

DfE - Pupil premium strategy statement 2021-22



Inspiring a Lifetime Love of Learning

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cheselbourne Village School
Number of pupils in school	School Roll- 42 Pre-school- 6
Proportion (%) of pupil premium eligible pupils	5 (+1 services) = 6 = 14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	29/12/21
Date on which it will be reviewed	December 2022
Statement authorised by	Full Governing Body
Pupil premium lead	Mr C . Perry
Governor / Trustee lead	M. Buckley (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,035
Recovery premium funding allocation this academic year	£1133
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£9168

Part A: Pupil premium strategy plan

Statement of intent

At Cheselbourne Village School we ensure all pupils have equal opportunity to learn and attain at least in line with their age related expectations. We will do this by providing high quality teaching for all children. There will be a focus on ensuring recovery and children having good basic skills including the ability to manage their own emotional well-being.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge	Detail of challenge
A	Emotional Literacy (<i>range of external factors impacting on child's resilience and self-esteem impacting on ability to learn</i>).
B	Quality First Teaching (<i>in mixed-age classes, YR/1/2 with pre-school and Y3/4</i>)
C	Attitude to Learning/ Raising Aspirations (<i>from pre-school age, linked to school readiness</i>)
D	Parental Engagement (<i>more difficult to liaise with on a day-today basis parents due to locality and children travelling to and from school by bus</i>)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>A . Children are supported, settled and have coping strategies so they are ready to learn which in turn enables them to achieve their targets and reach their potential.</i>	<ul style="list-style-type: none">● It is obvious that children are happy in school, they show they are well-prepared to learn and feel they can rely on the support network around them if they feel they are not coping.● A strong focus on the whole class PSHE, learning about wellbeing and having the right environment to learn (particularly during friendship group work and in transition work in readiness for new year groups/class or move to middle school).● Jigsaw PSHE approach is evident throughout the whole school to support all children who are funded. Links to the school values through nurture.● An enhanced transition programme supports children in need of additional support moving to middle school. These children are identified early on and support is put in place early.

	<ul style="list-style-type: none"> • Children are able to talk about the strategies they employ for when they feel worried or anxious which enables them to take advantage of early support for their wellbeing and continued development of self-help strategies in this. • The value of 'Nurture' is foremost in support for children displaying needs around Emotional Literacy. Children are identified early on and have opportunities to be supported in this. Nurture programmes such as using animals for therapy/nurture support this. <p>ELSA Input:</p> <ul style="list-style-type: none"> • Provide trained member of staff for ELSA. Training includes regular attendance at ELSA supervision training. • Tracking shows children are 'on track' to achieve target (ARE or above unless SEN child on individual progress line). • Responses to child, parent and teacher questionnaires show marked improvement in ability to cope with school/home and that issues requiring ELSA support (identified in baseline/entrance to ELSA questionnaire) have improved. • Children have developed resilience and ability to cope better with external issues impacting on their ability to achieve within school (issues are those identified at start of ELSA programme and evidence will be gained by exit from ELSA evaluation). • Liaising between Teacher and ELSA TA shows clear programme of support is put in place and strategies are fed back to all staff so holistic approach to support across the school is maintained. • 1:1 ELSA sessions feed into whole class PSHE (particularly during friendship group work and transition to new year/middle school phases).
<p><i>B. Children will engaged in their learning and make good progress from starting points with the aspiration that they reach ARE or above in current Year group.</i></p>	<ul style="list-style-type: none"> • Provide opportunity to support children accessing educational trips (including residential visits for Year 4 children) to expose them to inspirational learning experiences outside the classroom. • Children understand their 'next steps' and are supported to understand how these are to be achieved (in books target stickers, use of ladders to show progress made and gaps to cover.) Response to marking through purple pen shows this is understood and use of response to 'challenge' work supports children evidence their attainment (particularly for 'challenge' or 'support' children). • Achievements to be regularly shared with children by class teacher through verbal and written feedback. • Children's achievements are celebrated and shared with school and parents through certificates, parent meetings and Celebration Assemblies. • Data Analysis and action plans identify PP children and the plan for necessary targeted support.

