span*
- *more likely to have additional stressors at home*
- *covid lockdown stressors – poverty, loss of routine, food shortage, increased social and emotional stressors linked to circumstance*
- *lack of medical/professional support during lockdown regressed speech and language and communication, access to CAMHS etc*
- *Possible traumatic experiences and thoughts around bereavement*
- *Lack of routine and stable home environment*
- *Attachment issues – separated/blended families with potential issues*

Research the evidence of what works best

- *EEF reading*
- *PiXI gap analysis*
- *Quality first teaching*
- *Read widely around social strategies and community work*

Charlestown Community School Pupil Premium action plan 2020-23

Priority	Action	Cost	Desired impact	monitoring
1 A centre point in our community for all families and their differing needs. A place where everyone can thrive rather than just survive each and every day.	Year 1 Community Room refurb Seek funding and bids to transform the community room New kitchen Washing facilities Interactive screen Fobs to secure rest of school New flooring New seating	5000 800 1000 500 3000 10000 15800	Community room to be used for: Breakfast club Toddler reading time Playgroups Adult learning After school tuition Family support sessions Parent counselling sessions	Families have increasing needs met as per Maslow's triangle on Pupil Premium policy – case studies Reviewed termly at standards committee Weekly meetings on cases
	<p style="text-align: right;">total</p> Family Support Worker Year 2 Adult learning courses run Adult family support sessions run Child and Adult learning sessions run	34000 (p/a) TBC		

	<p>Employment courses and support sessions run Toddler groups run Food and toiletries banks run Lettings increased for community clubs</p> <p>Year 3 Community room is used for pre nursery groups, health support, life skill sessions, counselling sessions, washing facilities, parenting sessions, self esteem groups</p>			
<p>2 Academic Achievement in line or exceeding non PP children and above national average</p>	<p>Each year PiXI package purchased RWI purchased (literacy budget) Lexia purchased (catch up fund)</p> <p>Quality first teaching and support enables progress to be at least good through bespoke training package (National College package)</p> <p>Interventions by level 3 support staff (HS and JC) and other TA's show gaps closing</p>	<p>3500</p> <p>10000</p> <p>46000 (p/a)</p> <p>17000 (p/a)</p>	<p>Close gaps lost in 2020-21 with good assessment and therapy use with the aim to achieve in line or exceed non PP going forward</p> <p>Good progress is evident in all areas.</p> <p>Gaps close rapidly ensuring no one is left behind.</p>	<p>Data tracking is robust and informs next steps</p> <p>Data Reviewed termly at standards committee</p> <p>Gap analysis at governors standards committee</p>

	Attendance improved of PP children through attendance officer and covid team work	25000	Punctuality and attendance increase term on term impacting on attainment.	Attendance discussed at standards committee
	Speech and Language assistant - Assessments from S+L used to inform teacher planning	2000	Speech and language work closes gaps at EYFS and KS1 level.	Headteachers report
	Speech and language programme (TBC)	1000		
	Whole staff training on universal speech and language and phonics work (RWI training for all)	3500	All staff are trained in delivering high quality phonics sessions to ensure good quality teaching across all year groups.	Lesson observations
	Online learning platform is established, embed and effective. Expectations communicated to parents	2000	Seesaw enables all children to access learning from home and in school	Log on % is very high
	Tablets loaned to families in need	25000	Children can access learning when not in school	As above
	TA in Y6 for interventions	20000	Interventions can run whether children are at home or in school	Attendance monitored by phase lead
	Ed Psychologist	11500	Regular assessments support teachers to close gaps	