	<ul style="list-style-type: none"> ● Regular book scrutiny- 'Book Looks' (and planning monitoring by HT) shows PP children are identified and adequately supported. Weekly teacher meetings to have standing item to 'check in' PP support and progress. ● Middle leaders also scrutinise progress made and teaching support. ● Gap between PP and non PP is reduced. ● Attainment of GD learners is closely monitored and lack of progress (in preceding years) is addressed so children are on track with intended outcomes from ELG/AOE results. ● Effective monitoring of Teaching and Learning by HT shows PP children are being supported to achieve. ● Training needs for all staff to support SEN /PP children is identified through Performance Management and put in place. (SEN training needs identified through SEND information report.) ● Regular small group, 1:1 support is put in place as part of class action plans. (1st Class at number CPD and sessions)
<p><i>C. All children (starting from pre-school) have high aspirations to achieve and therefore make progress in line with expectation.</i></p>	<ul style="list-style-type: none"> ● All disadvantaged children are identified as soon after entry as possible. ● Support available through Pupil Premium for disadvantaged children is clear and families are informed early how support can be obtained. Including for Pre-School children. ● All PP children have support identified in PP Strategy and support is evident in all aspects of school planning (e.g. lessons plans, SEN intervention, Data Action Plans etc.). Programme of support instigated from as soon as they start inc. Pre-School. ● Enhanced transition programme is put in place for all EYPP children and PP children moving on to Middle School. ● Enhanced parental engagement (see below- D) put in place to support holistic approach for raising aspirations for all learners. ● Progress made (inc. small steps of progress) is shared and celebrated to raise self-esteem from a positive sense of achievement. ● Provide opportunity to support children accessing educational trips to expose them to inspirational learning experiences outside the classroom.
<p><i>D. Parents of all PP children are supported in supporting their children achieve and make good progress in school.</i></p>	<ul style="list-style-type: none"> ● Develop methods for communicating with all parents (so as not to single out to harder to reach parents) using digital (email/social media Twitter and Facebook) as well as paper (bus books) methods. ● Ensure all parents and children understand the agreement between school and home in terms of home learning which is highly focused on areas where parents can support further learning at home inc. reading, spellings and times tables. Ensure this is monitored weekly.


	<ul style="list-style-type: none">● For children who are not reading or learning their spelling and times tables speak to and encouraged ways in which they could support further.● Host events for parents (Phonics, Reading and Maths Workshops) on different days/times so parents may have more opportunity to attend at times more convenient to them.● Provide opportunities for lunchtime clubs (using technology- e.g. Times Table Rockstars).● Monitor attendance at in school clubs and liaise with parents re. progress being made.● Offer support for parents without technology to use equipment in school to do school admin eg. Ordering School Meals.● Support with reading in school through teacher, TA and volunteer reading support (Dorset Reading Partners) to ensure all children are reading regularly.● Use email and social media as well as Newsletters to advertise school events and prompt parental engagement.● Ensure teachers/headteacher follows up when parents don't attend Parent Teacher Meetings or key events.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.




Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3713

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA provision and training	Social and emotional learning Moderate impact for very low cost based on very limited evidence   	A
PSHE Jigsaw Curriculum	Social and emotional learning Moderate impact for very low cost based on very limited evidence   	A B
High quality reading books	Phonics High impact for very low cost based on very extensive evidence   	B
	Early literacy approaches Moderate impact for very low cost based on moderate evidence   	
Maths No Problem resources	Mastery learning High impact for very low cost based on limited evidence   	B
Phonics resources - Essential Letters and Sounds	Phonics High impact for very low cost based on very extensive evidence   	B

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Lessons	Arts participation Moderate impact for very low cost based on moderate evidence   	B

CPD for SEND group work - 1st Class at number	Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4	B
	Early numeracy approaches Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6	
Tutoring programme	One to one tuition High impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5	A B C
Mindfulness sessions - Relax kids	Social and emotional learning Moderate impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4	A C

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5549

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Educational Visits	Parental engagement Moderate impact for very low cost based on extensive evidence	£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4	B D
Residential Trips (Hooke court etc)	Parental engagement Moderate impact for very low cost based on extensive evidence	£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4	A B C D
After School Extra-Curricular Clubs provision	Parental engagement Moderate impact for very low cost based on extensive evidence	£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4	A C D
Extended Schools access Breakfast and After-School Club	Parental engagement Moderate impact for very low cost based on extensive evidence	£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4	D
Free School Meals CATERING BUDGET	Parental engagement Moderate impact for very low cost based on extensive evidence	£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4	D
Uniform Purchase PP BUDGET	School uniform Unclear impact for very low cost based on insufficient evidence	£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 ●	D

Total budgeted cost: £ Planned £9917 to spend to Sept 2022

Additional costs to be covered by the Farmington Fund (grant)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our assessment of the reasons for the outcome points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources. We used this funding to initiate a 1:1 COVID catch up programme which enabled pupils to close the gap with the peers.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. This is why we used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan and including a significant consideration to what can impact the pupils when they are in the classroom, rather than being taken out.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
PSHE Jigsaw	Jan Lever Group
Maths No Problem	Maths - No Problem
Essential Letters and Sounds	Oxford Owl

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The funding was used to support the 1 pupil in receipt during classroom based learning. Ensuring that the right resources to support and challenge this pupil was in place.
What was the impact of that spending on service pupil premium eligible pupils?	This pupil has continued to make good progress in reading, writing and maths and is working towards a GDS attainment at the end of the year.