	<p>Interventions in Y2+3 by full time teacher (from Jan 2021)</p> <p><u>Year 2+3</u></p> <p>Support staff trained in communication interventions</p> <p>Lexia intervention for KS2 bottom 20% of reading attainers</p> <p>Additional Y6 teacher*</p> <p>Community room work on aspirations and self-esteem for parents and children – guest speakers, support in place.</p> <p>Parent champions established</p>	<p>25000</p> <p>600</p> <p>6500</p> <p>35000</p> <p>TBC</p> <p>0</p>	<p>Gaps are closed in phonics and reading to prevent the gap from widening.</p> <p>Children in Y6 can all read fluently and achieve beyond expected outcomes and are ready for their next stage of learning</p> <p>Parents and children have career paths in place and are supported to stay on these paths and achieve.</p>	<p>Assessment monitored by assessment lead and phase lead</p> <p>Phonics data is improved in 2022</p> <p>Lesson observations and data tracking</p> <p>Case studies monitored</p>
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<p>3</p> <p>Wider opportunity experience to enable aspirations to be high and cultural experiences to be in line with others*</p>	<p>Year 1</p> <p>Pantomimes – virtual</p> <p>Authors and poetry festival</p> <p>Bury FC</p> <p><u>Years 2+3</u></p> <p>Review impact of above</p> <p>New trips linked to new curriculum (TBC)</p>	<p>1000</p> <p>1000</p>	<p>Children experience live performances</p> <p>Children meet real authors and are inspired to write</p> <p>Children develop their physical ability and improve health and wellbeing.</p> <p>Children experience visits to places of interest and cultural value</p>	<p>Sports data and assessment collected</p> <p>% of children on trips increases</p>
<p>4</p> <p>Children who are self-regulated, have strategies to cope with life, emotionally stable learners</p>	<p><u>Year 1</u></p> <p>SCARF PSHE purchase used for whole class and learning mentor interventions</p> <p>Learning mentors in each phase – address attachment issues individually</p>	<p>685</p> <p>73000</p>	<p>Mental health of children is improved through self awareness and regulation</p> <p>Behaviour for learning is at least good across school and for those</p>	<p>Behaviour incidents decrease</p> <p>Behaviour and safeguarding monitoring tools used termly</p>

	<p>Champions for children</p> <p>All staff trained on attachment</p> <p><u>Year 2+3</u></p> <p>Focus on relationships and LGBTQi issues (Stonewall membership and project to weave into curriculum)</p> <p>Charlestown passports to success launched</p> <p>Wide variety of extra curricular opportunities are on offer</p>	<p>N/A</p> <p>1000</p> <p>1500</p> <p>750</p> <p>TBC</p>	<p>struggling, interventions and support are in place</p> <p>Children learn strategies to deal with external and internal difficulties and can regulate their own behaviour</p> <p>Children talk opening about difference and support each other regardless of gender or sexuality</p>	<p>Feedback to Governors in Headteachers termly report</p> <p>Incident review on trackit and cpoms</p>
<p>5</p> <p>Ambitious dreams for the future linked to school values</p>	<p><u>Year 1</u></p> <p>Curriculum provides opportunities to dream big through Fun Friday, INTU university, trips and visitors</p> <p>Aspirations work planned into each year group through the</p>	<p>20000</p> <p>N/A</p>	<p>Children have a wide variety of experiences which open up discussions and aspirations about employment pathways</p>	<p>Children questionnaires show high aspirations</p>

	<p>new curriculum and is progressive and purposeful</p> <p><u>Year 2 +3</u></p> <p>Visitors and theme days are thoughtful and support the vision and values of the school</p> <p>Wide variety of extra curricular opportunities are on offer to develop interests and talents</p>	<p>20000</p> <p>5000</p>		
Spend			notes	
Total spend year 1		299,985		
Total spend year 2				
Total spend year 3				

Staff training (E09 budget considerations) Year 1

- *September training on expectations and PiXL use and therapies*
- *EEF study work by SLT and TA's, then teachers*
- *Vision and values implementation in planning – whole school*
- *Classroom strategies training for all teachers to use to support all children (EEF and National College)*
- *Unconscious bias training*
- *Learning mentors to be trained in specific interventions*
- *Teacher development plan implemented (2021)*
- *SCARF training*
- *Curriculum planning training*
- *Whole school speech and language and phonics training (INSET)*
- *RWI training considerable cost*
- *Lexia training and implementation*